

REFERENCES

- Abadikhah, S., Aliyan, Z., & Talebi, S. H. (2018). EFL students' attitudes towards self-regulated learning strategies in academic writing. *Issues in Educational Research*, 28(1), 1-17
- Andrade, M. & Evans, N. (2013). *Principles and practices for response in second language writing: Developing self-regulated learners*. New York: Routledge.
- Arikunto, Suharsimi. (2006). *Prosedur Penelitian Suatu Pendekatan Praktik, Ed Revisi VI*. Jakarta: Penerbit PT Rineka Cipta
- Ariyanti, Fitriana, R, Pane, W. S. (2018). Self-Regulated Learning in Writing of EFL Learners. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 3(1)
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice Hall
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman.
- Barnard-Brak, L., Paton, V. O., & Lan, W. Y. (2010). Profiles in self-regulated learning in the online learning environment. *The International Review of Research in Open and Distributed Learning*, 11(1), 61-80.
- Bashir, Mahrukh. (2017). *Buku Siswa Bahasa Inggris SMA Kelas 11 K13 Revisi 2017*. Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud.
- Baumert, J., Klieme, E., Neubrand, M., Prenzel, M., Schiefele, U., Schneider, W., *fächerübergreifende Kompetenz (Ability to self-regulate learning as a cross-curricular competence)*. Berlin: PISA-Konsortium/Max-Planck-Institut für Bildungsforschung.
- Bly, Robert W. (2004). *Webster's New World Letter Writing Handbook*. Indianapolis: Wiley.
- Boekaerts, M., & Niemivirta, M. (2000). *Self-regulated learning: Finding a balance between learning goals and ego-protective goals*. In *Handbook of self-regulation* (pp. 417-450). Academic Press.
- Bram, Barly. (1995). *Write Well*. Yogyakarta: Kanisius
- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to language Pedagogy*. San Francisco State University.

- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluation qualitative and quantitative research*. Bostan: Person Educational, inc
- Dembo, M.H., & Eaton, M.J. (2000). Self-regulation of academic learning in middle level schools. *The Elementary School Journal*, 100(5), 473–490.
- Dembo, M.H., & Seli, H. (2008). *Motivation and learning strategies for college success: A self-management approach (3rd edn)*. New York: Erlbaum.
- Eilam, B. & Aharon, I. (2003). Students' planning in the process of self-regulated learning. *Contemporary Educational Psychology*, 28, 304-334
- Fonseca, K. A. B., & Peralta, F. S. (2019). Google Classroom: An Effective Virtual Platform to Teach Writing in an EFL Composition Course. *International Journal of English Language Teaching*.
- Gibbons, P. (2002). *Scaffolding Language and Scaffolding Learning. Teaching Second Language Learners in the Mainstream Classroom*. Portsmouth, NH: Heinemann.
- Glass, G. V., & Kenneth, D. Hopkins. (1984). *Statistical methods in education and psychology*. Prentice Hall.
- Graham, S., & Harris, K. R. (1997). Self-regulation and writing: Where do we go from here? *Contemporary Educational Psychology*, 22(1)
- Griffiths, C. (ed.). (2008). *Lessons from good language learners*. Cambridge, UK: Cambridge University Press.
- Harmer, J. (2004). *How to teach writing*. Harlow: Longman.
- Heaton, J.B. (1975). *Writing English Language Testing*. Singapore: Longman Group Limited
- Honeck, A. Y. (2013). *Assessing perceived writing self-efficacy beliefs in the community college environment*. Masters thesis, Hamline University, USA
- Kementerian Pendidikan dan Kebudayaan. (2016). *Silabus Mata Pelajaran SMA/MA/SMK/MAK*
- Latipah, E. (2010). Strategi Self-Regulated Learning dan Prestasi Belajar: Kajian Meta Analisis. *Jurnal psikologi*, 37(1), 110-129
- Moleong, Lexy J. (2004). *Metodologi Penelitian Kualitatif*. Bandung: PT. Remaja Rosdakarya

