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THE PORTRAIT OF STUDENTS' SELF-REGULATED LEARNING IN LEARNING ENGLISH AT VOCATIONAL HIGH SCHOOL TELKOM PEKANBARU

UIN SUSKA RIAU

BY

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1442 H/2020 M

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Thesis

Submitted in Partial Fulfillment of the Requirements

for Getting Bachelor Degree of Education

(S.Pd.)

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ABSTRAK

Aprilita (2020): Gambaran Pembelajaran Siswa Dalam Mempelajari Bahasa Inggris di SMK Telkom Pekanbaru

Pengaturan diri siswa - salah satu kemampuan yang dimiliki oleh individu dalam mengendalikan dan memanipulasi perilaku berdasarkan pikiran mereka. Oleh karena itu, individu dapat bereaksi positif terhadap pembelajaran akademis mereka. Di kelas, guru harus merangsang pengaturan diri siswa. Sementara itu, tujuan pengaturan diri adalah untuk menambah pengetahuan mereka ketika mereka belajar. Pengaturan mandiri siswa terdiri dari 3 model, yaitu: metakognisi motivasi, dan tingkah laku. Tujuan dari penelitian ini mempelajari pengaturan diri siswa dalam belajar bahasa Inggris di siswa kelas sebelas di Sekolah Menengah Kejuruan Telkom Pekanbaru. Penelitian ini adalah deskriptif kuantitatif. Ada 100 siswa sebagai sampel yang dipilih dengan menggunakan teknik simple random sampling. Dalam mengumpulkan data, peneliti membagikan kuesioner kepada responden untuk menentukan pengaturan sendiri, yang terdiri dari 21 item yang dibangun berdasarkan tingkat pengaturan sendiri. Peneliti menggunakan statistik deskriptif untuk menganalisis data, yang hasil penelitian ini menunjukkan bahwa skor total pengaturan diri siswa adalah 1.667, dengan skor rata-rata adalah 66.68. Selain itu, aspek dominan dari pengaturan diri siswa adalah 406, dengan skor rata-rata adalah 3.25. Sebagai kesimpulan, dapat diidentifikasi kategori pengaturan diri siswa di Sekolah Menengah Kejuruan Telkom Pekanbaru tingkat rendah. Selain itu, aspek dominan dari pengaturan diri siswa adalah memetakognisi dari suatu situasi dan memberikan motivasi dalam proses pembelajaran.

Kata Kunci: Gambaran, Regulasi Diri

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ABSTRACT

Aprilita (2020): The Portrait of Students' Self-Regulated Learning in Learning English at Vocational High School Telkom Pekanbaru

Students' self-regulated -one of the abilities possessed by individuals in controlling and manipulating a behavior on the basis of their mind. Therefore, individuals are able to react positively to their academic learning. In the classroom, the teacher should stimulate the students' self-regulated. Meanwhile, the goal of self-regulation is to increase their knowledge when they were learning. Students' self-regulated consists of 3 models, which are: metacognition, motivation, and behavior. The purpose of this research studied the students' self-regulated in learning English at the eleventh-grade students of Vocational High School Telkom Pekanbaru. This research was descriptive quantitative. There were 100 students as samples chosen by using a simple random sampling technique. In collecting the data, the researcher distributed the questionnaire to the respondents in order to determine their self-regulated, which consisted of 21 items that were constructed based on the level of self-regulated. The researcher used descriptive statistics to analyze the data, which the result of this research showed that the total score of students' self-regulated is 1667, with the mean score is 66.68. Moreover, the dominant aspect of students' self-regulated is 406, with the mean score is 3.25 As a conclusion, it can be identified the category of students' self- regulated at Vocational High School Telkom Pekanbaru was low level. Furthermore, the dominant aspects of students' self-regulated were metacognition of a situation and provides motivation in the learning process.

Key word: The Portrait, Self-regulated

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ملخص

أفريليتا، (٢٠٢٠): تصوير تعلم التلاميذ في تعلم اللغة الإنجليزية في مدرسة تيلكوم الثانوية المهنية بكنبارو.

