INVESTIGATING THE USE OF X AUTO-BASE ACCOUNT *@ENGLISHFESS_* FOR SELF-REGULATED LEARNING IN GRAMMAR MASTERY

A THESIS

Submitted in Partial Fulfilment of The Requirements for the Degree of *Sarjana Pendidikan* in English Education

By:

NUR AMALIA RAHMAH
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ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
K.H. ABDURRAHMAN WAHID PEKALONGAN
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MOTTO

"What matters is that you're moving in the direction you believe is best, putting in the effort and preparing as well as you can."
—Lee "Faker" Sanghyeok

ABSTRACT

Self-regulated learning (SRL) empowers students to take responsibility for their academic journey, giving them the flexibility to adjust their strategies based on their learning preferences. Through the self-regulated learning practice, students are expected to promote their grammar mastery independently using a newly introduced X's social media account, @englishfess_. This study explored how students apply self-regulated learning strategies to improve their grammar using @englishfess_ autobase account and the challenges they encounter. This qualitative study employed a case study design which focused on experience. By using a semi-structured interview for collecting the data and qualitative data analysis techniques from Creswell and Gutterman, the study identified nine strategies in the practice of SRL and six challenges in the process of that that high school students faced while participating in the study. The study's findings indicate that the @englishfess_ autobase account has a big potential to effectively support students' self-regulated learning practices for mastering grammar as well as other skill in English.

Keywords: Self-regulated learning, grammar mastery, X autobase account

ABSTRAK

Usaha siswa EFL dalam mempelajari grammar sering kali menemukan kesulitan, dan tidak sedikit dari mereka yang mengalami kegagalan. Melalui metode belajar SRL, siswa diharapkan bisa meningkatkan penguasaaan *grammar* mereka secara mandiri, dalam hal ini dengan memanfaatkan akun sosial media X, *@englishfess_*. Penelitian ini dilakukan untuk menyelidiki bagaimana siswa menerapkan strategi mereka dalam *self-regulated learning* (SRL) mereka terhadap *grammar* mereka melalui akun *autobase @englishfess_* dan tantangan-tantangan yang mereka hadapi pada praktiknya. Penelitian ini termasuk penelitian kualitatif dengan berfokus pada laporan pengalaman dengan data yang tidak dapat diungkapkan secara memadai dalam numerik. Dengan menggunakan interview semi terstruktur sebagai metode mengumpulkan data dan teknik analisis data kualitatif dari Creswell dan Gutterman, ditemukan ada enam strategi yang diterapkan empat siswa sekolah menengah atas yang menjadi partisipan dalam penelitian ini. Selain itu, terdapat pula enam tantangan yang ditemukan siswa dalam proses penguasaan *grammar* dengan memanfaatkan akun *autobase @englishfess_* di X. Hasil penelitian ini menyimpulkan bahwa akun *autobase @englishfess_* berguna dalam membantu siswa dalam praktik SRL untuk belajar menguasai *grammar*.

Kata kunci: self-regulated learning, grammar mastery, X autobase account

PREFACE

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CHAPTER I

INTRODUCTION

1.1 Background of Study

In the past half-decade, there has been notable research on self-regulated learning (otherwise known as SRL), which enables students to take responsibility for their academic journey, granting them increased flexibility to adjust their methods according to their individual learning preferences. Such learners have the tendency to observe repeated words and patterns, note them, categorise them, study the information, and deliberately use the knowledge in the classroom (Oxford, 2017). A numerous researchers in SRL proposed a three-phase model: the forethought stage, where students rearrange educational materials for better comprehension and set educational goals; the performance control phase, where students actively seek information, monitor progress, manage their study environment, and seek support from peers; and the self-reflection stage, where students review learning materials, contemplate outcomes, and evaluate their overall progress (Schunk & Zimmerman, 2011).

In the context of the twenty-first century, the integration of SRL also stands as a crucial factor in a student's learning journey. By integrating SRL into their learning process, students can develop the characteristics of lifelong learning, thereby preparing themselves to face the challenges lie ahead by today's dynamic and progressive society (Zheng et al., 2018). This approach ensures that their educational endeavours are not solely dependent on in-class

instruction provided by the teacher. Self-regulated learning (SRL) is considered highly effective for individuals learning English as a foreign language. It is supported by numerous educational studies, which indicate that SRL plays a crucial role in enhancing students' English learning experiences. This resulted in the conclusion that SRL is a significant source of students' achievement in their learning outcomes. For instance, a study conducted by Sahin Kizil and Zehra (2016) highlighted the significant role of SRL in influencing the academic success of students learning EFL.

As an international language, English is a mandatory subject to learn in Indonesia as foreign language learners. There are four skills that should be learned in school: listening, speaking, reading, and writing. These skills are necessary for the students to be able to communicate in English. In order to be fluent in English, there is an important thing to learn before we start to communicate both in writing and oral communication: grammar. Grammar is a set of rules of the structure of language where a set of words and phrases are combined to make sentences that have meanings and functions (Richards & Schmidt, 2013). However, not a few of the students are still having a hard time mastering the grammar. The challenges found are an outdated pedagogical approach, an imperfect curriculum that fails to foster grammatical mastery effectively, and a lack of enthusiasm (Ajaj, 2022). Additionally, the limited amount of time learners spends at school to learn English grammar is also taken into consideration. That is why SRL is the answer for students to learn independently at home for more effective learning in order to enhance their

grammar mastery.

