EFL UNDERGRADUATE STUDENTS' ONLINE SELF-REGULATED LEARNING STRATEGIES DURING COVID-19 PANDEMIC

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ABSTRACT

This research aims to identify online self-regulated learning strategies of EFL undergraduate students during the COVID-19 pandemic. This research involved 81 EFL undergraduate students batch 2020 majoring in English Language Education in a private university in Indonesia. The Online Self-Regulated English Learning (OSEL) questionnaire adapted from (Zheng et al., 2016) was chosen as the instrument of this research. The questionnaire consists of 21 items. The findings reveal that EFL undergraduate students' online self-regulated learning strategies employ five domains, namely (1) goal setting *(M= 3.800, SD= 0.890)*, (2) environment structuring *(M= 4.015, SD= 1.033)*, (3) task strategies and time management *(M= 3.365, SD= 1.062),* (4) help-seeking *(M= 3.827, SD= 1.081)*, and (5) self-evaluation *(M= 3.784, SD= 0.968)*. EFL undergraduate students also perform high self-regulated learning strategies in the domain of environment structuring, particularly in arranging and determining the right place that supports learning English. However, they have low self-regulated learning strategies in task strategies and time management domains, particularly in preparing questions when learning English. Further researchers are recommended to look into the relationship between the amount of time undergraduate students spend learning English and their self-regulated learning strategies.

Keywords: *English as Foreign Language (EFL), Online Self-regulated Learning Strategies, Survey Study*

ABSTRAK

Penelitian ini bertujuan untuk mengidentifikasi strategi pembelajaran *online* dengan regulasi diri mahasiswa S1 EFL selama pandemi COVID-19. Penelitian ini melibatkan 81 mahasiswa S1 EFL angkatan 2020 jurusan Pendidikan Bahasa Inggris di salah satu perguruan tinggi swasta di Indonesia. Kuesioner Online Self-Regulated English Learning (OSEL) yang diadaptasi dari Zheng et al (2016) dipilih sebagai instrumen penelitian ini. Kuesioner terdiri dari 21 item. Temuan mengungkapkan bahwa profil strategi pembelajaran mandiri online dari 5 domain adalah (1) penetapan tujuan *(M= 3.800, SD= 0.890),* (2) penataan lingkungan *(M= 4.015, SD= 1.033),* (3) strategi tugas dan manajemen waktu *(M= 3.365, SD= 1.062),* (4) mencari bantuan *(M= 3.827, SD= 1.081)*, dan (5) evaluasi diri *(M= 3.784, SD= 0.968).* Temuan ini juga menunjukkan bahwa partisipan yang mempelajari bahasa Inggris sebagai bahasa asing (EFL), memiliki strategi pembelajaran dengan regulasi diri yang tinggi dalam domain penataan lingkungan, terutama dalam mengatur dan menentukan tempat yang tepat yang mendukung pembelajaran bahasa Inggris. Walaupun demikian, mereka memiliki strategi pembelajaran dengan regulasi diri yang rendah dalam domain strategi tugas dan manajemen waktu, terutama dalam mempersiapkan pertanyaan saat belajar bahasa Inggris. Untuk penelitian selanjutnya, peneliti menyarankan peneliti lain untuk melakukan penelitian untuk mengetahui hubungan antara lama belajar

bahasa Inggris mahasiswa S1 dan strategi pembelajaran online dengan regulasi diri.

Kata Kunci: *Bahasa Inggris sebagai Bahasa Asing, Strategi pembelajaran online dengan regulasi diri, Studi Survei*

INTRODUCTION

The COVID-19 pandemic shifted the teaching and learning process from offline to online. As a result, teachers and students face new challenges on the field. Previous research has revealed that online learning has a number of flaws. Adedoyin & Soykan (2020) report the first issue, arguing that online learning is dependent on technology and a good internet connection. As a result, students with poor internet connections struggle to attend classes and follow the teaching and learning process. According to Bdair (2021) online learning is difficult for students who live in rural areas because internet networks are unstable and sometimes there is no signal. The second issue is distractions from home, such as loud noises that cause students to lose focus on their studies. The final issue, as reported by Barnard-Brak et al (2010), is a lack of interaction, not only between teachers and students, but also between students. As a result, students must be more autonomous and learn self-regulation so that their learning outcomes do not suffer.

