CHAPTER 2

LITERATURE REVIEW

This chapter presents a brief explanation of some theories that support the study. The theories are related to self-regulated learning as a constructive learning process, EFL students, and visual learners as part of a learning style, and the connotation and functions of assignment accomplishment.

2.1 Self-Regulated Learning as Constructive Learning Process

According To overcome confusion regarding definitions and differences between autonomous learning, self-regulated learning, and self-directed learning, the terminology of the three needs to be explained (Katrin Saks, 2013). Based on Everhard and Murphy in Melani (2020), autonomy is the ability to take charge of one's own learning and is widely considered something that cannot be described as a multidimensional construct. Furthermore, Puteri & Safitri (2021) state that autonomous learning refers to the ability of the learners to regulate, develop, and direct their own learning activity (N. Azizah & Kardena, 2023). Then, self-directed learning has been considered a broader construct encompassing self-regulated learning as a narrower and more specific one. The most foundational definition of self-directed learning comes from (Knowles, 1975) who described it as a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning (Saks & Leijen, 2014).

Self-regulated learning assumes that, through the selective use of metacognitive and motivational strategies, students can personally develop their learning abilities; select, structure, and create appropriate learning environments; and can play an essential role in choosing the form and amount of instruction they need (Alabidi et al., 2022).

Self-regulation processes are divided into three cyclical stages: forethought, performance, and self-reflection processes. Forethought refers to those influential processes that precede action and efforts to prepare the ground for it. Performance includes those processes that affect attention and action occurring during motoric efforts. Self-reflection includes those processes that emerge after performance efforts and change an individual's response to this experience (Gan et al., 2022). Furthermore, Pintrich's (2000) model of self-regulated learning is compounded by four phases: (1) Forethought, planning, and activation; (2) Monitoring; (3) Control; and (4) Reaction and reflection. Each has four different regulation areas: cognition, motivation/affect, behavior, and context (Cetin, 2021; Pionera et al., 2020). That combination of phases and areas offers a comprehensive picture that includes a significant number of self-regulated learning processes (e.g., prior knowledge activation, efficacy judgments, self-observations of behavior). Furthermore, in that chapter, Pintrich (2000) explained in detail how the different self-regulated learning components and areas for regulation are deployed in the different phases. First, in terms of regulation of cognition such as judgments of learning and feelings of knowing. This incorporation emphasizes how important is cognition for Pintrich. Regarding the second area, regulation of motivation and effect, Pintrich explained that motivation and affect could be regulated by the students based on they empirical work (Pintrich, 2004). The third area is the regulation of behavior, in this area Pintrich incorporated the “individual’s attempts to control their overt behavior”. Lastly, the fourth area is the regulation of context which Pintrich included because it addresses those aspects of self-regulated learning in which the students attempt to “monitor, control and regulate the (learning) context” (Pintrich et al., 2000). Recent research shows that students with self-regulation skills participate actively in their learning processes metacognitively, motivationally, and behaviorally (Gan et al., 2022).

Phases	Cognition	Motivation/ Affect	Behaviors	Context
Planning (Forethought and activation)	Target goal setting Metacognitive knowledge activation	Goal orientation adoption Efficacy judgments Task value activation Interest activation	Time and effort planning Planning for self-observation of behaviors	Perception of task Perception of context
Monitoring	Monitoring of cognition	Awareness and monitoring of motivation and affect	Awareness and monitoring of effort, time management, and need for help.	Monitoring changing task and context conditions
Control	Selection and adaptation of cognitive strategies for learning and thinking	Selection and adaptation of strategies for managing motivation and affect	Self-observation of behavior Increase/decrease effort Persist and give up Help-seeking behavior	Change or renegotiate task Change or leave the context
Self-Reflection	Cognitive judgments Attribution	Affective reaction Attribution	Choice behaviors	Evaluation of task Evaluation of context

Table 1. 1 Phases and Areas for Self-regulated Learning from Pintrich (2000)

Students with self-regulation skills are autonomous, reflective, and efficient learners, and have cognitive and metacognitive skills as well as motivational beliefs and attitudes which are required to understand, monitor, and direct their learning (Alsaadi & Al Sultan, 2021; Dai et al., 2022; Gomerčić, 2021). In addition, these students can combine various self-

regulation processes, task strategies, and self-motivational beliefs and take responsibility (Solichin et al., 2021). Additionally, Barnard et al. (2009) designed a special instrument to evaluate students' regulated learning. This is a six-factor questionnaire consisting of goal setting, time management, environmental structuring, help-seeking, task strategies, and self-evaluation. The instrument has been replicated through follow-up research, and its reliability and validity have been further verified (Barnard et al., 2009). Utilizing Barnard et al. (2009) theoretical framework, Zheng, Liang, et al. (2018) also developed a questionnaire to measure English language learners' online self-regulation, which revealed a similar factorial structure to previous research as follows; (1) Goal setting (GS): planning and prearranging the outcomes of learning English;(2) Time management (TM): setting aside specific time for English language learning; (3) Task strategies (TS): adopting appropriate strategies for fulfilling tasks of English language learning; (4) Environment structuring (ES): finding proper places for learning English ; (5) Help-seeking (HS): asking for help from peers or teachers for English learning; (6) Self-evaluation (SE): self-appraisal of learners' English learning.

