Self-Regulated Learning Strategies in Teenage Writers: A Focus on Self-Assessment and Feedback

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Abstract
Adolescent learners often face significant challenges when developing writing skills in a second language, as they must navigate both linguistic complexity and cognitive demands. This study examines how secondary school students in Indonesia engage in self-regulated learning within English writing tasks, focusing on their use of planning, self-assessment, and response to teacher feedback. Using a qualitative approach, the research involved journal reflections, interviews, and analysis of students' written work. The findings reveal that while students are beginning to demonstrate self-regulatory behaviors such as setting goals, monitoring their progress, and revising based on feedback their ability to do so independently remains limited. Most learners benefited substantially from scaffolding and teacher support, especially in language accuracy and idea development. Feedback was a powerful catalyst for revision, helping students become more aware of their writing choices and areas for improvement. However, gaps in metacognitive skills and feedback literacy were evident, highlighting the need for more explicit instruction in self-assessment and reflective practice. This study advances our understanding of how self-regulation unfolds in teenage writers and emphasizes the importance of integrating structured reflective tools and responsive feedback into writing pedagogy. By fostering these practices, educators can support the growth of autonomous, engaged learners capable of managing their own learning and improving their writing performance over time.

Keywords: *Feedback Literacy, Self-Assessment,* S*elf-Regulated Learning (SRL), Teenage EFL Learners*, *Writing Strategies*

INTRODUCTION

Writing in a second language is widely recognized as a cognitively demanding skill that requires learners to engage in complex mental processes. This challenge is particularly pronounced for adolescent learners, who are still developing both their linguistic competence and metacognitive awareness. Writing involves multiple interconnected processes such as planning, organizing, composing, and revising, which place substantial cognitive strain on students Taib et

al, (2024). Patty (2024) highlights the specific difficulties adolescents encounter in mastering these writing components. As learners progress through secondary education, the ability to self-manage learning becomes increasingly vital, drawing attention to the importance of Self-Regulated Learning (SRL). SRL refers to learners' active engagement in setting goals, employing learning strategies, and evaluating their progress Muharom et al. (2022). It enables students to take greater responsibility for their academic development, particularly in demanding tasks like writing.

In writing assessment, SRL not only supports the immediate completion of tasks but also contributes to long-term writing competence. A growing body of research emphasizes the significance of SRL in academic achievement. Panadero & Järvelä (2022) assert that SRL underpins sustained educational growth, while Chen (2022) provides empirical evidence of its effectiveness in classroom contexts. In English as a Foreign Language (EFL) writing, SRL strategies such as goal-setting, self-monitoring, and help-seeking are strongly associated with higher levels of writing proficiency Teng & Zhang (2024). Additionally, Andrade and Boulay (2003) highlight the role of self-assessment and formative feedback in developing learner autonomy and enhancing performance. Qian et al. (2024) found that students with heightened metacognitive awareness are better able to structure coherent and meaningful texts. Similarly, Dai et al. (2023) identify writing self-efficacy and strategic behavior as key predictors of success in EFL writing, underscoring the relevance of cognitive and motivational factors.

Research in the Indonesian context also echoes these findings. For example, Sudirman et al. (2021) demonstrated that reflective writing journals foster self-awareness among university students. Wijaya (2024) found that peer feedback encourages more thoughtful revision, and Arifah and Kusumaningrum (2023) stressed the importance of scaffolding and feedback in supporting learner independence during online learning. However, most Indonesian studies have focused on adult or tertiary-level learners and have rarely examined SRL within structured, classroom-based writing assessments at the secondary level. This reveals a critical research gap that warrants attention, especially considering the developmental needs of adolescent learners.

Although interest in SRL has grown considerably, focused research on how secondary school students implement SRL in writing remains limited. This stage of education is crucial, as students are still building the cognitive and metacognitive foundations necessary for independent learning. Teng & Huang (2020) note that existing SRL research often overlooks younger learners, while Harris & Graham (2016) advocate for greater attention to secondary students' needs. Furthermore, many studies address SRL as a general concept, without exploring the specific subprocesses involved in writing such as planning, drafting, revising, and reflecting which are vital for understanding self-regulated writing behavior Harris & Graham (2016). This highlights the necessity for more targeted research on how these subprocesses unfold in adolescent writing contexts.