To overcome these challenges, students should alter their learning patterns in order to promote a more independent learning system and thus improve their learning. They can, for example, collaborate to solve learning problems, watch videos to repeat lessons, and search for additional materials from online resources. It means they can't rely on their teachers as their primary source of information. As a result, in order to manage their learning, students must improve their self-regulation. The ability to self-regulate one's learning is essential in differentiated instruction Tanjung & Ashadi (2019), for example. Indriani & Widiastuti (2021) discovered that in an online English learning environment using Moodle as a learning management system (LMS), students' positive attitudes grew in tandem with their increasing recognition of the Moodle application and their ability to self-manage their learning. It has also been noticed that their positive attitudes toward learning have an effect on gradually improving learning achievements.

During this pandemic period, EFL undergraduate students can practice and develop self-regulation skills in order to become independent learners through online learning. According to Yot-Domínguez & Marcelo (2017), independent students tend to choose and be responsible for their own desires without being pressured by others. These students take responsibility for determining which activities are beneficial to their academic achievement and selecting appropriate learning strategies. They also organize and direct themselves to achieve satisfactory learning outcomes.

The ability to self-regulate learning is also known as self-regulation learning (SRL). Zheng et al. (2016) argued that by implementing independent learning, self-regulation plays an important role in increasing learning effectiveness. One of the goals for students trying to develop independent learning abilities for academic success is to develop self-regulation (Yot-Domnguez & Marcelo, 2017). Students will learn how to manage time, such as when, where, and how they learn online, and they

will know their level of understanding of learning material and what to do to achieve optimal learning outcomes (Barnard et al, 2009).

LITERATURE REVIEW

Self-Regulated Learning (SRL)

Self-regulated learning is the action or initiative of students to control themselves by setting independent learning goals that engage students in metacognition, time management, motivation, and behavior control (Zimmerman, 2015). Students choose an independent learning method to apply their self-regulation skills, such as measuring their abilities, evaluating themselves, setting learning goals, finding sources of information that support learning, and controlling thoughts, behavior, and others in themselves to achieve success in the learning process (Kirmizi, 2014). Self-regulation is critical for improving student learning outcomes both online and in person Barnard et al. (2009). Another opinion from Cho et al. (2017) defines that self-regulated learning (SRL) is a process where students manage their learning systems to motivate and as a reflection of students achieving their learning goals. Thus, students need to improve their skills in metacognition, time management, and effort.

Some studies have shown that self-regulated learning can have a positive impact on student learning. Shih et al. (2019) stated that online learning allows students to be actively involved by self-regulating and motivating themselves to have a willingness to achieve learning goals and get satisfying learning outcomes. Broadbent and Poon (2015) examined the effect of self-regulated learning (SRL) on academic achievement in higher education students. This study found that self-regulated concepts in the form of metacognition, time management, effort, and thoughts had a positive impact on improving students' learning outcomes. Not only that, Barnard et al. (2009) argued that self-regulation has a positive impact on students to practice their abilities and independence such as how to manage time such as when, where, and how students learn online. The self-regulated work system is a system description of how students manage their learning during online learning by being responsible and disciplined learners. In this study, the measurement of SRL in online and mixed learning environments is conceptually and operationally divided into several indicators by Barnard et al. (2009). These indicators include goal setting, environment structuring, task strategies, time management, help-seeking, and self-evaluation.

Goal Setting

Goal setting or goal orientation refers to a set goal to take steps to achieve the desired results. Goal setting concerns the extent to which students are involved and participate in preparing for their activities such as doing assignments, studying, or other activities based on their desire to achieve their learning goals (Pintrich et al., 1991). Goals serve as criteria for individuals to judge how they are doing in a situation of achievement and help them decide whether they should continue to regulate their activity as they are or make changes(Wigfield et al., 2015)

Environment Structuring

Environment structuring refers to setting the environment or an ideal place for learning in a calm condition and free from things that interfere with learning concentration (Pintrich et al., 1991). Environmental structuring is students' initiative to choose or find a place to learn and use media that support instruction such as computers or laptops and other tools that support learning. During the pandemic, students study online and blended learning in schools. With these conditions, students spend a lot of time studying at home, however, most of the students are still uncomfortable and lack concentration when studying because of many disturbances such as crowds, noise, or poor signal constraints. To overcome these problems, it is important to apply environmental structuring of self-regulation so that students manage their learning environment, either at home or in other comfortable places and make them focus on learning and support their learning activities Lynch et al (2004).

