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DEVELOPING WRITING SKILLS THROUGH ONLINE SELF-REGULATED LEARNING

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Abstract
As a side effect of the emergency transition to remote online learning, all Indonesian schools and universities have stopped teaching in classroom settings in mid-March 2020 and began using internet platforms to deliver online learning activities. However, there are issues concerning students' perseverance and achievement as fully online learning is implemented. Considering many learners may not be able to concentrate on studying under traumatic circumstances, such as a pandemic, it is necessary to consider learning strategies that produce learning opportunities for all students to achieve specific goals in distance learning. Writing skills are considered the most challenging of all language skills among English as foreign language (EFL) students. When students use an online self-regulated learning (OSEL) strategy in learning writing, they can control their performance and benefit from online learning by adjusting their behaviors. Thus, the aim of the study is to find the causal relationship between OSEL strategy and writing skills.

Keywords: online learning, self-regulated learning, OSEL, writing skills.

Introduction
    Due to the novel coronavirus disease 2019 or Covid-19's pandemic outbreak, almost all human activities have shifted online (Kramer & Kramer, 2020). The side effects of the pandemic are also being felt in the education system (Stambough et al., 2020). For education, the pandemic gives both challenges (Daniel, 2020) and opportunities (Azorín, 2020). As a side effect of the emergency transition to remote online learning, all Indonesian schools and universities have stopped teaching in classroom settings in mid-March 2020 and began using internet platforms to deliver online learning activities. In this environment, students can learn and interact with instructors and other students from anywhere, since time and location are no longer barriers (Singh & Thurman, 2019). This allows students to live far away from the campus and juggle their studies with other responsibilities such as work and family.
    Regardless of these advantages, proficiency in a virtual learning environment is often dependent on the students' abilities to continually and independently participate in the learning process, as students face challenges adapting to the unplanned shift to online learning (Baticulon et al., 2021). Nonetheless, there are issues concerning students' perseverance and achievement as fully online learning is implemented. Considering many learners may not be able to concentrate on studying under traumatic

circumstances, such as a pandemic, it is necessary to consider learning strategies that produce learning opportunities for all learners to achieve specific goals in distance learning. However, students who are under duress may find it more challenging to be self-directed than usual.

Learning a language requires an appropriate and effective strategy. When learning a language, learners need to take active roles in the learning process and be prepared with strategies to control their learning (Griffiths, 2018). However, learners are involved with using many different methods while learning a language; for example, some strategies could provide the maximum benefits for some learners, yet others are ineffective. Therefore, they must be equipped with designs that are most suited to them. The student's capacity to control their learning process is essential to the efficacy of online learning. (Nikolaki et al., 2017). Self-regulated learning (SRL) is a learning theory that outlines how individuals control their own learning. Several theories have already been explained about self-regulation, and one of those is Zimmerman (1990), who states that self-regulated learners can manage their learning while also simultaneously actively participating in accomplishing their academic goals.

SRL is founded on a variety of theoretical models that serve as frameworks for conducting SRL research. According to Zimmerman and Moylan (2009), the SRL model is divided into three stages; planning, performance, and self-reflection. Students analyze the assignment, establish targets, and develop a strategy to achieve targets throughout the planning stage. A variety of motivational beliefs can influence their learning approach's engagement and stimulate their process. During the performance stage, students execute the work whilst tracking performance and adopting various self-regulated strategies to remain academically motivated as well as actively engaged in the learning process to accomplish assignments. Subsequently, during the self-reflection stage, students assess how well they did the assignment and design the new strategies for future learning.

Nevertheless, the self-regulation of students in online learning environments may differ from traditional learning (Barnard et al., 2009). Online learners may need to design their own learning strategy, determine how to engage with course material, manage their time effectively, and stay on track despite competing life priorities. Because of the significant differences in academic outcomes between two learning environments, students' online self-regulation (OSEL) may become a construct made up of several components. For this research, we will focus on the English language, specifically in writing abilities. The OSEL strategy is presumed to contribute to the achievement of the language learning goal. The goal of learning English, as is well known, is to improve oral communication and written language abilities. However, writing skills are often considered the most challenging of all language skills among English as foreign language (EFL) students. This is because, unlike other skills of language, learning writing requires learners to properly organize and develop their ideas (Thi & Anh, 2019). That being the case, in order to write properly in a foreign language, EFL students need to have more and higher cognitive abilities. Thus, the study's goal is to determine the causal relationship between OSEL strategy and writing skills.

Method

The data for analysis was gathered through library research. Library research can also be described as the process of reviewing, analyzing, and interpreting research

materials in order to collect data from the literature (Zed, 2004). The research was carried out by examining books and academic journals for summaries, descriptions, and overviews of the research concerns in the question. Particular topics are investigated in order to discover the significance and correlation of current research with a larger field of study. This research provides information related to the OSEL strategy for developing writing skills in online learning for giving the reader a basic knowledge of the topic.