Teacher feedback is also a pivotal element in developing SRL, yet recent studies often discuss it broadly without considering its direct impact on students' self-regulatory practices. While Winstone et al. (2017) affirm the overall effectiveness of feedback and Boud, D., & Molloy (2021) advocate for dialogic, interactive feedback, few studies examine how feedback influences students' ability to regulate their writing processes. Factors such as feedback type, timing, and delivery method are often underexamined, despite their influence on learner engagement and autonomy. Research by Winstone & Carless (2019) and Nicol et al. (2014) emphasizes that how students interpret and respond to feedback significantly affects their motivation and long-term writing development. These dimensions remain underexplored in the intersection between SRL and writing instruction, pointing to the need for more focused investigation. In response to these

gaps, this study aims to examine how teenage learners apply SRL strategies during writing tasks, identify the specific challenges they face in implementing self-assessment, investigate how the type and timing of teacher feedback influence their self-regulation, and propose pedagogical recommendations to enhance writing instruction through SRL-informed practices. Specifically, it addresses three underexplored areas: the limited attention to adolescent learners in SRL research, the insufficient analysis of self-assessment as a cognitive and metacognitive strategy in writing development, and the need to understand how feedback characteristics affect self-regulation.

By exploring how teenage learners in Indonesian secondary schools engage with SRL strategies, this study seeks to generate evidence-based insights that inform writing pedagogy and support more effective instructional design. The findings aim to help teachers provide targeted feedback, guide curriculum designers in incorporating SRL-aligned assessment tools, and assist policymakers in promoting learner autonomy in the classroom. Ultimately, this research aspires to empower students to become more reflective, self-aware, and independent writers capable of managing their own learning and achieving improved academic outcomes.

This article is structured as follows: The next section reviews the theoretical background of SRL and writing assessment. The methodology section outlines the qualitative procedures used. Then, the findings and discussion present students' SRL practices. Finally, the paper concludes with pedagogical recommendations and implications for writing instruction

LITERATURE REVIEW
Theoretical Foundations of Self-Regulated Learning (SRL)

Self-Regulated Learning (SRL) refers to the process in which learners actively direct and manage their learning using cognitive, metacognitive, motivational, and behavioral strategies. Unlike traditional passive learning, SRL empowers students to become autonomous agents who set goals, monitor their progress, and reflect on outcomes. Zimmerman's cyclical model conceptualizes SRL through three interconnected phases: forethought (goal-setting and planning), performance (strategy use and self-monitoring), and self-reflection (evaluation and adjustment).

SRL requires essential skills such as goal-setting, strategic planning, self-monitoring, and emotional regulation all of which are crucial in sustaining effort for cognitively demanding tasks like writing. While Zimmerman's model emphasizes the cyclical nature of self-regulation through forethought, performance, and self-reflection phases, other scholars have proposed complementary views. For instance, Panadero and Järvelä (2022) expand on SRL by introducing socially shared regulation, highlighting how peers collaboratively manage learning processes. This contrasts with Zimmerman's focus on individual cognitive and metacognitive cycles. Carless (2022), meanwhile, places greater emphasis on the dialogic and interactive nature of feedback in supporting SRL. These varying perspectives suggest that SRL is a multifaceted construct, and effective writing instruction may benefit from integrating both individual and social dimensions of regulation. By situating this study within Zimmerman's model while acknowledging these broader views, the research aims to contribute a nuanced understanding of SRL in adolescent writing. Students who develop strong SRL abilities tend to be more persistent, adaptive, and capable of revising their approaches based on feedback or setbacks. Research indicates that learners with well-developed SRL strategies demonstrate stronger engagement, increased independence, and improved academic performance. In academic writing specifically, SRL plays a vital role in managing

planning, revision, and maintaining motivation making it an indispensable component of success in today's increasingly autonomous and digital learning environments.

SRL and Writing: Cognitive and Metacognitive Processes

Writing is a complex, cognitively demanding task that requires the integration of linguistic, cognitive, and metacognitive abilities. For adolescent learners, writing involves multiple stages like planning, organizing ideas, translating thoughts into text, and revising, all of which demand sustained focus and strategic thinking. Unlike linear tasks, writing is recursive, requiring ongoing decision-making about structure and coherence. Therefore, writing serves as an ideal context for developing and applying SRL strategies, as these help students manage cognitive load and enhance writing performance. The relationship between SRL and writing is well-established. In writing instruction, SRL encourages learners to set goals, apply strategies, monitor progress, and reflect on outcomes. Research shows that students who actively use SRL strategies, especially metacognitive strategies like planning and self-evaluation, perform better in writing tasks. These strategies lead to more cohesive and organized texts, while also promoting independence and long-term skill transfer. Therefore, integrating SRL into writing pedagogy is essential for cultivating confident, reflective writers who can manage the inherent complexity of academic writing.