Task Strategies and Time Management

Independent learners not only set the place or learning environment but also set the task strategy and learning time. The process of task strategy in self-regulation is to analyze and choose the right method or strategy for successful learning (Zimmerman, 2011). Time management is an action or process that involves planning and scheduling time to carry out an activity that develops effectiveness, efficiency, and productivity (Zimmerman, 2011). Not only setting a schedule for studying, but also managing the amount of time needed during studying or completing tasks, including things that are important for fluency and success in learning. Students who use their time efficiently in studying allow them to superior and achieve better than students who cannot manage their study time (Lynch et al., 2004) Independent learners who have time management skills know how to manage time and are aware of the deadlines needed to do or complete each activity because they are aware of the needs of the time they spend (Zimmerman, 2015).

Help-seeking

Another component of self-regulation is help-seeking which is the ability to seek academic help or support from others for academic success (Lynch et al., 2004) Zimmerman (2011) argues that help-seeking in the self-regulation process is the process of choosing instructors, teachers, or people who have high knowledge, even choosing books for reference and helping them in learning. Several studies show that help-seeking facilitates the learning process so that it runs well. Lynch et al (2004) investigated help-seeking in the self-regulation process in online learning. Students in online learning can still ask for help from friends or teachers via WhatsApp, email, or other media if they encounter difficulties or have questions. Even if they do not meet face-to-face, interaction can be done remotely using today's sophisticated technology, so there is no need to be concerned if there are obstacles to learning, and this also trains students' self-regulation skills. Meanwhile, Gonida et al. (2019) found that when experiencing difficulties in learning, students who perform self-regulated learning strategies know how to look for someone who will help them in overcoming problems such as help from friends, teachers, or instructors. Students with high performance goals were more likely to perceive help-seeking costs, whereas students with low goal orientations were less likely to perceive help-seeking benefits and seek instrumental assistance. Won et al (2021)) also found that students with high performance goals were more likely to perceive

help-seeking costs, whereas students with low goal orientations were less likely to perceive help-seeking benefits and seek instrumental assistance.

Self-evaluation

Self-evaluation is assessing or evaluating oneself on the effectiveness of an activity related to learning activities (Kirmizi, 2014). Self-evaluation relates to measuring their performance on the quality of the activities they have done (Zimmerman, 2011). Students who evaluate the results of their work are referred to as independent learners because after carrying out an activity such as completing an assignment, they will re-check errors and things that must be corrected. Getting used to doing so can improve self-regulation skills because they independently identify and evaluate their mistakes and try to correct them (Kitsantas et al., 2004) Giving students the opportunity to see the results of their performance and evaluation has a positive impact on students, encouraging them to be even more active in improving and improving their performance (Horner & Shwery, 2002).

Relevant Studies

Several researchers have conducted research related to online self-regulated learning by using the Online Self-regulated Learning Questionnaire (OSLQ) developed by (Barnard et al., 2009). Barnard-Brak et al. (2010) examined the relationship between self-regulated, researchers investigated the self-regulation skills of students in online learning during the first semester. This study aims to determine the development of students' online self-regulated skills and whether there are changes from time to time during online learning. There were 209 public university students in the southwestern United States and 101 students completed the pre-survey. This study uses a quantitative method using the Online Self-regulated Learning Questionnaire (OSLQ) (Barnard et al., 2009) questionnaire used to measure self-regulated online learning which consists of 24 items with a five-point Likert type response format. The findings showed that students' self-regulated online skills did not change significantly in online learning over time. Researchers conclude that online learning needs to look at ways to develop self-regulated skills because these skills do not automatically coexist with students' online learning experiences.