- Montalvo, F. T., & Torres, M. C. G. (2004). Self-Regulated Learning: Current and Future Directions. *Electronic Journal of Research in Educational Psychology*, 2(1), 1-34
- Norris, J.E., (2016). *Four types of noise that disrupt communication*. Retrieved from <https://onthego.fm/4-types-noise-disrupt-communication-non-technical-problem-podcasters-face/>
- Novriyani (2017) *Self-Regulated Learning Strategy Based Writing Instruction To Promote Students' Argumentative Essay Writing Ability*. Undergraduate Thesis, Universitas Lampung.
- Oshima, Alice. and Hogue, Ann. (1999). *Writing Academic English*. 3rd Ed. New York: Addison Wesley Longman.
- Page-Voth, V. & Graham, S. (1999). Effects of goal setting and strategy use on the writing performance and self-efficacy of students with writing and learning problems. *Journal of Educational Psychology*, 91(2), 230-240.
- Pintrich, P. R., & De Groot, E. V. (1990). Motivational and self-regulated learning components of classroom academic performance. *Journal of educational psychology*, 82(1), 33
- Rahayu, R., Yusmansyah, Y., & Utaminingsih, D. (2017). Hubungan Antara Regulasi Diri Dengan Prestasi Belajar Pada Siswa Kelas X. *ALIBKIN (Jurnal Bimbingan Konseling)*, 5(5).
- Richards, Jc., & Renandya, W. A. (2002). *Methodology in Language Teaching*. Cambridge: Cambridge University Press.
- Rubin, J. (2008). Reflections. In C. Griffiths (ed.), *Lessons from good language learners* (pp. 10–15). Cambridge, UK: Cambridge University Press.
- Saefullah. (2012). *Psikologi Perkembangan dan Pendidikan*. Bandung: CV Pustaka Setia.
- Setiani, N., Santoso, B., & Kurjono, K. (2018). Self Regulated Learning And Achievement Motivation To Student Academic Procrastination. *Manajerial: Jurnal Manajemen dan Sistem Informasi*, 17(1), 17-38.
- Smith, H. (1994). *The 10 natural laws of successful time and life management*. New York: Warner.
- Sugiyono, P. D. (2009). *Metode Penelitian Kuantitatif Kualitatif dan R&D*, Bandung: Cv. ALVABETA.
- Tanzeh, A. (2009). *Pengantar Metode Penelitian*. Yogyakarta: Teras

- Thohirudin, M., Herawati, H., & Lisnawati, S. (2019). Hubungan Regulasi Diri Dan Motivasi Belajar Siswa Dengan Prestasi Akademik Siswa. In *The Annual Conference on Islamic Education and Social Science* (Vol. 1, No. 2, pp. 159-168).
- Tillmann, K.-J., & Weiss, M. (2000). *Fähigkeit zum selbstregulierten Lernen als*
- Wolters, C. A. (2003). Understanding procrastination from a self-regulated learning perspective. *Journal of Educational Psychology*
- Yin, R. K. (2011). *Qualitative Research from Start to Finish*. New York
- Zahidi, A. B. M. (2012). *Self-regulation in English Language Learning: Case Studies of Six Malaysian Undergraduate*. Victoria University of Wellington. Doctoral Thesis.
- Zimmerman, B. J. (1989). A social cognitive view of self-regulated academic learning. *Journal of educational psychology*, 81(3), 329
- Zimmerman, B. J. (1994). Dimensions of academic self-regulation: A conceptual framework for education. *Self-regulation of learning and performance: Issues and educational applications*, 1, 33-21
- Zimmerman, B. J., & Pons, M. M. (1986). Development of a structured interview for assessing student use of self-regulated learning strategies. *American educational research journal*, 23(4), 614-628
- Zimmerman, B.J. (1994). Dimensions of academic self-regulation: A conceptual framework for education. In D.H. Schunk & B.J. Zimmerman (eds.), *Self-regulation of learning and performance*. Hillsdale, NJ: Erlbaum.
- Zimmerman, B.J. , & Bandura, A. (1994). Impact of self-regulatory influences on writing course attainment. *American Educational Research Journal*, 31, 845-862
- Zimmerman, B. J., & Risemberg R. (1997). *Self regulatory dimensions of academic learning and motivation*. In G. D. Phye (Ed.), *Handbook of academic learning: Construction of knowledge*. San Diego, CA: Academic Press.
- Zumbrunn, S., Tadlock, J., & Roberts, E. D. (2011). *Encourage Self-Regulated Learning in the Classroom*.