Role of Feedback in Promoting SRL in Writing

In SRL-based instruction, feedback is more than a mechanism for evaluation, it is a fundamental tool for promoting cognitive and metacognitive growth. Particularly in writing, effective feedback enables learners to refine goals, monitor progress, and adjust strategies. Carless (2022) emphasize that feedback should be dialogic and learner-centered, encouraging active engagement rather than passive reception. Formative feedback, delivered during the learning process, plays a pivotal role in supporting SRL by offering timely, specific, and actionable guidance that aligns with Zimmerman's SRL cycle. The mode and timing of feedback are critical factors in supporting self-regulation. When feedback is multimodal and includes reflective prompts, it deepens metacognitive engagement and enhances the quality of revision. Immediate feedback has been shown to promote more effective changes and reinforce regulatory behaviors. However, for feedback to yield these benefits, students must possess feedback literacy the ability to interpret and apply feedback meaningfully. Teachers can foster this by modelling feedback use for goal-setting and strategic revision. When delivered effectively, feedback not only improves writing performance but also develops students' long-term capacity for self-regulated learning.

Self-Assessment in SRL and Writing Development

In addition to external feedback, internal mechanisms such as self-assessment are critical for nurturing independent writing skills. As a core component of SRL, self-assessment enables students to judge the quality of their own work and reflect on their progress. Within Zimmerman's framework, self-assessment falls under the self-reflection phase and is essential for recognizing effective strategies and areas needing improvement. Research suggests that when students engage in structured self-assessment particularly when supported by rubrics they develop stronger metacognitive skills, greater writing proficiency, and increased self-efficacy. Despite its benefits, self-assessment can be challenging, especially for students who lack training in accurate self-evaluation. Without appropriate scaffolding, learners may misjudge their performance, leading to ineffective revisions or misplaced confidence. To address this, teachers can use clear rubrics, model evaluation strategies, and provide iterative feedback cycles. When integrated into

instruction effectively, self-assessment supports not only improved writing outcomes but also greater learner autonomy and responsibility key outcomes of self-regulated learning.

SRL in the Indonesian EFL Context

In Indonesian EFL classrooms, writing instruction is often teacher-centered and product-oriented, with an emphasis on grammar, vocabulary, and structural accuracy. This traditional focus typically overlooks the writing process and neglects the development of critical thinking, metacognitive skills, and SRL. As a result, students may produce grammatically correct texts but lack the ability to self-assess, reflect, or regulate their learning factors that are essential for becoming autonomous learners. A major barrier to SRL implementation is the limited use of formative assessment practices, which are crucial for helping students track progress and adjust learning strategies accordingly.

Although studies in Indonesian higher education settings show positive outcomes from SRL implementation, research in secondary education remains scarce. Secondary students face distinct challenges, including lower metacognitive awareness and a greater reliance on teacher input, which limits their ability to self-regulate. However, evidence suggests that with targeted scaffolding such as the use of rubrics and peer assessments secondary learners can develop SRL capabilities. This study addresses the gap by exploring SRL strategies for writing within Indonesian secondary classrooms. Context-sensitive approaches that reflect local educational realities are essential for cultivating reflective, self-directed learners. While international studies Chen (2022); Panadero & Järvelä (2022) have demonstrated the effectiveness of SRL in writing instruction, its application in Indonesian secondary contexts particularly regarding the cognitive and metacognitive dimensions of writing remains significantly underexplored.

Despite growing consensus on the benefits of SRL, some studies lack methodological consistency. For example, several investigations rely heavily on self-report questionnaires, which may not accurately capture actual strategy use, especially in adolescent populations with limited metacognitive awareness (Teng & Huang, 2020). Furthermore, there is a tendency to generalize findings across age groups, despite developmental differences in self-regulatory capacity (Harris & Graham, 2016). Studies in the Indonesian context, though promising, often focus on tertiary-level learners and do not account for the unique classroom dynamics or motivational factors affecting secondary students. These methodological and contextual limitations point to the need for more fine-grained, classroom-based studies that examine real-time SRL processes in younger EFL learners.