Shih et al. (2019) studied the relationship between students' online self-regulated learning (SRL) and students' perceptions of Flipped classrooms (FC). There were 576 undergraduates or graduates from 32 northern to southern Taiwan universities. This study used two questionnaires, the Online Self-regulated Learning Questionnaire (OSLQ) developed by Barnard et al. (2009) and the Reverse Perception Questionnaire (PFCQ), adapted by Shih et al. (2019). The findings show that students who can self-regulate in their learning will .\assume that many benefits can be taken from online learning activities and they tend to have experience and get good results in online learning.

Schwam et al (2021) conducted quantitative research to identify students' readiness and self-regulation toward online learning. There were 477 respondents from state universities in the southeastern United States in this study. After analyzing the Online Self-regulated Learning Questionnaire results, developed by Barnard et al (2009), the results revealed that self-regulated learning strategies support student learning. However, many students are still uncomfortable with

online learning platforms that hinder the learning process and are less prepared to face online learning due to a lack of ability to design self-regulated learning.

Although several studies have been conducted on online self-regulated learning (Barnard-Brak et al (2010); Zheng et al (2016); Shih et al (2019); Schwam et al (2021)), to the best of the authors' knowledge when the study was conducted, there was no study which describes students' self-regulated learning strategies in online learning in Indonesia context at the time of COVID-19 pandemic. To fill the gap, this research was intended to identify EFL undergraduate students' online self-regulated learning strategies during the COVID-19 pandemic. Conceptually, this study intends to add new insights and knowledge for readers regarding online self-regulated learning strategies for EFL undergraduate students during the COVID-19 pandemic. In practice, this research intends to raise EFL undergraduate students' awareness of online self-regulated learning strategies so that they can help themselves to optimize their learning to be better and more successful during the COVID-19 pandemic.

METHOD

This survey was conducted at one of Yogyakarta's private universities with the goal of identifying participants' online self-regulated English learning strategies during the COVID-19 pandemic. Participants enrolled in online learning design for communication skills in English courseworks from September 2020 to March 2022 as part of the university's fully online learning policy. Google Classroom, Zoom, WhatsApp groups were the course delivery format online learning service for this institution. Google and Zoom were purchased by institutions of higher education for the purpose of blended learning and online learning, either synchronous or asynchronous learning mode. The participants were first year students who enrolled at the university at the time when the university set online learning as the online learning mode due to COVID-19 pandemic.

According to Creswell (2014) , the aim of a survey study is to generalize from a sample about the population's attitudes, behavior, and characteristics and draw inferences of the population. The population consists of 101 English Language Education undergraduate students registered in class of 2020 in the Department of English Language Education. In terms of sample size, the researchers decided to use the Slovin formula as the primary reference in calculating the sample size, and 81 students who were willing to participate in this study and completed the survey were obtained. The Slovin formula was used by the researchers because the researchers needed a minimum number of samples to allow for the possibility of making an error with a margin of error of 0.05. All participants were freshmen, with 27 males and 54 females taking English skills courses.

In this study, the researchers used the Online Self-regulated English Learning (OSEL) questionnaire developed by Zheng et al (2016). OSEL consists of 21 items with a 5-point Likert-type scale, ranging from 1 (do not agree at all) to 5 (strongly agree). Each of these items refers to the domain of online self-regulated learning in online learning: Goal setting (5 items), Environment structuring (4 items), Task strategies and time management (5 items), Help seeking (3 items), and Self-evaluation (4 items). The OSEL questionnaire by Zheng et al (2016) was tested valid in a previous study and has an alpha coefficient of around 0.76-0.86 for each factor

(overall alpha = 0.91), so it is classified as a consistent reliability instrument. However, the first author also retested the questionnaire adapted through SPSS V.23 to find out the consistency of the instrument from this study. The results show that this instrument has a Cronbachs Alpha of 0.90. In this study, the OSEL questionnaire from Zheng et al. (2016) was translated into Indonesian and content validity was discussed with the supervisor (second author) to make it easier for participants to understand the contents of each questionnaire item.