التنظيم الذاتي لدى التلاميذ – إحدى المهارات التي يمتلكها الأفراد في سيطرة السلوك وتلاعبه بناءً على أفكارهم. لذلك، يمكن الأفراد أن يتفاعلوا بشكل إيجابي على تعلمهم الأكاديمي. في الفصل، يجب على المدرس تحفيز التنظيم الذاتي لدى التلاميذ وإن الغرض من التنظيم الذاتي هو زيادة معرفتهم أثناء التعلم. يتكون التنظيم الذاتي لدى التلاميذ من ٣ نماذج، وهي : المعرفة الفوقية، والسلوك. الغرض من هذا البحث هو دراسة التنظيم الذاتي لدى التلاميذ في تعلم اللغة الإنجليزية لدى تلاميذ الفصل الحادي عشر في مدرسة تيلكوم الثانوية المهنية بكنبارو. هذا البحث وصفي كمّي. فيه ١٠٠ تلميذ كعينة تم اختيارهم باستخدام تقنية أخذ العينة البسيطة العشوائية. في جمع البيانات، قامت الباحثة بتوزيع الاستبيانات على المستجيبين لتحديد التنظيم الذاتي، التي تتكون من ٢١ عنصرًا تم بناؤها بناءً على مستوى التنظيم الذاتي. تستخدم الباحثة إحصاءات وصفية لتحليل البيانات، وتشير نتائج هذا البحث إلى أن مجموع درجات التنظيم الذاتي لدى التلاميذ هو ١،٦٦٧ ، بمتوسط ٦٦،٦٨. بالإضافة إلى ذلك، فإن معظم الجوانب في التنظيم الذاتي لدى التلاميذ هو ٤٠٦، بمتوسط ٣،٢٥. والاستنتاج، يمكن تعرف فئة التنظيم الذاتي لدى التلاميذ في مدرسة تيلكوم الثانوية المهنية بكنبارو في المستوى [illegible] بالإضافة إلى ذلك، معظم الجوانب في التنظيم الذاتي لدى التلاميذ هو المعر[illegible] افي في عملية التعلم.

الكلمات الأساسية :*التصوير، التنظيم الذاتي*

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CHAPTER I

INTRODUCTION

A. Background of the Problem

The nature of foreign language learning in foreign language context is perceived complex and difficult for some students. One of the factors which leads to the difficulty in learning is the characteristic of the students that are passive learners in their own learning (Mbato, 2013). Some Indonesian students typically sit and listen to instructions and memorize what is taught, learn through activities that are designed by their teachers and depend on teachers' instructions to carry out those activities.

Self-Regulated learning is very important ability for students in learning process. Students who have self-regulated learning will be able to plan goals, plan strategies, manage behaviors, and evaluate self-improvement. According to Wang, J. Q. et al (2010), self-regulated learning is belonging to the psychology of learning contents. Understanding self-regulated learning is essential in today's academic and social world.

Self-regulated learning consists of the words" self-regulated" and "learning". Self-regulated means managed, while learning is learning. So, it can be concluded that self-regulated learning as a whole means learning to self-regulate or self-management or self-regulation in learning (Diah, 2008:13).

In addition, self-regulated learning is also defined as the supervision of behavior in the learning process as result of the internal process of goals,

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planning, and self-appreciation for the achievements that have been achieved (Friedman, 2006: 284). Furthermore, self-regulated learning is an ability to determine one's own learning objectives, able to foster a sense of self-ability to achieve targets to be achieved, environmental arrangement to support target achievement. Conduct self-evaluation and monitoring learning activities.

Self-regulated learning has been defined as self-generated thoughts, feelings, and actions that are planned and cyclically adapted to the attainment of personal goals (Schunk & Zimmerman, 1994). This definition involves goals and motivational feelings or beliefs about attaining those goals as well as self-initiated learning process. The purpose of self-regulatory accounts of human functioning is to explain how one adapts to changing conditions as a result of personal feedback.

Based on the explanation above, self-regulated learning is needed in all stages of education. It is needed because self-regulated learning will affects students' skill to achieve the goal of learning. In this research the researcher focus on students' self-regulated learning in eleventh grade of students' at Vocational High School Telkom Pekanbaru. For this situation, the researcher will followed from syllabus.

Self-regulated learning is one of aspects in K13 curriculum through the scientific approach that the students should know and analyze the factual, the conceptual, the procedural and the metacognitive knowledge. The 2013

curriculum, which is still partially used in some schools, emphasizes self-regulated learning as an approach to make learning more efficient.

The teaching of self-regulated learning in school is aimed to prepare the students to face industry revolution 4.0 era and make the learning more efficient. Thus, self-regulated learning is shifted to the national curriculum due to its importance and its advantages to take learning more comprehensive (BSNP,2013).

After a preliminary study at Vocational High School Telkom Pekanbaru by interviewing the English teacher, the researcher found that many of eleventh grade students of Vocational High School Telkom Pekanbaru have difficulty in learning English. The students are still struggle to achieve all of English language skills. In fact, there are students who do not ask the teacher about the material in learning English. Some of the students do not have curiosity and confidence to make conclusion or declaration when they were learning English. The students still not active enough during the learning process. It seems that they have lack of self-regulated learning.

Based on the phenomena above the researcher is interested in carrying out a research on the problem above entitled **The Portrait of Students' Self-Regulated Learning in Learning English at Vocational High School Telkom Pekanbaru.**

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B. Problem

1. Identification of the Problem

Based on the background of the problems, it can be identification of problem in this research as follows:

a. Some students do not interested to ask to the teacher when she/he explains the lesson in the class.
b. Some students still do less curious to learn English.
c. Some students do not have enough self-confident to make conclusion at the end of the learning.
d. Some students still do not enthusiastic enough during the learning process.