In response to these gaps, the present study adopts a qualitative approach using learning journals, semi-structured interviews, and document analysis to examine how SRL strategies unfold in real-time within actual classroom writing tasks. This methodological design allows for the triangulation of data sources and provides a more nuanced, process-oriented understanding of students' cognitive and metacognitive behaviors particularly in an under-researched population of adolescent EFL learners. By focusing on classroom-based reflections and authentic writing products, the study offers a contextually grounded contribution to SRL research that extends beyond self-report data and adds practical insight to instructional design in secondary education.

METHODOLOGY

This study adopted a qualitative descriptive design to gain an in-depth understanding of how teenage EFL learners apply self-regulated learning (SRL) strategies during classroom writing activities. Such an approach is particularly appropriate for examining context-bound, process-

oriented phenomena that cannot be adequately captured through numerical data or experimental control. Rather than seeking to test hypotheses, the study aimed to describe and interpret learners' cognitive, metacognitive, and reflective behaviors as they planned, monitored, and evaluated their writing. The qualitative descriptive design thus allowed the researcher to present rich, authentic accounts of students' experiences and to uncover the nuances of their SRL development in natural classroom contexts, focusing on depth of insight rather than statistical generalization.

Participants and Research Instruments

The study involved five Grade 8 students and two English teachers from a private urban secondary school in Surabaya, Indonesia. The school follows a bilingual curriculum with regular English writing activities and formative assessment practices, providing an appropriate setting for investigating self-regulated learning (SRL) and feedback-based writing instruction. The small and purposively selected sample aligned with the aims of qualitative descriptive research, which prioritizes depth of understanding over breadth of representation (Creswell & Poth, 2018; Merriam & Tisdell, 2016). This limited number of participants enabled an in-depth and nuanced exploration of each learner's writing development and reflective process, allowing for rich contextual interpretations of their SRL behaviors.

Participants were selected through purposive sampling based on clear and observable indicators of learning engagement and responsibility. These included consistent completion of writing assignments, active participation in classroom discussions, and a demonstrated willingness to revise work in response to teacher feedback. Such criteria ensured that each participant had adequate experience with formative writing activities, providing a solid foundation for examining variations in their SRL behaviors within authentic classroom contexts.

Data were collected using three complementary instruments: (1) student learning journals, (2) semi-structured interviews, and (3) document analysis of students' initial and revised drafts, including teacher feedback. The learning journal (*See Appendix A*) served as a structured reflective tool based on Zimmerman's (2000) SRL model, guiding students through the phases of forethought (goal setting and planning), performance (strategy use and monitoring), and self-reflection (evaluation and adjustment). Example prompts included: "What is your goal for this writing task?", "What strategies did you use to overcome difficulties?", and "What did you learn from teacher feedback?"

The document analysis examined students' original and revised drafts to trace evidence of SRL in their revisions, such as strategic use of feedback, grammar improvements, and content development. Meanwhile, the interviews explored both students' and teachers' perspectives on the role of feedback and reflection in supporting SRL, providing triangulated insights across data sources.

Participation in this study was voluntary, and informed consent was obtained from students and their parents or guardians, with institutional approval from the school and English teachers. Confidentiality was maintained using pseudonyms, and the study received ethical clearance from the university's ethics committee. This multi-source design enabled a comprehensive portrayal of how teenage learners planned, monitored, revised, and reflected on their writing through self-regulated learning processes in real classroom settings.

While the findings provide valuable understanding of teenage learners' SRL practices, the small sample size (n = 5) limits their generalizability thus, the discussion focuses on exploratory interpretations grounded in the specific classroom context.

Data Analysis

Data were analyzed using thematic analysis, a method appropriate for identifying recurring patterns and generating interpretive insights within qualitative data. Braun and Clarke's (2006) six-phase framework guided the process. The researcher began by familiarizing themselves with the data through an in-depth review of interview transcripts, learning journals, and writing samples. Initial coding was conducted to identify relevant features of SRL, such as planning, strategy use, and engagement with feedback. These codes were grouped into broader themes such as "writing strategy use," "challenges in regulation," and "feedback response" which were then refined to ensure alignment with both the data and SRL theory. Data triangulation enhanced the study's credibility by comparing findings across the three data sources. The resulting themes illuminated not only the observable use of SRL strategies but also students' deeper cognitive and emotional engagement with their writing tasks, offering a comprehensive view of their self-regulated learning processes.

Research Procedure

The research process consisted of three main phases: preparation, implementation, and follow-up, designed to trace the full cycle of SRL in writing instruction.