To facilitate distribution of the questionnaire, it was created using a Google form. Because the conditions did not allow for the distribution of questionnaires directly to participants and online learning was still being implemented, the questionnaires were distributed in the form of a link to participants via WhatsApp groups and personal chat participants. The use of an Internet survey and its administration online has been discussed in the literature Sue & Ritter (2012). If there are multiple answers, the collected data is transferred to a Google spreadsheet for selection. Data proceeded with Google Spreadsheets and SPSS. The mean and standard deviation of the variables are determined using descriptive statistics. The results are then displayed in graphs and tables.
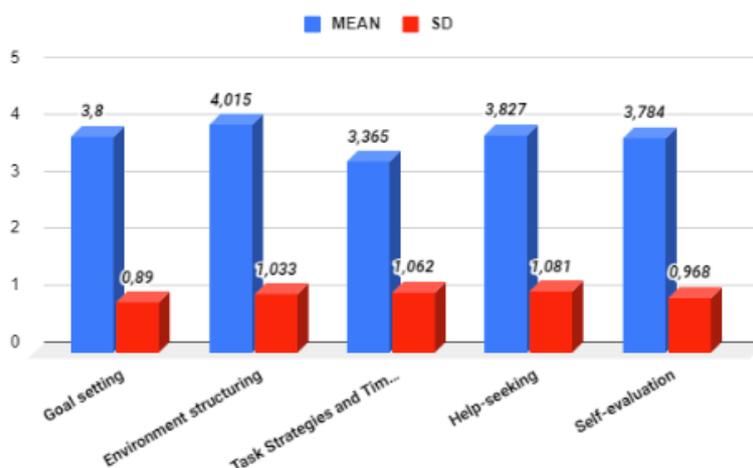
FINDINGS

Figure1. The Overall Survey Result

According to the findings, the majority of participants choose environment structuring as a strategy to support online English learning *(M= 4.015, SD= 1.033)*. Meanwhile, students in online English learning used the fewest strategies in the domain of task strategies and time management *(M= 3.365, SD= 1.062)*.

Table 1. The Overall Survey Result

Domains of self-regulation	N	Minimum	Maximum	Mean	SD
Goal setting	81	1,60	5,00	3,800	0,890
Environment structuring	81	1,00	5,00	4,015	1,033
Task strategies and time management	81	1,00	5,00	3,365	1,062
Help-seeking	81	1,33	5,00	3,827	1,081
Self-evaluation	81	1,75	5,00	3,784	0,968

Goal setting

Table 2. Result of goal-setting domain

Item Number	Statement	N	Mean	SD
2	I set standards for my assignments when learning English online.	81	4.111	0.790
3	I keep a high standard for my learning in my online English course.	81	3.963	0.797
4	I set goals to help me manage study time for my online English learning.	81	3.95	0.864
1	I set short-term (daily or weekly) goals as well as long-term (monthly or for the semester) goals when learning the English course online.	81	3.753	0.859
5	I don't compromise the quality of my work in the English	81	3.222	1.14

There are 5 items regarding the domain goal setting in items 1 to 5. Based on the table above, the most widely used strategy by students was found in item Q2 *(M= 4.111, SD= 0.79)* with the statement *"I set standards for my assignments when learning English online".* Then the least strategy used by students was found in item Q5 *(M= 3.222, SD= 1.14)* with the statement *"I don't compromise the quality of my work in the English".* The mean score for items in the goal setting domain *(M= 3.800, SD= 0.890).*

Environment structuring

Table 3. Result of environment structuring domain

Item Number	Statement	N	Mean	SD
6	I choose a good location for learning English online to avoid too much distraction.	81	4.308	0.903
7	I find a comfortable place for learning English online.	81	4.012	1.078
9	I choose a time with few distractions when studying English online.	81	4.00	0.948
8	I know where I can learn English online most efficiently.	81	3.74	1.201

Item 6 to 9 is domain environment structuring. Item Q6 is the most widely applied strategy by students in learning English online *(M= 4.308, SD= 0.903)* with the statement *"I choose a good location for learning English online to avoid too much distraction".* Then the strategy that is least used by students in this domain is found in item Q8 *(M= 3.74, SD= 1.201)* with the statement *"I know where I can learn English online most efficiently".* The mean score for items in the environment structuring domain *(M= 4.015, SD= 1.033).*

Task Strategies and Time Management

Table 4. Result of task strategies and time management domain

Item Number	Statement	N	Mean	SD

13	I allocate extra study time to learning English online because I know it is time-consuming.	81	3.518	0.95
14	I try to schedule the same time every day or every week to learn English online, and I observe the schedule.	81	3.506	1.001
12	I do extra online exercises in addition to the assigned ones to master the course content.	81	3.444	1.095
10	I read aloud the English instructional materials posted online to fight against distractions.	81	3.185	1.184
11	I prepare my questions before learning instructional materials online.	81	3.172	1.081