2. Limitation of the Problem

Based on the identification of the problem, there are some problems which are important to be researched. Yet, the researcher needs to limit the problem in order to focus on the specific problem. So, the researcher focus on describing the portrait of students' self-regulated learning in learning English, and the subject is the eleventh grade students at Vocational High School Telkom Pekanbaru. It is also important to take learning more comprehensive.

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3. Formulation of the Problem

Based on the problems above, the researcher formulates the problems in this research as follows:

a. How is the students' the self-regulated in learning English at the eleventh grade students at Vocational High School Telkom Pekanbaru?

b. What are the dominant aspects of the students' self-regulated in learning English at Vocational High School Telkom Pekanbaru?

C. Objective and Significant of the Research

1. Objective of the Research

a. To describe how is the portrait of students' self-regulated in learning English at the eleventh grade of Vocational High School Telkom Pekanbaru.

b. To explain the dominant aspects of the students' self-regulated in learning English at the Eleventh grade of Vocational High School Telkom Pekanbaru.

2. Significance of the Research

a. Hopefully, this research is beneficial for the researcher as a novice researcher in learning how to conduct a research.

b. This research finding is expected to be useful, and valuable for students and teacher of Vocational High School Telkom Pekanbaru.

c. This research finding is expected to be the practical and theoretical information to the development of the theories in language teaching in general.

d. Finally, to fulfil one of the requirements for the researcher to complete his undergraduate degree program at English Education Department of

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D. Reasons for Choosing the Title

There are some reasons why the researcher is interested in carrying out this research. This research is conducted based on the following reasons.

1. The title is relevant to the researcher's status as a candidate of English teacher.
2. The title of this research is not investigated yet by previous researcher.
3. The location of the research facilitates the researcher in conducting this research.

E. Definition of the Term

To avoid misunderstanding and misinterpreting on the term in this research, the term are necessary defined as follows:

1. Portrait

Portrait is the picture or representation of person and especially of face, drawn from the life. In addition, in portraits consist more in the general than in the exact similitude of every feature (Webster, 1828, p 3277). So in this research the portraits means a picture of students' self-regulated in learning English at Vocational High School Pekanbaru.

2. Self-Regulated

According to Zimmerman (2012), self-regulated learning is a self-initiated action that involves goal setting and regulating one's efforts

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to reach the goal, self-monitoring (metacognition), time management, and physical and social environment regulation.

3. Learning English

According to Ambrose (2010) learning is a *process* that leads to *change*, which occurs as a result of *experience* and increases the potential of improved performance and future learning. And the simple definition of learning is the process of gaining the knowledge and expertise.

In this research, learning English is the process of students to increase the students' knowledge in learning English process. It can be describe how is the students' know and understand when they were in learning English process.

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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. The Nature of Self-Regulated Learning

Self-regulated learning (SRL) is one of the supportive ways to help students in learning process. Self-regulated learning will also improve them in motivation and emotion. Even, strengthening the way of thinking positively to their own self. According to Pintrich (2000), self-regulated learning (SRL) is a proactive way of learning where by learners need to set their goals, then control or monitor which reflect to their cognition, behavior, and motivation. It is how learner can explore their own-self deeply and take handle of themselves entirely. The point is about the constructive process that learners have to compile their plan and strategies to face all problems that perhaps come from their own-self as an internal factor and external environment.

Pintrich (2000) identified four common assumptions about self-regulated learning. First, self-regulated learners do more than passively consume information that has been presented to them by others. In the process of learning, they actively create strategies, goals, and meaning. Second, self-regulated learners can to some extent, given the constraints imposed by individual differences, contexts, and biology, monitor and influence their actions. Third, self-regulated learners use goals or standards to assess the adequacy of their learning and make changes if

necessary. Fourth, these learners use self-regulating processes to mediate the influence of external contexts and personal characteristics so as to enhance academic achievement and performance.

Another viewpoint of self-regulated learning (SRL) purposed to manage self-control especially in both time and space. It means how learners can take be handle multiple task of the goals into an appropriate action, how the time is used correctly and effectively with all the conditions that maybe could change their minds to give up on their visions. A strong sense of regulating of yourself is the basic root to keep moving forward by increasing qualities of behavior and critical thinking will complement greater ideas for people in self-regulated learning (Vohs, 2016).

Based on Zimmerman (2000), self-regulated learning is not only about controlling mental abilities, but it is broader than that. Furthermore, Boekaerts, Pintrich, and Zeidner (2000) pointed the meaning of definition of self-regulated learning was focus on the action of the belief and motivations. The reason why learners need to regulate themselves was a clear basic to have a good performance. Action that was decided to attain the goals could be variety of ideas depends on the cognitive strategies and the experience. Contextually, aspiring to succeed self-regulated learning involve pupils self-efficacy which means the ability to organize the structured idea of action into some specific act Learning results from what the student does and thinks and only what the student does and

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thinks. The teacher can advance learning only by influencing what the student does to learn. Ambrose (2010) stated that learning is "a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning" (adapted from Mayer, 2002 by Ambrose et al., 2010, p. 3). There are some important subtleties to unpack: Learning is a process, not a product. However, because this process takes place in the mind, we can only infer that it has occurred from students' products or performances.