2.2 EFL Students

EFL is considered English as a Foreign Language, and ESL is called English as a Second Language. Before distinguishing EFL from ESL, it is important to know the difference between a foreign language and a second language. In his book "Fundamental Concepts of Language Teaching", Stern (1983) refers to the differences between a "foreign language" and a "second language" in terms of language function, learning objectives, language environment, and learning methods. According to him, a foreign language means a language used abroad. Learn a foreign language for tourism, communicate with native speakers, read foreign journals, and so on. However, a second language refers to a language that is as important as the mother tongue.

Shu Dingfang (1994) distinguishes the difference between “foreign language” and “second language” according to the language environment, language input, and affective factors that influence the learning process and so on. Therefore, EFL means learning English in non-English speaking countries. Yoko Iwai (2011) defines EFL as referring to those who learn English in non-English speaking countries. (For example, Japanese people who master English in their country are EFL learners). From the explanation above, EFL is mainly used by non-native English learners, such as Mandarin-speaking English learners in China. Based on the definitions of EFL and ESL, EFL audiences are those for whom English is not the first language or official language of countries such as China, Japan, and South Korea. In these countries, English is not required in daily communication.

2.3 Visual Learners As Learning Style

Various contextual and individual factors could influence students’ learning outcomes; one of them is learning style (Al-Seghayer, 2021; Marantika, 2022). Some experts gave different definitions of learning styles. Kai (2015) described learning style as a combination of learner-specific cognitive, emotional, and physiological characteristics applied in one learning environment (Li, 2015). Learning style is a process that consists of various methods used to form cognitive perceptions in processing information as a concept and principle (Leasa et al., 2018). Kolb (1984), stated that learning styles are described as methods that individuals prefer to receive and process the information personally. In a learning process, each person processes information and understands it differently (Ashraf et al., 2023). It is individualistic and influenced by learning styles. Sener (2018) identified six learning styles, different from those presented by Fleming in 1992. The six learning styles identified by Sener and Cokcalışkan are visual, auditory, kinesthetic, tactile, group learning, and individual learning (Şener & Çokçalışkan, 2018). Meanwhile, the learning style model developed by Fleming 1995 in the Student Center Learning is simpler, consisting of three

learning styles; visual, auditory, reading, and kinesthetic (VARK) (Fleming, 1995). Then, this model was expanded into a Neuro-linguistic programming (NLP) model into three VAK groups (Visual, Auditory, and Kinesthetic) which are referred to as Representational Systems (rep systems). This term relates to the fact that the brain uses the senses to build our internal representation, or model of the world around us (Sreenidhi & Tay Chinyi, 2017).

The visual group prefers information that comes in the form of graphs, charts, and flow charts. Furthermore(Maqbool et al., 2018), the research on the influence of learning styles found that there are differences in learning preferences between those who like to learn visually, auditorily, and kinesthetically (Ozgur, 2018). In this case, visual learners prefer and can quickly process and understand information in the form or appearance such as pictures, videos/films, diagrams, charts, graphs, photos, illustrated textbooks, flip charts, and handouts that are most suitable for visual learners (Maqbool et al., 2018).

2.4 Connotation and Functions of Assignment Accomplishment

Assignments serve as extensions of classroom learning, consolidating memorization and stimulating information application through various methods such as recalls and linkages. Teachers receive feedback on their instruction via assignment scores and adjust their instruction accordingly (Cook et al., 2018). There are preparation assignments before class, in-class assignments, and post-class assignments to review. There are three types of assignments: in-class tasks, homework, and social practical exercises. Additionally, school assignments can be spoken or written. Each assignment has a distinct purpose. Consolidating classroom knowledge is the most widely acknowledged function of school assignments. According to Hu (2019), assignments are extensions of classroom learning, systematizing what is learned in class and enhancing students' comprehension and memory of the material (Huang, 2022). Following a learning activity with a specified number of exercises enables students to apply basic knowledge, transform it into

components of their knowledge structure, and build their thinking capacity. Assignments, like examinations, serve as assessment instruments. This function bestows the tester's role on assignments. Tulving's experiment established the usefulness of testing in retaining knowledge memory (Huang, 2022). Based on Tulving's experiments (1985), researchers evaluated a variety of exams (assignments included) and discovered that people who had encountered the tests had a higher level of memory retention than those who had learned without encountering any tests (Zhang et al., 2022). As with any other test, assignments show a student's level of understanding. By assessing students' assignments, teachers can determine students' understanding of content, analyze the root causes of issues, and assist students in identifying solutions.