1. Preparation Phase

In the initial stage, five Grade 8 students were selected based on their learning responsibility and consistent participation in classroom writing tasks, although they were still developing in their mastery of English grammar. The assigned topic was "Describe a place you have visited." Each student received a learning journal based on Zimmerman (2000)SRL model, structured around three phases: forethought, performance, and self-reflection. Students were instructed to complete each journal section honestly, reflecting on their own writing process.

2. Implementation Phase

Students first completed the *Forethought Phase*, planning their ideas and writing approach. They then wrote an initial one-paragraph description individually, using resources such as dictionaries, past notes, or peer/teacher assistance. Upon completion, teachers provided written formative feedback focused on content development and language use particularly grammar accuracy and descriptive vocabulary, including the correct use of past tense. This feedback was designed to be constructive and supportive. Students then revised and extended their paragraphs, incorporating the feedback into their drafts. After revision, they completed the *Self-Reflection Phase* of the journal, evaluating their learning and identifying areas for future improvement.

3. Follow-up Phase

In the final stage, the researcher collected the completed learning journals and both versions of each student's writing (initial and revised drafts). These documents were analyzed to track how students applied SRL strategies throughout the writing cycle, how they responded to feedback, and how their writing evolved over time. This comprehensive procedure allowed for the capture of real-time evidence of students' development in writing proficiency and self-regulated learning.

FINDINGS

Strategic Planning, Performance, and Reflection Phases

Students demonstrated a variety of planning strategies during the forethought phase of the writing process. S2 consistently used outlines and conducted pre-writing checks such as spelling review, indicating a relatively high level of metacognitive awareness. In contrast, S1 and S4 relied on lists or keywords, focusing more on content generation than linguistic accuracy. Meanwhile, S3 and S5 used visual resources such as photographs and previous notes to support idea development. These planning strategies suggest that learners approached the task in personally meaningful ways, though most did not articulate explicit linguistic goals, such as grammar or vocabulary targets. During the performance phase, students employed basic self-monitoring techniques. S2 and S3 re-read their sentences for clarity, while S1 and S4 sought assistance from peers or teachers. S3 remained focused due to personal interest in the topic, whereas S5 struggled with expressing ideas due to limited vocabulary, especially when describing specific details such as the weather. The use of support tools dictionaries, online translators, or external help indicates students' willingness to solve problems, though it also reflects their developing independence in self-regulated learning.

In the self-reflection phase, all participants engaged in some form of evaluation of their work, though the depth varied. S1 and S3 expressed pride in their favorite parts of the writing, while S2 explicitly noted achieving their goals and planned to enhance descriptions by using more adjectives. Across the group, a shared challenge was evident: difficulties with grammatical accuracy, particularly with past tense usage. All students acknowledged this issue and showed a desire to improve, demonstrating increasing self-awareness and reflective engagement in their writing development. Teacher feedback played a significant role in students' ability to revise and enhance their writing. Comparison of initial and revised drafts revealed improvements in grammar, vocabulary, and clarity. For instance, S1 revised "I go to Bali beach" to "I went to Bali beach," while S5 changed "many place" to "many places" after receiving feedback. These improvements reflected not only students' receptiveness to teacher input but also emerging feedback literacy. This supports the argument by Winstone & Carless (2019) that feedback literacy can be fostered through reflection and instructional scaffolding.

Student	Planning (Forethought)	Monitoring (Performance)	Reflection (Self-Evaluation)
S1	Keyword listing	Asked for peer/teacher help	Felt proud; identified grammar challenges
S2	Used outline; spelling check	Re-read for clarity; independent checking	Planned to use more adjectives
S3	Used photos and past notes	Focused due to topic interest; self-monitored	Noted tense use improvement needed
S4	Recalled memory; used keyword list	Peer assistance; basic sentence checking	Acknowledged grammar issue; wanted to improve
S5	Visual support; drew from memory	Used translation tools; limited vocabulary	Aware of vocabulary limits; wanted to add more detail

Table 1. Summary of SRL Strategies Used by Students

Interview Results

Student Interviews

The interviews with the five student participants (S1–S5) highlighted their diverse applications of SRL strategies during the writing process. In the planning stage, each student

selected a topic of personal relevance and employed different support tools. S1 and S5 drew on family experiences for inspiration, while S2 referenced textbook examples. S3 and S4 relied on personal interests and used simple planning methods, such as notes or word lists.