Learning involves change in knowledge, beliefs, behaviors, or attitudes. This change unfolds over time; it is not fleeting but rather has a lasting impact on how students think and act. Learning is not something done to students, but rather something students themselves do. It is the direct result of how students interpret and respond to their experiences-conscious and unconscious, past and present.

Learners must actively construct knowledge. Researchers agree that this means actively processing new information and rehearsing it in order to transfer it from working memory into long-term memory. Long-term memory is the "central, dominant structure of human cognition" (Clark, 2012, p. 9). The process of transferring knowledge from working memory (where conscious processing occurs)to long-term memory (where it can become automated and where we can draw upon it at will) is the essential process by which learning takes place, and it is key to helping novices gain expertise (Clark, 2012, p. 9).

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2. The Strategies of Self-Regulated Learning

There are many of the self-regulated learning strategies useful across various content domains. Specifically, self-regulated learning consists of three components: cognition, metacognition, and motivation (Wolters, 2003). The cognition component includes the skills and habits that are necessary to encode, memorize, and recall information as well as think critically.

Within the meta-cognition component are skills that enable learners to understand and monitor their cognitive processes. The motivation component surfaces the beliefs and attitudes that affect the use and development of both the cognitive and metacognitive skills.

a. Cognitive strategies include learning strategies that can be specific to a domain or content. Problem solving strategies and critical thinking skills are also important. Critical thinking involves a variety of skills such as identifying a particular source of information and reflecting on whether or not that information is consistent with one's prior knowledge. Activities to help adults articulate and practice critical thinking include comprehension activities such as student-generated questions be-fore or during reading to focus the learner's attention, constructing graphs and tables of real-world issues, and engaging in classroom debate to articulate arguments for writing a persuasive essay.
b. The metacognitive component is comprised of declarative knowledge (knowledge about oneself as a learner – the factors that influence

performance), procedural knowledge (knowledge about strategies and other procedures), and conditional knowledge (knowledge of why and when to use a particular strategy). Adults often struggle to articulate their knowledge or to transfer domain-specific knowledge to a new setting. The goal of self-regulated learning is for these strategies to first become visible and eventually automated for the adult learner. One way to make the three types of knowledge visible in the classroom is to have learners do a demonstration. When demonstrating (such as cooking a particular dish), it is easier to find the specific words needed to articulate what one is doing and how one knows to do it. Questions will draw out more language. Debriefing after the demonstration can make visible the difference between declarative, procedural, and conditional knowledge so that one can make explicit points about how to transfer that knowledge to an academic task.

c. The motivation component includes both self-efficacy (degree to which one is confident that one can perform a task or accomplish a goal) and epistemological beliefs (beliefs about the origin and nature of knowledge). Working with adults who have failed in school or with specific academic tasks necessitates deliberate discussion of their sense of self-efficacy. Many adult learners have shared with teachers and researchers how difficult it can be to overcome ingrained, virulent, negative self-talk. Making self-regulated strategy development (SRSD), including goal setting, monitoring and displaying of progress, an

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everyday feature of instruction can assist these learners to replace negative self-talk with positive self-instruction and a sense of self as an effective learner. Building new habits reinforces adults' persistence and motivation.

3. Aspects of Self-Regulated Learning

According to Zimmerman (1989), Self-regulated learning consists of 3 aspects in academic activities, namely metacognition, motivation, and behavior. Indicators of those aspects are taken from Brown et al. (1999) scale.

a. Metacognition

Metacognition includes a variety of cognitive activities that require individuals to change or adapt their cognition. the strategies included in this aspect are:

1) Rehearseal strategy is a strategy or effort to memorize the material by repeating the material again so that it is easier to understand.
2) Elaboration strategy is a strategy for summarizing and using one's own words in understanding a material.
3) Organization strategy is a strategy to reorganize a subject matter so that it is easy to understand.
4) Metacognitive self-regulation is a variety of efforts to regulate cognition such as planning, monitoring, the use of learning regulation strategies, evaluation, and revision of learning activities.

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b. Motivation

Motivation involves individual activities that are full of goals and encourages individuals to intentionally start, organize, maintain their willingness, prepare their next task or complete an activity in accordance with their objectives. Motivational regulation strategy includes:

1) Mastery self-talk is an activity or act of saying motivational words to yourself to improve self-performance in the learning process.
2) Relevance Enhancement is an individual effort to connect the material with all matters related to oneself.
3) Situational interest enhancement is an individual to change the learning situation to become something fun.
4) Performance / relative ability of self-talk is the activity of talking to oneself to increase their motivation to learn by comparing what they have done themselves with what other students have done.
5) Performance / extrinsic self-talk is the activity of talking to yourself in order to get positive feedback to improve learning performance.
6) Self-consequating is an individual thinking about the rewards or penalties he will get for the success or failure achieved.
7) Environmental structuring is the activity of selecting or managing the physical environment to make it easier to learn.