Students chose Q13 in the domain of task strategy and time management as the strategy most used by students in learning English online *(M= 3.518, SD= 0.950)* with the statement *"I allocate extra study time for learning English online because I know it is time-consuming".* Then the students slightly chose a strategy on the Q11 item *(M= 3.172, SD= 1.081)* with the statement *"I prepare my questions before learning instructional materials online".* The mean score for items in the task strategies and time management domain *(M= 3.365, SD= 1.062).*

Help-seeking

Table 5. Result of help-seeking domain

Item Number	Statement	N	Mean	SD
16	I share my problems with my classmates online so we know what we are struggling with and how to solve our problems.	81	4.061	0.991
15	I find someone who is knowledgeable in online English language learning so that I can consult with him or her when I need help.	81	3.728	1.084
17	If needed, I try to meet my classmates face-to-face and discuss problems when learning English online.	81	3.691	1.168

The help-seeking domain above shows that many students choose Q16 as a strategy that can help them in learning English online *(M= 4.061, SD= 0.991)* with the statement *"I share my problems with my classmates online so we know what we are struggling with and how to solve our problems".* Then the students slightly chose a strategy on item Q17 *(M= 3.691, SD= 1.168)* with the statement *"If needed, I try to meet my classmates face-to-face and discuss problems when learning English online".* The mean score for items in the help-seeking domain is: *(M= 3.827, SD= 1.081)*

Self-evaluation

Table 6. Result of self-evaluation domain

Item Number	Statement	N	Mean	SD
21	I communicate with my classmates to find out what I am learning that is different from what they are learning.	81	3.987	0.955
20	I communicate with my classmates to find out how I am doing with my online English learning.	81	3.74	1.104
19	I ask myself a lot of questions about the course material when studying for an online course.	81	3.716	0.925
18	I summarize my online English learning to examine my understanding of what I have learned.	81	3.691	0.889

In the self-evaluation domain, students chose Q21 as the most widely applied strategy in online English learning *(M = 3.987, SD = 0.955)* with the statement *"I communicate with my classmates to find out what I am learning that is different from what they are learning"*. Then the students chose a little strategy on the Q18 item *(M= 3.691, SD= 0.889)* with the statement *" I summarize my online English learning to examine my understanding of what I have learned"*. The mean score for items in the self-evaluation domain *(M= 3.784, SD= 0.968)*.

DISCUSSION

The current study attempted to identify EFL undergraduate students' online self-regulated learning strategies, especially freshmen who are taking courses that focus on English skills during the COVID-19 pandemic. The identified English online self-regulation includes 5 domains that have the same domain structure as revealed by previous research (e.g., Barnard et al. (2009); Zheng et al. (2016); Kirmizi (2014)) namely goal setting, environment structuring, task strategy, time management, help seeking, and self-evaluation. Then this study has a satisfactory or consistent Cronbach's alpha reliability value and has the same tested valid instruments as previous studies.

Based on the results of descriptive statistics, the majority of students chose the environmental structuring domain *(M= 4.015, SD= 1.033)* as the most widely used strategy by students in online English learning. The findings of this study revealed that the environmental structuring domain, particularly the determination of the right place and away from distractions *(M= 4.308, SD= 0.903)* in item 6, is a strategy that is commonly used by EFL students when learning English online with concentration and without distractions *(M= 4.308, SD= 0.903)*. This demonstrates that freshmen have strong self-regulation abilities in organizing and determining the best location for English language learning, ensuring that it runs smoothly.The findings in this study revealed that the environmental structuring domain, especially regarding the determination of the right place and away from distractions *(M= 4.308, SD= 0.903)* in item 6 is a strategy that is mostly used by EFL students when learning English online with concentration without any distractions. This shows that freshmen have high self-regulation abilities in organizing and determining the right place that supports English language learning thus that it runs well. Similar to previous research,Zheng et al. (2016) revealed that the environmental structuring domain is the most widely applied strategy, respondents can determine and choose the right place to avoid disturbing things when learning English online. With the development of the times, the results of this research will be different from previous research and there will be developments and changes from previous research. (Kirmizi, 2014) had different findings, the researcher found that self-regulation in the goal-setting domain was relatively higher. Therefore, it can be said that students' self-regulation ability in Kirmizi (2014) research on goal setting is an important strategy for them to achieve satisfactory learning outcomes when learning online.