Findings and Discussion
Online self-regulated learning
Established on the five OSEL components modified from Zheng et al., (2016), OSEL is a self-learning strategy that enables learners in managing and synchronizing information. There are five OSEL components; goal planning, environment-structuring, task strategies, time management, help-assistance, as well as self-reflection. When it comes to goal planning, it demonstrates how online learners set short and long-term targets to guide them through every action they take when learning English. The term environment-structuring refers to a learners' technique for finding an appropriate environment in which to study English online in order to optimize learning, reduce anxiety, and enhance emotional and behavioral stability. The task strategies refer to how learners could prevent interruption by reading loud English materials or resources on the internet and preparing questions before getting the materials or resources. The time management strategies refer to how learners learn English online while maintaining social and life activities at the same time. The help-seeking strategies refer to how learners seek assistance when their knowledge or comprehension is insufficient to allow them to solve an issue independently during learning English online. Furthermore, the self-reflection strategies highlight how students interact with one another by exchanging knowledge that occurred during the learning process in order to enhance their learning abilities. As a result, the components such as students' behavior, emotions, environment, motivations, and thoughts contribute to the self-regulation process during learning English online and are associated with academic achievement.

A number of research studies have been carried out to investigate the use of OSEL in an online environment. Outstanding online students are motivated in academic and have a high level of self-efficacy, (Alkış et al., 2018), have proper time management skills (Broadbent, 2017), able to set certain goals, review learning materials, and persevere (Kizilcec et al., 2017). Hence, for students to engage in online learning activities, such as studying English writing, this strategy is essential. Students who have higher levels of self-regulation will be highly motivated to learn. Students with high-level of self-regulated learning abilities remain to be continually conversant with the progress that they made. Students' academic performance will improve because they have appropriate self-regulation abilities, such as being aware of their learning goals, monitoring and managing their study time, and properly designing their learning plans.

Barnard et al., (2009) examined the construct aspects of learners' OSEL and divided them into six types: goal planning, environment-structuring, time management, help-seeking, task strategies, and self-reflecting. Previous study has revealed there is a significant correlation between OSEL and English achievement in online learning (Stasya & Emaliana, 2021). According to a study done by Broadbent

(2017), OSEL is essential in assisting students' time management and effort regulation skills in online learning. Students with good time management and effort regulation abilities can accomplish tasks on time and attend class while maintaining social and life activities at the same time. Nonetheless, if learners experience difficulties in online learning due to the lack of OSEL abilities, it is possible that they lack sufficient goal commitment, self-efficacy, or perseverance to accomplish assignments (M. H. Cho & Shen, 2013).

Writing skills

Writing requires not only knowledge of grammar, vocabulary, and a genre, but also the capacity to self-regulate one's learning (Zimmerman & Risemberg, 1997). It is a challenging task that necessitates a certain amount of linguistics understanding, strategic thinking, vocabulary, and grammar. As a result, cognitive and metacognitive processes are involved (Graham et al., 2007). EFL students, on the other hand, face some challenges in mastering English. When students attempt to construct a sentence, paragraph, or text, they frequently encounter problems. Some issues can be discovered in text writing such as students who rarely write in English have a hard time expressing their ideas or thoughts. They are usually afraid of making errors and lack self-efficacy when it comes to writing. Identification of the challenges students face in their writing, which enhances their awareness and stimulates the use of learning strategies, is an essential component in assisting students in developing their writing ability.

OSEL and writing skills

The writing self-regulated learning (SRL) strategy is defined as self-initiated activities used by writers to obtain a variety of literary goals, such as improving writing outcomes and abilities (Zimmerman & Risemberg, 1997). The focus on enhancing students' self-regulatory capacity has led initiatives to include metacognitive training to improve learners' self-regulation abilities in writing (Teng, 2016). According to Teng and Huang (2019), learners must be given opportunities to acquire metacognitive awareness. Learners, who have acquired a metacognitive strategy, will become more independent, able to plan, monitor, and assess their learning process.

Writing purposes are an important component of the process of writing. Even if students comprehend the assignment, they may begin writing without having a clear aim in mind. They may be so focused on accomplishing the task that they neglect to consider its goal. It is also difficult for learners to improve their abilities over time if their targets are not clearly stated. Prior research has shown that goal-oriented students may achieve success in a specific activity by acquiring information, skills, and assessing their own previous performance (Bouffard et al., 1995). According to Bai (2018)'s finding, high competence students exhibited significantly higher self-management for writing achievement. Learners acquire self-learning management and monitoring over their own learning process by implementing metacognitive strategies. They establish their academic targets, develop strategies for achieving them, and assess whether or not their goals have been reached.