During writing, students engaged in self-monitoring by re-reading drafts, asking for feedback, and using translation tools to refine vocabulary. Challenges were noted, particularly in the use of verb tenses and in expressing more complex ideas. In their reflections, all students reported satisfaction with their work. S1 and S3 emphasized their ability to communicate ideas clearly, while S2 and S5 noted vocabulary and description improvements. Grammar particularly the past tense was commonly cited as an area needing improvement, along with sentence variety and vocabulary development. All students acknowledged that teacher feedback contributed positively to their revisions. Final drafts displayed more accurate grammar, clearer organization, and stronger idea development. This suggests that students were not only receptive to feedback but also increasingly capable of applying it independently. Overall, the interviews revealed that students were beginning to internalize SRL principles and develop greater ownership over their writing processes.

Teacher Interviews

Insights from the two teachers (T1 and T2) affirmed a shared commitment to promoting SRL in writing instruction. In the planning phase, both teachers encouraged students to activate prior knowledge and set goals. T1 focused on brainstorming and outlining with keywords, while T2 emphasized visual aids and pre-writing discussions to help students organize their ideas. During the performance phase, both observed that students employed various monitoring strategies, including re-reading, using digital tools, and seeking help. However, T1 noted that while some students attempted to align their writing with initial plans, others remained dependent on teacher support. T2 reported persistent grammatical challenges, particularly with verb tense usage, and noted that students often required reminders to apply previous feedback.

In terms of self-reflection, both teachers saw early signs of growth. T1 observed students beginning to identify their strengths and set improvement goals, while T2 noted that students required continued guidance to deepen their self-assessments. Both emphasized the importance of clear and constructive written feedback. T1 highlighted the need for supportive tone, whereas T2 believed specific examples helped students apply corrections effectively. Overall, both teachers recognized emerging SRL behaviors among students, while also emphasizing the need for ongoing scaffolding to support greater independence and reflection.

Document Analysis of Writing Samples and Feedback

Analysis of students' initial and revised drafts revealed consistent patterns of development in writing proficiency and SRL behaviors. One of the most notable improvements was in grammatical accuracy, particularly in the use of past tense verbs. For example, S1 changed "I go to Bali beach" to "I went to Bali beach," S2 revised "I see many tree" to "I saw many trees," and S4 corrected "We see many animal" to "We saw many animals." These revisions demonstrate learners' responsiveness to teacher feedback and their growing grammatical awareness. Reflections in journals, such as S3's mention of the need to improve tense usage, further confirm this trend. Beyond grammar, students also improved in vocabulary and elaboration. S2 expanded their text by adding personal experiences and food descriptions, such as "fried rice and chicken." Similarly, S3 added vivid imagery: "The jellyfish looked very beautiful" and "I watched the otter

swim fast." These changes suggest an emerging understanding of how to enrich writing through specific detail and descriptive language often prompted by teacher feedback.

Organizational improvements were also evident. S5, for example, moved from listing ideas to crafting a more cohesive narrative about a visit to Malang, including logical transitions and structured content. These revisions reflect increasing metacognitive awareness, particularly in planning and text organization. Importantly, the students' journal reflections confirmed a positive response to feedback. Many articulated specific goals for future writing. S1 noted, "I want to stay longer and see more place," and S2 wrote, "I will write more about what I do each day." These reflections show not only increased feedback literacy but also an evolving sense of agency and ownership over the learning process. Overall, the document analysis suggests that effective feedback, combined with structured opportunities for reflection, can significantly support the development of self-regulated writing behaviors in teenage learners.

DISCUSSION

The findings of this study provide valuable insights into how teenage learners in Indonesian secondary schools engage with Self-Regulated Learning (SRL) strategies during English writing tasks. Drawing on Zimmerman's SRL model, students demonstrated emerging competencies across the forethought, performance, and self-reflection phases. However, their levels of autonomy and consistency in applying these strategies varied, indicating that SRL development remains in progress and continues to require structured support from teachers and instructional scaffolding.

SRL Phases: Forethought, Performance, and Self-Reflection

In the forethought phase, students employed a range of planning strategies before writing, aligning with Zimmerman's model of SRL. For instance, S2 demonstrated relatively advanced preparation by outlining content and reviewing spelling in advance. Others, such as S1 and S4, relied on simpler strategies like keyword listing or recalling memories of familiar places. These practices suggest the emergence of metacognitive awareness and the use of personally meaningful strategies. However, most students did not establish clear linguistic objectives such as improving grammar or sentence structure focusing instead on content generation. This aligns with the findings of Teng & Zhang, (2024), who noted that adolescent learners often require targeted guidance to set more specific and balanced writing goals that incorporate both content and language accuracy.