Recently, interest in SRL practice in students' English language learning has prompted investigations in social media settings. Through social media, learners can conveniently read, write, watch English content, and interact with online peers to improve their English fluency (Muftah, 2023). Social media offers greater flexibility for students, allowing them to access educational material anytime and anywhere (Winda et al., 2023). X (formerly Twitter) has over 550 million active monthly users, making it one of the most popular social media platforms. Users can share their thoughts and opinions through "Tweets" and engage with others by responding to updates on their homepage. Some users even categorise their accounts with specific attributes, such as the auto-base account label. Syam and Marini (2019) described an auto-based account as an account that is aided by a bot. It enables the followers to anonymously send automated messages, known as "menfess" (message confession), which are then posted as Tweets on the account.

Several X auto-bases have attracted attention in higher education, particularly in Indonesia. For example, the @collegemenfess account allows college students to engage in intellectual discourse and exchange scholarly insights. Similarly, the *@englishfess_* account serves as a platform for individuals to acquire and share knowledge about English, including forming grammatically sound sentences, translating text, accessing resources, and even sharing slang or memes. Husnaini (2023) found that X auto-base account is being preferred by the students for learning English due to its convenience and

ease of use, which in turn, helped their SRL in language learning. The X auto-base account *@englishfess_* demonstrates promising potential in cultivating a SRL environment customised to learners' preferences and learning styles, thus enriching their educational journey, and advancing academic achievement especially in grammar mastery.

Some previous studies have extensively explored the positive impact of X (previously known as Twitter) engagement on English learning. However, more research needs to be done regarding students' SRL experiences, especially in grammar mastery, through the X auto-base account *@englishfess_*. Consequently, the present study reported, therefore aims to enhance our understanding of students' SRL practices by focusing on the *@englishfess_* auto-base account and its challenges in utilising it. The ultimate goal is to contribute to existing knowledge in the field and augment the pool of empirical data available for further analysis.

1.2 Formulation of the Problem

This present research formulated two questions research as follows:

1. How can students practice SRL for grammar mastery on *@englishfess_* auto-base account?
2. What are the challenges of using the X auto-base account *@englishfess_* regarding their SRL in grammar mastery?

1.3 Operational Definition

To ensure clarity, it is necessary to define certain key terms. The following are the key terms used in this study:

1. Self-regulated learning : Zimmerman (2002) described self-regulated learning (SRL) as where students actively taking charge of their learning process by seeking knowledge independently and proactively rather than passively receiving information in the classroom.
2. Grammar Mastery : Kumara et al. (2013) defined grammar mastery as proficiency in grammar rules to prevent misunderstandings in communication in English.
3. X Auto-base account : Syam and Marini (2019) clarified an auto-base account as one that uses a bot to let followers anonymously send messages, called "menfess" for short, which are automatically shared as tweets by the account.

1.4 Purpose of the Study

The primary aim of this research proposal is to investigate the influence of utilising the *@englishfess_* auto-base account in facilitating the SRL process for grammar mastery.

While the specific objectives of this research are as follows:

1. To determine how students' self-regulated learning process on the *@englishfess_* auto-base account for their grammar mastery.
2. To discover the challenges of using the *@englishfess_* auto-base account in their learning process.

1.5 Significance of the Study

Through this research, the following benefits are expected and obtained:

1. Theoretical Significant

   The outcomes of this study are to provide significant advantages and contributions to educational theory, particularly in the field of English language learning. By integrating information and communication technology (ICT), the study aims to enhance students' self-regulated learning and improve their grammar mastery. These findings had a notable effect the field of English learning and teaching, reinforcing the theoretical foundations established by previous research. Furthermore, this research offered valuable insights and direction for future scholars interested in exploring similar subject matters.

2. Practical Significant

   The results of this study are hoped to provide benefits for all parties involved in this study, including:

   a) This study offers input for readers, particularly EFL students, to improve their grammar mastery through self-regulated learning using social media as a learning tool. Furthermore, utilising social media as a learning tool enables students to engage with authentic language use, thereby enhancing other language skills independently.

   b) This research study serves as a valuable point of reference for researchers investigating related topics, providing a unique perspective to assist in the design and development of future studies.

CHAPTER V

CONCLUSION

5.1 Summary

The research findings gathered through semi-structured interviews revealed that students actively engage in a diverse range of strategies to enhance their self-regulated learning in grammar mastery by utilising X autobase account @englishfess_, such as organization, elaboration, critical thinking, monitoring, time and study environment management, peer learning and help-seeking, self-efficacy, and goal setting. These strategies are beneficial for students to enhance their grammar skills for application in daily life.

While using the @englishfess_ autobase account, students encounter challenges in implementing SRL. These obstacles primarily involve psychological and motivational factors, such as feelings of incompetence, unwarranted fear, low-perceived self-efficacy, and low intrinsic motivation. Additionally, students also struggle with goal setting and encounter social inhibitors. These challenges significantly hinder students' ability to effectively apply self-regulated learning strategies.

5.2 Recommendation

After considering the students' perspective on learning SRL using @englishfess_'s autobase account for grammar mastery, the researcher would like to offer some suggestions, especially in the field of pedagogy. Teachers

looking for ideas for engaging learner activities are encouraged to be more open to using social media as a medium for self-regulated learning. Furthermore, the researcher recommends utilising X's latest social media feature, the autobase account @englishfess_, to support EFL students in their English learning, particularly in grammar, by asking questions, discussing, and many more. Lastly, as the information technology continues to grow, and all the thing in the world become more modern, students need to modify their self-learning so that they can maximise their process for success. Therefore, this research also suggests that future studies would dig deeper into new information technologies to support students self-regulated learning in enhancing skills such as listening, reading, and writing.

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