

CHAPTER 1

INTRODUCTION

This chapter presents a wide-ranging description of the study. It comprises the background, formulation of the problem, operational definitions, aim of the study, and significance of the study.

1.1 Background

Accomplishing assignments is not easy for some students, including visual learners because they need visualization aids to help them obtain information and process it well. This is in line with the opinion of Saima (2018) that visual learners prefer and can quickly process and understand information in the form of visualization. However, this makes visual learners face difficulties in accomplishing assignments considering that visualization is very important for them to process and understand what they will learn (Maqbool et al., 2018). Therefore, they are required to use effective learning strategies to achieve the goal of accomplishing assignments, and self-regulated learning is a strategy that can help them effectively. Pintrich (2000) suggests that self-regulated learning can enhance learning effectiveness, increase self-motivation, and lead to better performance and learning success. Moreover, Donker (2014) and Liu (2022) stated that the use of effective learning strategies has a positive effect on learning outcomes because it can make individuals play an active and independent role in the learning process, encourage student's reflection on learning challenges, and effective planning. Effective use of self-regulated learning strategies significantly impacts students' ability to learn effectively, be more self-motivated, and self-directed to achieve their learning goals, at least getting higher scores by determining their own learning needs, maintaining, managing, supervising, and evaluating the learning (Lawson et al., 2019; Şuteu, 2021). However, many visual learners do not understand how to apply self-regulated learning, even though perhaps in the learning process they are unconsciously carrying out self-regulated learning, so it is clear that actual research on how students use self-regulated learning needs to be explained.

At the university level, students are required to independently process and develop the knowledge they receive to achieve learning goals because the applicable curriculum requires students to be more active while lecturers only act as facilitators of class activities. However, one of the factors that influences students in processing and developing the knowledge they receive is their learning style because each student has a different learning style (Phantharakphong, 2012). This idea is in line with Phantharakphong's (2012) statement which states that learning style is one way which implies that different people learn in different ways and it is important to understand their own chosen learning style to improve learning abilities and achieve successful learning goals. This strengthens the results of research showing that self-regulated learning is associated with academic performance, in which students with self-regulation are aware of their learning processes and strategies to be more effective and successful in balancing, accelerating efficiency in completing their assignments, and reflective learning (Cetin, 2021; Işık & Atasoy, 2023; Lee et al., 2020). In the end, self-regulation is a predictor of constructive learning process for achieving better learning goals (Olsen & Mehus, 2022). Therefore, understanding how self-regulated learning as a student's constructive learning process is a useful step towards generating their independent learning style and enhancing skills in accomplishing assignments efficiently is an interesting subject to be explored more broadly.

Contextually, there are EFL students majoring in English Language Education at one of the universities in Tasikmalaya who contract a Methodology in ELT course which can be accessed by researchers to investigate this phenomenon. At this university, researchers found that students showed different attitudes when faced with completing course assignments. At this university, researchers found that students showed different attitudes when faced with completing course assignments related to the difficulty of self-regulation. This raises questions for researchers about how EFL visual learners regulate their learning, considering that the way they receive and process information is certainly different from one another. Therefore, the way they

receive and process information determines their learning style and learning style is one of the individual differences (Jalali & Rahimi, 2022; Marantika, 2022; Özüdoğru, 2022). In line with this, the learning style model developed by Fleming (1992) consists of four sub-learning styles; Visual, Auditory, Reading, and Kinesthetic (VARK) (Fleming, 1992). Understanding the various behaviors carried out by students and their relation to self-regulated learning, researchers are interested in the Visual Learners sub-style of learning which is the focus of the scope where this group prefers information that comes in the form of pictures and graphs, charts, and flow charts. With this phenomenon, the idea emerged for researchers to explore EFL students' self-regulated learning in completing assignments because one of the factors that influence learning outcomes in the context of completing assignments is student self-regulation (Karakaya Özyer & Altınoy, 2023).

Previous research conducted by Panadero (2017) reported that self-regulated learning is very important in complex problem-solving, reasoning, and understanding where students manage their learning while being guided by their motivation, behavior, and metacognition. Furthermore, there are several empirical research findings that state that self-regulated learning plays an important role in learning success (Cengiz-Istanbullu & Sakiz, 2022; Ishartono et al., 2022; Mindrila & Cao, 2022; Moral & Crosseti, 2022; Türker Biber, 2022). The research shows that students who demonstrate high levels of self-regulated learning are more committed to learning than students with low levels of self-regulated learning. Ponitz et al, (2008) noted that self-regulation, including executive control, attention, emotion regulation, and behavioral regulation, is associated with effective classroom behavior and high achievement, and reviewed evidence identifying poor self-regulation as an indicator of student learning achievement (U. Azizah & Nasrudin, 2021; Mahmud & German, 2021). Furthermore, although there is a lot of research on self-regulated learning as a constructive learning process that can determine student learning achievement. However, there has not been enough research to explore the self-regulated learning of EFL students with a visual learner

learning style in completing assignments. Therefore, to fill this gap, this research focuses on describing the involvement of self-regulated learning of visual learners in EFL students in completing assignments. Taking this into account, it is hoped that this research will be useful for teachers, students, readers, and researchers to provide broader insight into self-regulated learning of EFL students in facing and accomplishing assignments.

1.2 Formulation of the Problem

Based on the background above, the researcher addresses the following question, “How do EFL visual learners regulate their learning in accomplishing assignments?”

1.3 Operational Definitions

To avoid misinterpretation of this research, here are the operational definitions of each keyword:

- 1.3.1 Self-Regulated Learning** : Self-regulated learning is an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals.
- 1.3.2 EFL Students** : EFL students are English language learners living in countries where English is not used as a first language means of communication, either studying English in their own country or taking short English courses where English is not used as a first language means of communication.
- 1.3.3 Visual Learners** : visual learners are students who prefer and can quickly process and understand information in the form or appearance such as pictures,

videos/films, diagrams, charts, graphs, photos, illustrated textbooks, etc.

1.3.4 Assignment Accomplishment : Assignment accomplishment is a conscious activity of completing additional learning components that function as an extension of learning and strengthening memorization that can be prepared before class, during class, and after class, and can be spoken or written.

1.4 Aim of the Study

This study described the body of research on EFL visual learners' self-regulated learning in accomplishing assignments.

1.5 Significances of the Study

1.5.1 Theoretical Use

This research further supports the phase activation theory and self-regulated learning areas from Pintrich (2000) as a basic reference for research on how EFL visual learners regulate their learning in accomplishing assignments.

1.5.2 Practical Use

This research is believed potentially to be valuable for instructors in practicing suitable methods, and researchers seek to make the teaching and learning process easier for both teachers and students.

1.5.3 Empirical Use

This research can fill gaps in previous research by offering information regarding self-regulated learning and implies that future research can explore diverse perspectives to further investigate and gain a better understanding of the issue of self-regulated learning. Researchers seek to inspire and provide references for other researchers to conduct further research in this field.