

CHAPTER 1

INTRODUCTION

The following section provides an overview of the background of the study, research questions, purpose of the study, scope of the study, and significance of the study.

1.1 Background

English is the most commonly spoken language globally, significantly influencing education in the 21st century as an essential instrument for economic growth, academic success, and international collaboration (Thompson, 2024). Thus, acquiring proficiency in English has become essential due to the widespread use of English-language academic resources since students and teachers, globally, predominantly use English as it functions as the primary medium of teaching in diverse educational fields (Kurniawan, 2023). However, students expressed a lack in motivation, enthusiasm, and self-confidence, alongside a perception that teachers employed ineffective teaching methods in English class (Arroyyani et al., 2024; Sintadewi et al., 2020). The teaching methods where it only focused on rote memorization and passive learning (Ekawati et al., 2025) which positions students as passive recipients, primarily engaged in listening, note-taking, and content absorption, rather than fostering critical thinking, problem-solving skills, and creativity; thus, it leads to limited interaction with teachers and a classroom environment characterized by single-sided information flow (Bhardwaj et al., 2025).

Furthermore, students perceived that teachers did not sufficiently address their individual needs, resulting in their limited ability to practice English effectively (Arroyyani et al., 2024). Thus, language learning is considered a challenging and lifelong process, and in order to shift from a teacher-centric to a student-centric approach, teachers could promote

independence, self-confidence, and motivation in students by employing self-directed learning or autonomy, as it is essential in language education (Pan, 2023).

In educational field, self-directed learning (SDL), or autonomous learning, is crucial in learning process as it offers students the autonomy to take full responsibility in identifying their personal learning needs, setting academic goals, focusing on areas that requires improvement, and developing and implementing learning strategies to achieve effective learning outcomes in professional settings (Siswanto, 2024; Susaeni et al., 2024; Ramadhanty et al., 2023). Garrison (1997) proposed the Self-directed Learning (SDL) Comprehensive Model, which serves as a strategy enabling learners to take on personal responsibility and collaborative control over their cognitive (self-monitoring) and contextual (self-management) processes to actively create and validate knowledge that is genuinely beneficial and meaningful to them. Garrison emphasizes the three dimensions in SDL, which are self-management (task control), self-monitoring (cognitive responsibility), and motivation (entering and task). Sam & Shalini (2021) have further clarified these dimensions by classifying them into key aspects, self-management into goal setting and interdependence, self-monitoring into being reflective and critical thinking, and motivation into entering motivation and task motivation.

By implementing SDL for students' language learning process, it can serve as an effective learning tool for foreign language students, since this method can enhance knowledge acquisition, metacognitive skills, and motivation (Du, 2013). Le Tan Cuong (2023) discovered that students with higher SDL are more likely to achieve better academic outcomes, emphasizing the necessity for language teachers to create strategies that enhance SDL to improve students' learning outcomes.

In terms of finding the solution for effective learning strategies that incorporates SDL in English language learning, journal writing facilitates the students to observe their learning needs, their reflection on progress and

experiences, and their ability to create and carry out autonomous learning strategies (Suryanti & Pudo, 2025). Similarly, Walker (2006) also added that journal writing fosters critical thinking through direct communication between the students and the teacher (Walker, 2006). This is where journal writing is considered to be important since it goes in line with Garrison's (1997) viewpoint on SDL, which emphasizes the necessity of setting learning goals, sustaining motivation, and pursuing high-quality outcomes to attain significant academic success.

Research conducted by Yürekli & Afacan (2020) found that journal writing positively influences university students' writing skills by improving their confidence and fluency in a comfortable setting. This method also offers teachers significant insights into students as individuals, which helps foster their overall growth. Similarly, Hammad (2022) also revealed that journal writing may enhance university students' writing fluency and minimize their writing anxiety. Capous-Desyllas & Bromfield (2019) stated that journal writing may function as an effective method for self-reflection and skill development, fostering a deeper comprehension of their cognitive and emotional processes that contribute to decision-making within the area.