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c. Behavior

Behavioral regulation involves the efforts of individuals to regulate, control behavior, select and regulate the environment, and utilize environmental conditions. Strategy in behavior regulation includes:

1) Effort regulation is an individual effort to maintain the spirit of learning.
2) Regulating time and study environment is an attempt to manage the time and learning environment.
3) Instrumental (autonomous) help-seeking goal is the activity of asking for help from others as a way to understand the material so that students are able to complete assignments on their own.

4. Self-Regulated in Learning English a. The Definition of Learning

Learning results from what the student does and thinks and only what the student does and thinks. The teacher can advance learning only by influencing what the student does to learn. Ambrose (2010) said that learning is a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning (adapted from Mayer, 2002 by Ambrose et al., 2010, p. 3). There are some important subtleties to unpack: Learning is a process, not a product. However, because this process takes place in the mind, we can only infer that it has occurred from students' products or performances.

Learning involves change in knowledge, beliefs, behaviors, or attitudes. This change unfolds over time; it is not fleeting but rather has a

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lasting impact on how students think and act. Learning is not something done to students, but rather something students themselves do. It is the direct result of how students interpret and respond to their experiences conscious and unconscious, past and present.

Learners must actively construct knowledge. Researchers agree that this means actively processing new information and rehearsing it in order to transfer it from working memory into long-term memory. Long-term memory is the "central, dominant structure of human cognition" (Clark, 2012, p. 9). The process of transferring knowledge from working memory (where conscious processing occurs) to long-term memory (where it can become automated and where we can draw upon it at will) is the essential process by which learning takes place, and it is key to helping novices gain expertise (Clark, 2012, p. 9).

b. English as a Language

Carrol (1990) defines English is a language of essential tool for communication and whereas grammatical pattern play a crucial role in communication, the prime need almost learners is not for theoretical or analytical knowledge of the target language, but for an ability to understand and be understood in that language within the context and constraints of peculiar language using circumstance.

So far English is commonly learnt by people from around the world than it can be considered as both vehicular and vernacular gain language. Vehicular language is a language goes beyond the boundaries of

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it. Original community and use as a second language for communication between communities. The opposite meaning of "vehicular language" is "vernacular language" means a language used as a native language in a single community.

As English called as vehicular and vernacular language, it is understand why English become a dominant international language in present communication, science, business, aviation, entertainment, radio, and diplomacy. Therefore it can be a reason why today's English is being taught to over one billion people throughout the world as their second language to communicate each other.

Based on the definition of learning and English above, when learning English, the students usually pay attention to what they learn. So they are easy to absorb most of the teacher gives them or gains the knowledge from the books. They also have needs toward the lesson and usually have a clear target to gain what he wants to reach. Of course, they will be intended for doing something to make maximally effort to learn.

B. Relevant Research

According to Syafi'i (2011), relevant research is required to observe some previous researchers conducted by other researchers in which are relevant to our research itself. There is a relevant research which has relevancy to this research.

Based on the research was conducted by Nurfiani (2015), in State University Yogyakarta. This study survey the ability of self-regulated

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learning (SLR) at the tenth grade at SMK 1 Kalasan Yogyakarta. This research found acquisition of self- regulated learning abilities in the medium category of 28 students (45%). The result of the analysis in each aspect: Aspect of students planning are in medium category with 32 students (52%) including, students determining the learning strategies to be used, students having a compulsory to complete the task, and students managing themselves for preparation for study. Aspect of students‟ implementation in the medium category with 28 students (45%) including, students applies cognitive and metacognitive strategies, monitoring and controlling emotion and motivation to learn, and conducting activities. The aspects of students‟ evaluation moderate category with 28 students (45%) including, choosing a strategy to overcome failure, able to evaluate learning outcomes, reviewing the results of the themselves.

The relationship between self-regulated and resilience in adolescents in divorced families, there had been a study by Zimmerman. The hypothesis proposed in this study is that there is a positive relationship between self-regulated and resilience. Research subjects of 100 teenagers who have divorced parents. The scale used to measure the level of self-regulated is the scale of Self-Regulated Questionnaire (SRQ) created by Brown et al. (1999).

Different study has also been conducted at university level, Arumsari (2016) in Sanata Dharma University Yogyakarta. She said most of (84%) the students Guidance and Counseling Sanata Dharma University

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class of 2012 have good self-regulated learning. These students are categories high and very high self-regulated learning. Its mean that students have the ability of self-regulated in their learning by including metacognition, motivation, and behavior that very well. 16% of the total students have poor self-regulated in their learning. These students are categories medium. Its mean that students have well enough of self-regulated in their learning by including metacognition, motivation, and behavior.

In other study, Paul R. Pintrich (2008), he conducted a correlational research at University of Michigan entitled "The Relationship between Motivational and Self-Regulated Learning Components of Classroom Academic Performance." He found that there is ecologically valid empirical evidence for the importance of considering both motivational and self-regulated learning components in our models of classroom academic performance. Student involvement in self-regulated learning is closely tied to students' efficacy beliefs about their capability to perform classroom tasks and to their beliefs that these classroom tasks are interesting and worth learning. At the same time, these motivational beliefs are not sufficient for successful academic performance; self-regulated learning components seem to be more directly implicated in successful in classroom.