Learners, who lack OSEL abilities, can use the internet to support and improve their self-regulated learning (Yot-Domínguez & Marcelo, 2017). Students can access all of the information and resources they need to assist them during their writing assignment. However, they frequently rush in without fully comprehending what they are meant to perform. With the assistance of task strategy, learners could use a read-

aloud technique in conjunction with writing skills to model how a particular text should be constructed when reading materials uploaded online. OSEL is essential in online learning since it allows institutions and teachers to assess students' efficacy and provide appropriate support. Students' online learning performance varies substantially depending on their self-regulation characteristics. Moreover, according to Li et al., (2020)'s finding, self-regulation allows students to outperform less self-regulated learners when it comes to completing tasks.

Students frequently become distracted while working on writing assignment. Help-seeking is a useful learning strategy that can assist online students in improving their writing abilities by giving feedback. Help-seeking refers to when pupils are facing academic challenges and actively seek assistance (Cheng & Tsai, 2011). It is one among many learning strategies students adopt to enhance their learning, such as continuing and organizing their studies, taking notes, outlining their work, and reviewing. Learners receive feedback on the outcome of their learning or on areas where they need to improve, which encourages them to continue practicing. Xu (2021) discovered that feedback-seeking orientation in writing was associated with cognitive, metacognitive, social behavior, and motivational OSEL strategy in a positive and significant way. However, many EFL students are still reluctant to seek assistance when they are experiencing difficulties.

Not only can reflecting assist students improve their writing abilities, but it also benefits students by allowing them to learn about their learning experiences as well as for teachers during learning activities. It evaluates students' strengths and weaknesses, develops their cognitive and metacognitive abilities, enables students to develop their learning styles, improves their personalities, and encourages them to be self-motivated (Klimova, 2014). Learners will be able to improve their general writing skills, such as grammar and vocabulary, by doing so. They can improve their writing and thinking skills by adopting this approach. It also performs as a witness to self-improvement in the learning process. However, Fathi et al., (2019) revealed that the peer-review exceeded the self-review during a writing assignment. The result might be explained by the fact that peers' comments and evaluations offered scaffolding and a type of mediated regulation to the participants, which is believed to have improved students' self-regulation. As a result of systematic engagement and the mutual need between students and competency methods, teachers must be involved in designing a plan for learners' self-regulated learning. This highlights the necessity of OSEL assistance in online environments for assisting learners in obtaining academic achievement in learning English writing. Hill and Hannafin (2001) proposed conceptual support as a tool for helping students in prioritizing knowledge. Learners can benefit from metacognitive support while measuring their progress. The usage of materials can be facilitated through procedural support. Lastly, strategic support can provide alternative possibilities for completing tasks. From that, it can be said that the teacher's presence is still important and necessary to assist students' OSEL in developing their writing skills in online learning.

In improving students' writing ability during the coronavirus outbreak, the following model hypothesis of causal relationship among them is developed:

Figure 1. The model hypothesis of a causal relationship between OSEL and English writing skills.

The proposed model hypothesis of a causal relationship between OSEL strategy and writing skills is described above. OSEL has a significant contribution to developing students' writing skills during online learning. To be effective, the components of OSEL must be used consistently. In order to deliver maximum benefits, consistency is required throughout learning strategies. In terms of teaching and learning process, considering students' problems may pose obstacles in OSEL, the presence of teachers in assisting students in overcoming these challenges are essential. When OSEL is employed at their best, learners will earn benefits in language learning, especially in writing skills. Thus, they will get good achievement in learning writing, that is proven by the ability to concentrate in online learning. As a result, the present research findings contribute to the interpretation of how OSEL strategy has a relationship with students' English achievement, notably with writing achievement. Therefore, the hypothesis is formulated as follows: the higher the level of self-regulation in EFL students' online learning, the better their writing achievement. Accordingly, based on current indications and various theories derived from findings in studies on the analysis of possible relationships between OSEL strategy and writing skills in online learning, the tentative answer on their relationships is developed.

Conclusion

To obtain better and optimal academic achievement and performances, learners must be self-regulated and engaged in the learning process. Improving writing skills necessitates hard work and perseverance in reviewing, elaborating, and interpreting materials. Learners will perform better in an online learning environment if they have appropriate strategies for completing tasks. By encouraging students to acquire understanding and abilities on their own, OSEL can help individuals become more motivated and engaged to study. As a result, the contribution of the instructor and teacher in online learning is essential.

Moreover, the emergence of technologies has changed learning environments. Hence, we need to extend our research in the online learning environment to investigate how OSEL strategies significantly promote' writing competency among university students in an EFL writing context. Further investigation into the significance of OSEL in online learning will extend SRL theories within virtual learning environments and enhance student outcomes, particularly in English writing proficiency.

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