During the performance phase, students engaged in various monitoring strategies. These included rereading drafts, using dictionaries and online translators, and seeking assistance from peers or teachers. Such strategies indicate a growing understanding of the need to evaluate and adjust work in progress. For example, S3 maintained focus due to a strong interest in the topic, while S5 encountered difficulties expressing ideas clearly due to limited vocabulary, suggesting a need for greater linguistic support. These findings reflect partial independence and are consistent with Harris & Graham (2016), who argue that secondary learners are still developing full autonomy in self-regulated writing. While students showed initiative, their continued reliance on external help underscores the importance of creating opportunities to strengthen independent monitoring and problem-solving skills.

In the self-reflection phase, all students engaged in some level of evaluative thinking. Students such as S1 and S3 expressed pride in their writing, while S2 identified specific areas for improvement, such as expanding vocabulary and using more descriptive language. However, the

depth of these reflections varied. Although grammar particularly past tense usage was frequently identified as a challenge, few students could clearly articulate strategies for addressing these issues. This suggests that metacognitive development is still maturing. As Andrade & Boulay, (2003) emphasize, structured self-assessment practices and teacher modelling are essential for helping learners deepen their reflective capacities. Overall, these findings highlight the need for ongoing instructional scaffolding to help students internalize reflective practices and apply them more effectively.

The Role of Feedback and Self-Assessment

Teacher feedback emerged as a central factor in helping students revise and improve their writing. Clear evidence of feedback application was seen in revisions such as changing "I go to Bali beach" to "I went to Bali beach," illustrating gains in grammatical accuracy and clarity. These outcomes support Winstone & Carless (2019) argument that timely, actionable feedback enhances learner autonomy. However, not all students could fully internalize and act upon feedback without support, indicating the need to explicitly develop students' feedback literacy the capacity to interpret and apply feedback meaningfully Carless (2022). Teaching students how to engage with feedback strategically is essential for fostering sustainable self-regulation in writing beyond individual assignments.

Insights from Student and Teacher Interviews

Student interviews revealed diverse and evolving SRL practices. All students described some form of planning, and most used tools such as outlines, dictionaries, or teacher assistance to support their writing. Students expressed pride in their progress and showed awareness of areas for improvement, particularly grammar and vocabulary. All participants acknowledged the value of teacher feedback and reported incorporating it into their revisions, which was confirmed by improvements observed in their final drafts. These findings demonstrate that, with appropriate support, adolescent learners are capable of reflective, goal-oriented writing behavior.

Teacher interviews further reinforced these observations. Both teachers noted increased evidence of goal-setting, strategic planning, and responsiveness to feedback among their students. However, they also emphasized that many learners still required support in grammar correction and deeper reflection. Both T1 and T2 advocated for the use of structured tools, such as rubrics and guided self-assessment, to help students internalize self-regulatory strategies. These insights support Panadero & Järvelä (2022) call for instructional approaches that are tailored to the developmental needs of adolescents and focused on promoting autonomy through sustained SRL practices.

While the findings of this study offer valuable insights into the development of self-regulated learning (SRL) in teenage EFL writers, several limitations should be acknowledged. First, the small sample size five Grade 8 students from a single private school limits the generalizability of the results. Second, the study was conducted over a relatively short period, which may not fully capture the long-term development of SRL strategies. Additionally, the reliance on self-reported reflections and interviews introduces the possibility of social desirability bias. Future research should involve larger, more diverse populations and employ longitudinal designs to gain a deeper understanding of SRL development in varied classroom contexts.

CONCLUSION AND SUGGESTION

This study examined how teenage learners in Indonesian secondary schools engage with Self-Regulated Learning (SRL) strategies in the context of English writing, with particular

emphasis on self-assessment and teacher feedback. The findings reveal that while students are beginning to develop SRL competencies across the forethought, performance, and self-reflection phases their application of these strategies remains inconsistent and heavily influenced by teacher support. Although many learners showed initiative in planning and monitoring their writing, they often lacked specific linguistic goals and continued to depend on external assistance for grammar and vocabulary. Their reflections demonstrated emerging metacognitive awareness, but deeper evaluative thinking was limited, underscoring the need for explicit instructional scaffolding. Teacher feedback played a central role in enhancing both writing performance and self-regulatory behaviors, yet its effectiveness was closely tied to students' feedback literacy their ability to interpret and apply feedback. Interview data from both students and teachers confirmed that SRL behaviors are developing but require structured reinforcement through tools like reflective journals, goal-setting tasks, and clear rubrics.