Based on previous research mentioned above, the researcher found thirteen studies to exploring students' self-regulated learning in learning English. From the several studies, only two of them from Indonesia

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context, and also in their investigations on students' self-regulated learning in learning English remain the gaps due to context and methodology. Based on previous research in Indonesia context it seems no researchers investigated at Vocational High School Telkom Pekanbaru. Meanwhile, in the Indonesian context just one of students' self-regulated learning studies investigated in same level at Senior High School by using correlation research design, which related to students' ability self-regulated learning.

Because of limited study on exploring students' self-regulated learning in Indonesia especially Vocational High School Telkom Pekanbaru still many gaps. Therefore, it is essential to explore on students' self-regulated learning deeper. Besides, the practical problems related to self-regulated learning are also found at Vocational High School Telkom Pekanbaru.

C. Operational Concept

Based on the theories and previous research above, it is carrying to clarify the phenomenon used in this research. Regarding this research, the phenomenon is the students' self-regulated learning in learning English. In this research, the operational concepts is used to analyze students' self-regulated learning in learning English and the operational concept are needed as the foundation to address the method of the research in this research. Therefore, students' self-regulated learning is measured by using several indicator based on Woltres (2003) as follows:

1. The students have metacognition that includes:
   a. Rehearseal strategy. b. Elaboration strategy.
   c. Organization strategy.
   d. Metacognitive self-regulation.
2. The students have motivation that includes:
   a. Mastery self-talk.
   b. Relevance Enhancement.
   c. Situational interest enhancement.
   d. Performance / relative ability of self-talk. e. Performance / extrinsic self-talk.
   e. Self-consequating.
   f. Environmental structuring.
3. The students have behavior that includes:
   a. Effort regulation.
   b. Regulating time and study environment.
   c. General intention to seek needed help.
   d. General intention to avoid needed help.
   e. Instrumental (autonomous) help-seeking goal.
   f. Seeking help from formal sources (teachers).
   g. Seeking help from informal sources (other students)

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CHAPTER III
METHOD OF THE RESEARCH

A. Research Design

Research design is used to analyze and identify the subject of this study. In order to make the research going in the way, a research design is needed. The design of this research is descriptive quantitative method because the data is presented in numerical and descriptive form. According to Gay (2012), quantitative research is the collection and analysis numerical data to describe, explain, predict or control phenomena of interest. In addition, quantitative research could be defined as a research method based on phenomena/symptoms/reality that is used to examine specific populations and samples, using research instruments, to analyze quantitative statistics data and to test the hypotheses (Sugiyono, 2018).

Meanwhile, according to Kothari (2004), descriptive research is aimed to describe of the state of affairs as it exist at present. Generally, this research design is used to describe systematic facts that are found by the researcher and the characteristic of the object that is investigated. According to Sukardi (2019), there are actually two main reasons the researcher used this research design. First, the overall of this research was analyzed by using descriptive design. Second, the descriptive research design is useful to investigate the educational aspect and human behavior.

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Through the design of the research, there will be result of analysis to describe students' self-regulated learning at Vocational High School Telkom Pekanbaru and investigate the dominant aspects contributing to it.

B. The location and Time of the research

This research was accomplished at Vocational High School Telkom Pekanbaru. Furthermore, The researcher was conducted the research from June to July 2020.

C. The Subject and Object of the Research

1. The subject of the research

The subject of this research was the eleventh grade students at Vocational High School Telkom Pekanbaru.

2. The Object of the Research

The object of the research was students' self-regulated learning in learning English at the Eleventh grade students of Vocational High School Telkom Pekanbaru.

D. Population and Sample of the Research

1. Population of the Research

The population of this research was the eleventh grade students at Vocational High School Telkom Pekanbaru in academic year 2020/2021. The eleventh grade students at Vocational High School Telkom Pekanbaru consists of 3 classes. It contained 100 students. The specification of the population can be seen as follows:

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Table III.1
The Population of the Research

No	Classes	Number of Students
1.	XI TKR	35
2.	XI ADP	33
3.	XI AK	32
Total		**100**

2. Sample of the Research

The population for this research is large enough to be taken all as the sample. According to Arikunto (2006, p. 134) If the populations almost than 100, the sample is taken between 10-15% up to 20-25% as the sample. So, the researcher took 25% for all of the population to be the sample by using Simple Random Sampling. The sample of the research is 25 students.

According to Cohen, et al (2007), in Simple Random Sampling, the researcher selects participants for the sample so that any individual has an equal probability of being selected from the population.