Several studies in Indonesia have also investigated the implementation of journal writing in English language learning, yielding significant insights into its educational benefits. A study by Zatalini & Yaw-kan (2025) revealed that journal writing stimulates self-expression and creativity, enhancing high school students' writing skills and perceptions as writers by supporting both linguistic and psychological dimensions of writing fluency. Likewise, Salsabila et al. (2024) also examined the use of journal writing among university students at UIN Syarif Hidayatullah Jakarta and found that the majority of students enjoyed writing daily journal since they could maximize their creativity. The researchers then concluded that daily journal writing can enhance students' enthusiasm for writing and facilitate their deeper understanding of vocabulary and grammar.

Furthermore, a study conducted by Abdullah et al. (2024) aimed to enhance university students' learning motivation through the socialization of journal writing as a way to improve their learning readiness and writing proficiency. The study revealed that journal writing enabled students to improve academic writing skills, cultivate research skills, enrich their understanding of subjects, promote critical thinking skills, increase professional competence, and boost learning motivation. Simbawa & Assalahi (2023) also revealed the contribution of journal writing for teachers. The study found that journal writing positively impacts the teaching methods and professional growth by enhancing motivation, increasing confidence, and facilitating reflection for their teaching practices.

Despite these advantages, it is also important to acknowledge that journal writing may present several challenges for both teachers and students. For example, Alharbi (2024) found that students also faced challenges in practicing journal writing. Many students expressed serious concerns about the time commitment needed for reflective journal writing. Furthermore, a number of students revealed that they needed more frequent and helpful feedback on their journal writing from peers and the teacher. The students' uncertainty about successfully converting their thoughts into meaningful improvements in their academic writing is a major component of this challenge. Simbawa & Assalahi (2023) also stated the challenges experienced by teachers. The study revealed that teachers found difficulties in implementing journal writing due to the lack of time and motivation, excessive workloads, and miscommunication with superiors.

Several studies have thoroughly examined the use of journal writing in English Language Learning. However, limited studies have explicitly linked this learning method to Sam & Shalini's (2021) refinement of Garrison's (1997) SDL Comprehensive Model, particularly when examining students' perception of journal writing in relation to their self-management, self-monitoring, and motivation in the context of English language learning. For example, a study

conducted by Suryanti and Pudo (2025) adopted Knowles' (1975) SDL as the theoretical framework. The study identified three predominant themes, which are learning needs, learning evaluation, and learning strategies. Butt et al. (2019) also employed different theoretical framework from this recent study by using various learner autonomy theories, which are Esch (2010), Benson (2011), Dam (2011), Lewis and Reinders (2010), and Cotterall (2000). Similarly, Zatalini & Yaw-kan (2025); Rusmiati et al. (2025); and Rodliyah & Khoirunnisa (2023) have focused only on documenting the impacts of journal writing on students' writing skills, yet they have not examined this learning method through SDL lens, specifically in relation to students' self-management, self-monitoring, and motivation.

Furthermore, there is a limited number of studies examining the use of journal writing in high schools settings since the majority of previous studies has been on university students, which are research conducted by Yürekli & Afacan (2020); Capous-Desyllas & Bromfield (2019); Abdullah et al. (2024); and Salsabila et al. (2024). Considering this gap, the recent study seeks how 10 grade XII students at SMA Negeri 44 Jakarta in the academic year 2024/2025 perceive journal writing in developing self-directed learning in English language learning through the lens of Sam & Shalini's (2021) refinement of Garrison's (1997) SDL Comprehensive Model. By incorporating this theory as a theoretical framework, this study provides insight into how journal writing could support students' self-management, self-monitoring, and motivation related to English language learning, allowing teachers to create more motivationally supportive learning environments.

1.2 Research Questions

This study is directed by the following main research question:

“How do XII grade students at SMA Negeri 44 Jakarta in the academic year of 2024/2025 perceive journal writing in developing self-directed learning in English language learning?”