Furthermore, this study's findings are consistent with previous studies (e.g., Zheng et al. (2016); Kirmizi (2014) that the task strategies and time management domain in self-regulation is the least used strategy by students learning English online *(M= 3.365, SD= 1.062)*. When learning English online, students can still

manage their time well, try to make schedules, practice spelling questions, and reread materials independently, according to the findings. However, many students still do not prepare questions for online learning *(M= 3.172, SD= 1.081)* in item 11. This demonstrates that students' self-regulation ability in preparing for learning is still lacking, as most students do not study the material prior to class. As a result, students rarely prepare questions or even don't want to ask when there is still material that is unclear and they appear to understand the material presented by the teacher. This makes the class passive, and many students do not understand the material, which is detrimental to the next learning process. According to previous research by Kirmizi (2014), students' self-regulation abilities in time management were quite good because students could divide their time with other activities so that it did not interfere with learning time. However, students' ability to self-regulate in task strategies has yet to be demonstrated; most students stated that they did not think about the course or class content prior to the learning activity, so most students did not prepare questions. Students must first know something, specifically by studying the material prior to class, in order to know what they do not know and prepare questions to ask in class. However, as shown in the data, there are still many students who are unconcerned about this.

CONCLUSION

The purpose of this study was to identify EFL undergraduate students' online self-regulated learning strategies during the COVID-19 pandemic. 81 EFL undergraduate students batch 2020 from the Department of English Education have filled out and completed the questionnaire. The findings of this study reveal that EFL undergraduate students have a high ability to self-regulated learning strategies in the domain environment structuring. However, EFL undergraduate students have low ability for self-regulated learning strategies in the task strategies and time management domain. Therefore, applying self-regulation provides a very important contribution to the teaching and learning process. Students become more independent by changing their learning patterns and making learning strategies to achieve the planned learning objectives and support learning success. For pedagogical implications, a workshop on task strategies and time management may help freshmen to have better online self-regulated English learning strategies. For further research, the researcher recommends other researchers investigate the relationship between the length of time undergraduate students learn English and their self-regulated learning strategies. This study also still has limitations in terms of the target population which only covers freshmen from one major in a private university. Future research may involve larger numbers of participants from all the departments in the faculty for more insight into online self-regulated English learning strategies.

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APPENDIX

Online self-regulated English Learning (OSEL) by Zheng (2016)

Item	Statement	Domains
1	I set short-term (daily or weekly) goals as well as long-term (monthly or for the semester) goals when learning the English course online.	Goal setting
2	I set standards for my assignments when learning English online.	
3	I keep a high standard for my learning in my online English course.	
4	I set goals to help me manage study time for my online English learning.	
5	I don't compromise the quality of my work in the English	
6	I choose a good location for learning English online to avoid too much distraction.	Environment structuring
7	I find a comfortable place for learning English online.	
8	I know where I can learn English online most efficiently.	
9	I choose a time with few distractions when studying English online.	
10	I read aloud the English instructional materials posted online to fight against distractions.	Task strategies and time management
11	I prepare my questions before learning instructional materials online.	
12	I do extra online exercises in addition to the assigned ones to master the course content.	
13	I allocate extra study time to learning English online because I know it is time-consuming.	
14	I try to schedule the same time every day or every week to learn English online, and I observe the schedule.	
15	I find someone who is knowledgeable in online English language learning so that I can consult with him or her when I need help.	Help-seeking
16	I share my problems with my classmates online so we know what we are struggling with and how to solve our problems.	
17	If needed, I try to meet my classmates face-to-face and discuss problems when learning English online.	

18	I summarize my online English learning to examine my understanding of what I have learned.	Self-evaluation
19	I ask myself a lot of questions about the course material when studying for an online course.	
20	I communicate with my classmates to find out how I am doing with my online English learning.	
21	I communicate with my classmates to find out what I am learning that is different from what they are learning.	