Table III.2
The Sample of the Research

No	Classes	Number of Students	Percentage
1.	XI TKR	35	9 %
2.	XI ADP	33	8%
3.	XI AK	32	8%
Total		**100**	**25%**

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E. The Technique of Data Collection

In this research, the researcher used a questionnaire to collect the data of self- regulated learning in English. According to Cohen (2007), questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numeric data, being able to be administered without the presence of the research, and often being comparatively straightforward to analyze.

Moreover, Brown et al. (1999) said that the assessment for measuring self- regulated is based on self-report. One of examples of self-report is questionnaire. Self-assessment instruments such as surveys or questionnaire usually consist of a statement followed by a response continuum such as strongly agree, agree, disagree, and strongly disagree. This subject selects the response that best describes his reaction to the statement.

The researcher used questionnaire to find out students' self-regulated at the eleventh grade students of Vocational High School Telkom Pekanbaru. The questionnaire was adopted from Zimmerman (1989) because it was done in Indonesian case study and it is relevant with this research. The questionnaire describes some questions for the respondents to know how the self–regulated of the eleventh students at state Vocational High School Telkom Pekanbaru.

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Table III.3
Blueprint of Self-Regulated

Indicators	No. item
Metacognition	5, 9, 16, 18, 20
Motivation	1, 2, 3, 4, 6, 7,8, 10, 11, 13
Behavior	12, 14, 15, 17, 19, 21

The researcher considered the indicator have to include in the research because of its important value for measuring the variable of Self-Regulated. In this research, the researcher used the Likert scale as the scale on the questionnaire. The scale that was used in the questionnaire is 4, 3, 2, 1 for a positive answer and 1, 2, 3, 4 for a negative answer. The researcher decided to use 4 scales because will decrease the neutral answer from the respondents.

Table III.4
Instrument Alternative Answer

No.	Instrument answer	Scores	
		Positive	Negative
1	Strongly agree	4	1
2	Agree	3	2
3	Disagree	2	3
4	Strongly Disagree	1	4

Source: Sukardi (2019)

F. Instrument Validity Test

The validity of the instrument could be defined when the instrument could measure what the researcher looking for. The instrument validation in the research purposes to measure the degree of the test. Furthermore, to

determine the instrument that was used either accurately or not, the researcher will analyze it by using the Pearson correlation.

The method of analysis will correlate each value of the question number with the total value of the question number. In addition, the correlation coefficient that was found by r_{count} must still be tested for significance by comparing it to r_{table}. The items will be correct if they have a value of $r_{count} > r_{table}$ or p value < 0,05 (Sugiyono, 2018).

The researcher must decide both the validity and reliability of the questionnaire, the researcher spread the questionnaire online before the questionnaire was used. It was required to make sure the questionnaire could be shared for the sample. And during the school research period it was closed because there was covid-19. So, the researcher spread the questionnaire through online using Google form. In the questionnaire, the researcher was spread the questionnaire four times. It happened because some statements in the questionnaire were not valid yet. Although, at the latest of the questionnaire, the researcher got a significant result of the questionnaire validation.

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Table III.5

The Validity Test on 1st Try Out Questionnaire

Indicators	No. items	*R*	Sig. (2-tailed)	Result of validity
Metacognition	5	0,733**	0,000	Valid
	9	0,609**	0,001	Valid
	14	0,161	0,442	Not Valid
	17	0,473*	0,029	Valid
	19	0,073	0,728	Not Valid
	21	0,848**	0,000	Valid
	23	0,557**	0,004	Valid
	28	0,264	0,203	Not Valid
	29	0,702**	0,000	Valid
Motivation	1	0,254	0,221	Not Valid
	2	0,514**	0,009	Valid
	3	0,494*	0,012	Valid
	4	0,360	0,077	Not Valid
	6	0,715**	0,000	Valid
	7	0,349	0,087	Not Valid
	8	0,457*	0,022	Valid
	10	0,645**	0,001	Valid
	11	0,584**	0,002	Valid
	13	0,283	0,170	Not Valid
	20	0,599**	0,002	Valid
Behavior	12	0,324	0,114	Not Valid
	15	0,509**	0,009	Valid
	16	0,519**	0,008	Valid
	18	0,686**	0,000	Valid
	22	0,230	0,269	Not Valid
	24	0,007	0,974	Not Valid
	25	0,340	0,096	Not Valid
	26	0,067	0,751	Not Valid
	27	0,026	0,900	Not Valid
	30	0,156	0,456	Not Valid

** Correlation is significant at the 0,01 level (2-tailed).
* Correlation is significant at the 0,05 level (2-tailed).

At the first try out, the researcher spread the questionnaire to 25 students. Based on the sample above, the researcher must determine the r_{table} by using the formula degree of freedom (df) = N – 2, where is N refers to the amount of

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sample. It means 25 – 2 = 23. According to the r_{table}, 23 samples with the error significant at 5%, it was at the level 0,3961. It means that the r_{count} must bigger than 0,3961. Based on the table above, there were 14 items not valid yet (1, 4, 7, 12, 13, 14, 19, 22, 24, 25, 26, 27, 28, 30).

