

ABSTRACT

SELF-REGULATED LEARNING STRATEGY BASED WRITING INSTRUCTION TO PROMOTE STUDENTS' ARGUMENTATIVE ESSAY WRITING

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This study was aimed to know whether self-regulated promoted students' argumentative essay writing, to know the students' perception, and to know what aspect of writing is most increased by using self-regulated learning strategy based writing instruction. This research was qualitative and quantitative research based on one-group pretest-posttest design. The subjects of the research was students of English Education Department at fourth semester. There were three instruments administered in this study, namely: interview, questionnaire, and writing test. Related to the implementation of modified self-regulated learning strategy in the classroom, the finding of this present study showed that self-regulated promoted students' argumentative essay writing. The mean of pretest was 53.30 and mean of posttest was 72.85. In addition, the students' perception showed that they *sometimes* did the self-regulation on their activity. They did not have self-regulation on themselves. Besides, the aspect of writing that increased the most by using self-regulated learning strategy based writing instruction is grammar. The applying of self-regulated learning strategy based writing instruction not only benefits classroom practice but also promotes the learners' ability to select appropriate strategies for a particular task.

Key words: Self-regulated learning strategy, Students' perception, Writing ability