Assignments also affect students' development of different abilities and family relationships. Ramdass and Zimmerman (2011) concluded from their research that homework can help students develop self-management skills. They thought that homework stimulates students to continue their learning efforts, assists them in developing learning techniques, and strengthens their ability to concentrate, self-regulate, and manage their time effectively. Additionally, schoolwork strengthens family ties. Students can perceive a strong bond between their families and schools as a result of their parents' interest in and attention to their academic work (Huang, 2022; Ramdass & Zimmerman, 2011).

2.5 Study of the Relevant Research

Before the researcher decided to conduct this research, the researcher studied previous research regarding Self-Regulated Learning. Previous research will be discussed in the following order:

This research is relevant to a more recent large-scale research study by Teng (2019), in which the relationship between regulation and students' writing performance was investigated. Data collected from 882 EFL students from eight universities in China revealed several parameters that found planning,

monitoring, evaluation, and procedural knowledge to be significant predictors of students' writing performance. In addition, students' knowledge and regulation were found to be closely and positively related. Therefore, it can be concluded that regulatory skills must be developed to improve students' writing performance (Teng, 2020).

There is a small amount of research aimed at finding links between self-regulation and learning practices such as corrective feedback. Vasu et al. (2020) conducted experimental research to investigate the influence of self-assessment and indirect teacher feedback on undergraduate students' self-regulated learning in writing. It was found that self-assessment and teacher feedback indirectly benefited students' self-regulation. However, self-assessment has proven to be more effective in encouraging students' self-regulated learning than indirect feedback from teachers (Nipaspong, 2022). Lim et al. (2020) investigated the impact of peer learning on the use of self-regulated learning and student satisfaction with the learning experience. They found that students' ability to learn with their peers significantly influenced their self-regulated learning strategies (Gambo & Shakir, 2022). Further analysis revealed that the influence of peer learning on learning satisfaction was fully mediated by Self-Regulated Learning. Hamdan et al. (2021) found that online self-directed learning, along with self-efficacy, learner content, and learner-learner interactions were determinants of student satisfaction with online education during the COVID-19 pandemic crisis. In the context of pre-service teacher training, Kara et al. (2021) concluded that students' perceptions of self-regulation significantly and positively affect learning outcomes and student satisfaction, with other interpretations regarding the impact of class size and type of teaching. In another study, Zhu et al. (2020) found a significant correlation between students' continued intention to take online courses and self-regulated learning factors, including intrinsic orientation, performance orientation, self-management, and metacognitive awareness.

Massive Online Open Course (MOOC) environments, where learners require more guidance and rely more on the use of self-regulated learning

strategies, have also been the subject of research. Kizilcec et al. (2017) found a positive relationship between 4,831 students' goal-setting and strategic planning skills and their success in achieving personal course goals, while help-seeking was associated with lower goal attainment. Given the importance of measuring and tracking students' self-regulated learning behavior in learning environments, Li et al. (2020) focus on the use of clickstream data to support students' independent learning behavior. The use of time and effort management strategies is associated with better learning outcomes. Another study found that environmental arrangement and time management skills significantly predicted MOOC learning success perceived by learners (Lee et al., 2020). Similarly, Jansen et al. (2020) found positive results from self-regulated learning support to increase MOOC learners' use of self-regulated learning and course completion.

2.6 Framework

Based on the literature review, self-regulated learning can make individuals play an active and independent role in the learning process. Implementing self-regulated learning makes students more self-motivated and self-directed and achieve their learning goals, at least getting higher scores by determining their own learning needs and maintaining, managing, supervising, and evaluating the learning process for effective learning and constructive (Liu et al. 2022; Suteu et al. 2016). Contextually, this phenomenon appeared from EFL students majoring in English Language Education at one of the universities in Tasikmalaya. At this university, researchers found that students showed different attitudes when faced with completing course assignments. 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 & Altınsoy, 2023).

In this study, the researcher's interview was adapted from Zheng, Liang, et al. (2018); the theory measuring English language learners' online self-

regulation, includes six factors, namely goal setting, environmental structuring, task strategy, time management, help-seeking, and self-evaluation. This type of engagement was chosen based on the scope of the research question and the research setting. Furthermore, the sub-indicators were developed into several questions for research interview guidelines.