To answer the main research question, three sub-research questions are formulated as follows:

1. What are students' perceptions of journal writing in relation to their self-management in English language learning?
2. What are students' perceptions of journal writing in relation to their self-monitoring in English language learning?
3. What are students' perceptions of journal writing in relation to their motivation in English language learning?

1.3 Purpose of the Study

Based on the research questions above, the study aims to analyze how 10 grade XII students at SMA Negeri 44 Jakarta in the academic year 2024/2025 perceive journal writing in developing self-directed learning in English language learning through the lens of Sam & Shalini's (2021) refinement of Garrison's (1997) SDL Comprehensive Model. By using the framework, this recent study will specifically be seen in terms of the three dimensions of SDL and its key aspects: self-management (goal setting and interdependence), self-monitoring (being reflective and critical thinking), and motivation (entering motivation and task motivation).

1.4 Scope of the Study

This study focuses on how 10 grade XII students of SMA Negeri 44 Jakarta in the academic year 2024/2025 perceive journal writing in developing self-directed learning in English language learning. The theoretical framework of this study is Sam & Shalini's (2021) refinement of Garrison's (1997) SDL Comprehensive Model with three dimensions: self-management (goal setting and interdependence), self-monitoring (being reflective and critical thinking), and motivation (entering motivation and task motivation). Furthermore, the author employed semi-structured interviews to gather data from the students.

1.5 Significance of the Study

This study holds theoretical and practical significance as a way to foster English language education practices for educational stakeholders, including teachers, curriculum designers and policymakers, students, and parents. By employing Sam & Shalini's (2021) refinement of Garrison's (1997) SDL Comprehensive Model, this study will provide teachers with insight into how journal writing can support students' learning experiences. By understanding students' perceptions, teachers can develop classroom activities that align with what students feel is effective or challenging in their learning process. As for curriculum designers and policymakers, this study is also beneficial for curriculum designers and policymakers to consider the implementation of journal writing into the English language curriculum as a tool which encourages SDL, peer collaboration, and boosts students' self-esteem.

Using journal writing can also enhance students' motivation, including reflecting on their achievements and progress, encouraging students to think critically about their learning process, and helping them to set personal goals, either short or long-term goals. Parents can also contribute by recognizing and supporting their children's achievements, goals, and challenges. Thus, this study seeks to promote awareness among all educational stakeholders on the significance and value of journal writing as a tool for reflection, learning, communication, and critical thinking.

1.6 State of the Art

Previous studies have extensively investigated journal writing in English language learning. Research has shown that journal writing improves writing skills and fluency (Yürekli & Afacan, 2020; Hammad, 2022), enhances creativity and self-expression (Zatalini & Yaw-kan, 2025; Salsabila et al., 2024), promotes critical thinking and motivation (Abdullah et al., 2024), and functions as an effective method for self-reflection and skill development

(Capous-Desyllas & Bromfield, 2019). Simbawa and Assalahi (2023) also found that journal writing positively impacts teachers' professional growth.

Despite these benefits, limited studies have explicitly linked journal writing to SDL through the lens of Sam & Shalini's (2021) refinement of Garrison's (1997) SDL Comprehensive Model. Suryanti and Pudo (2025) examined SDL but only validated motivation, while self-management and self-monitoring remained inadequately addressed. Similarly, Butt et al. (2019) employed different learner autonomy theories without using Garrison's SDL model. Furthermore, the majority of previous studies have focused on university students (Yürekli & Afacan, 2020; Capous-Desyllas & Bromfield, 2019; Abdullah et al., 2024; Salsabila et al., 2024), with limited research on high school students.

Therefore, this study aims to fill these gaps by examining how 10 grade XII students at SMA Negeri 44 Jakarta in the academic year 2024/2025 perceive journal writing in developing self-directed learning in English language learning through the lens of Sam & Shalini's (2021) refinement of Garrison's (1997) SDL Comprehensive Model with three dimensions: self-management (goal setting and interdependence), self-monitoring (being reflective and critical thinking), and motivation (entering motivation and task motivation).