Based on these findings, several suggestions are proposed to enhance SRL integration in writing instruction. First, teachers should incorporate structured SRL activities, such as learning journals aligned with the SRL cycle (planning, monitoring, and reflection). Second, professional development programs should equip educators with strategies for modelling feedback literacy and self-assessment. Third, curriculum designers are encouraged to embed SRL-aligned tools including self-assessment rubrics and reflective prompts into writing modules to promote student autonomy. Lastly, future research should explore SRL implementation on a larger scale and over extended periods to assess its long-term impact on writing development and learner independence. By adopting these strategies, educators and policymakers can better support the development of reflective, autonomous, and motivated teenage writers who are equipped to manage their learning and achieve stronger academic outcomes.

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Appendix A

Jurnal Belajar Mandiri (Self-Regulated Learning)

(Disusun berdasarkan model belajar mandiri dari Zimmerman, 2000)

PERHATIAN

Jurnal ini digunakan untuk membantu kamu berpikir dan menulis tentang apa yang kamu rencanakan, lakukan, dan pelajari saat menulis dalam pelajaran Bahasa Inggris. Isilah dengan jujur sesuai pengalamanmu sendiri. Tidak ada jawaban benar atau salah.

Petunjuk untuk Siswa:

- Tulislah dengan jujur sesuai pengalamanmu sendiri.
- Kamu boleh menulis dengan campuran Bahasa Indonesia dan Bahasa Inggris kalau lebih mudah.
- Gunakan jurnal ini untuk membantu kamu mengenal cara belajarmu sendiri dan menjadi lebih mandiri.

Bagian 1: Sebelum Belajar (Perencanaan dan Keyakinan Diri)

1. Apa yang ingin kamu pelajari hari ini dalam pelajaran Bahasa Inggris?
   ....
2. Mengapa kamu tertarik mempelajari hal itu?
   ....
3. Apa yang akan kamu lakukan supaya bisa paham pelajaran hari ini?
   ☐ Membaca catatan atau buku Bahasa Inggris
   ☐ Menulis arti kata baru
   ☐ Mendengarkan penjelasan guru dengan fokus
   ☐ Bertanya jika belum paham
   ☐ Berlatih mengucapkan kata atau kalimat
4. Seberapa yakin kamu bisa belajar Bahasa Inggris dengan baik hari ini?
   (Lingkari gambar yang sesuai)
   😊 Sangat yakin   😐 Lumayan yakin   🙁 Kurang yakin
   o Mengapa kamu memilih itu? ....

Bagian 2: Saat Belajar (Apa yang Kamu Lakukan dan Cara Memeriksa)

1. Apa yang pertama kali kamu lakukan saat pelajaran dimulai?
   ....
2. Bagaimana kamu tahu kalau kamu sudah mengerti pelajaran hari ini?
   ☐ Saya bisa menjawab pertanyaan dari guru

☐ Saya bisa membuat kalimat dalam Bahasa Inggris

☐ Saya bisa menjelaskan arti kata baru

☐ Saya masih agak bingung

3. Kalau ada bagian yang sulit, apa yang kamu lakukan supaya paham?

☐ Saya bertanya kepada guru

☐ Saya membaca ulang bagian yang sulit

☐ Saya bertanya kepada teman

☐ Saya mencari arti kata di kamus atau buku

☐ Saya mencoba lagi sampai paham

4. Apa yang kamu lakukan supaya tetap fokus saat belajar?

☐ Saya memperhatikan penjelasan guru

☐ Saya mencatat hal-hal penting

☐ Saya tidak mengobrol saat guru menjelaskan

☐ Saya istirahat sebentar kalau mulai lelah

☐ Saya menyimpan HP supaya tidak terganggu

Bagian 3: Setelah Belajar (Hasil dan Rencana Selanjutnya)

1. Apakah kamu mencapai tujuan belajarmu hari ini?
(Lingkari jawabanmu)
  Ya   Hampir   Belum

2. Sebutkan satu hal penting yang kamu pelajari hari ini!
....

3. Apa yang akan kamu lakukan agar belajarmu lebih baik di pertemuan berikutnya?

☐ Membuat rencana sebelum belajar

☐ Bertanya lebih cepat kalau tidak paham

☐ Mengurangi gangguan (misalnya HP)

4. Sekarang, bagaimana perasaanmu tentang belajar Bahasa Inggris?

😊 Lebih percaya diri   🙂 Sedikit lebih percaya diri   😐 Biasa saja   🙁 Kurang percaya diri