Table III.6

The Validity Test on 2nd Try Out Questionnaire

Indicators	No. items	*R*	Sig. (2-tailed)	Result of validity
Metacognition	5	0,526**	0,008	Valid
	9	0,590**	0,002	Valid
	14	0,280	0,185	Not Valid
	17	0,455*	0,025	Valid
	19	0,109	0,611	Not Valid
	21	0,707**	0,000	Valid
	23	0,379	0,068	Not Valid
	28	0,248	0,242	Not Valid
	29	0,623**	0,001	Valid
Motivation	1	0,471*	0,020	Valid
	2	0,478*	0,018	Valid
	3	0,507*	0,011	Valid
	4	0,453*	0,026	Valid
	6	0,459*	0,024	Valid
	7	0,294	0,163	Not Valid
	8	0,409*	0,047	Valid
	10	0,681**	0,000	Valid
	11	0,602**	0,002	Valid
	13	0,391	0,059	Not Valid
	20	0,707**	0,000	Valid
Behavior	12	0,386	0,062	Not Valid
	15	0,472**	0,020	Valid
	16	0,385	0,063	Not Valid
	18	0,485*	0,016	Valid
	22	0,127	0,555	Not Valid
	24	0,256	0,227	Not Valid
	25	0,092	0,670	Not Valid
	26	0,508*	0,011	Valid
	27	0,058	0,787	Not Valid
	30	0,325	0,121	Not Valid

** Correlation is significant at the 0,01 level (2-tailed).
* Correlation is significant at the 0,05 level (2-tailed).

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Furthermore, at the second try out, the researcher found that 13 items still not valid yet (17, 12, 13, 14, 16, 19, 22, 23, 24, 25, 27, 28, 30). There were 24 students who filled the questionnaire. Based on the respondents, the degree of freedom (df) is 22, mentioning to r_{table} at level 22 was 0,4044. It means that the items whom not valid yet was not higher than 0,4044. In addition, at this questionnaire, the researcher omitted 3 items from the first questionnaire.

Table III.7
The Validity Test on 3rd Try Out Questionnaire

Indicators	No. items	*r*	Sig. (2-tailed)	Result of validity
Metacognition	5	0,420	0,051	Not Valid
	9	0,735**	0,000	Valid
	14	0,492*	0,020	Valid
	17	0,750**	0,000	Valid
	19	0,051	0,823	Not Valid
	21	0,363	0,097	Not Valid
	23	0,399	0,066	Not Valid
	28	0,543**	0,009	Valid
	29	0,756**	0,000	Valid
Motivation	1	0,568**	0,006	Valid
	2	0,533**	0,011	Valid
	3	0,647**	0,001	Valid
	4	0,533*	0,011	Valid
	6	0,145	0,518	Not Valid
	7	0,596**	0,003	Valid
	8	0,587**	0,004	Valid
	10	0,821**	0,000	Valid
	11	0,753**	0,000	Valid
	13	0,603**	0,003	Valid
	20	0,374	0,086	Not Valid
Behavior	12	0,579**	0,005	Valid
	15	0,681**	0,000	Valid
	16	0,659**	0,001	Valid
	18	0,229	0,304	Not Valid
	22	0,306	0,166	Not Valid
	24	0,668**	0,001	Valid
	25	0,000	1,000	Not Valid
	26	0,683**	0,000	Valid
	27	0,259	0,245	Not Valid
	30	0,556**	0,007	Valid

** Correlation is significant at the 0,01 level (2-tailed).
* Correlation is significant at the 0,05 level (2-tailed).

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In the third try-out questionnaire, the researcher found that some basic items still not valid yet. There were 10 items such as item number 5, 6, 19, 20, 21, 23, 18, 22, 25, 27. This try-out questionnaire spread to 22 students. It means that the degree of freedom (df) at level 20. Based on r_{table}, level 20 refers to 0,4227.

Table III.8

The Validity Test on 4th Try Out Questionnaire

Indicators	No. items	*r*	Sig. (2-tailed)	Result of validity
Metacognition	5	0,404*	0,045	Valid
	9	0,734**	0,000	Valid
	17	0,610**	0,001	Valid
	21	0,542**	0,005	Valid
	29	0,647**	0,000	Valid
Motivation	1	0,692**	0,000	Valid
	2	0,702**	0,000	Valid
	3	0,754**	0,000	Valid
	4	0,422*	0,036	Valid
	6	0,404*	0,045	Valid
	7	0,503*	0,010	Valid
	8	0,611**	0,001	Valid
	10	0,856**	0,000	Valid
	11	0,778**	0,000	Valid
	13	0,492**	0,012	Valid
Behavior	12	0,497*	0,011	Valid
	15	0,577*	0,003	Valid
	16	0,628**	0,001	Valid
	18	0,437*	0,029	Valid
	26	0,490*	0,013	Valid
	30	0,463*	0,020	Valid

**. Correlation is significant at the 0,01 level (2-tailed).
*. Correlation is significant at the 0,05 level (2-tailed).

Moreover, on the latest try-out questionnaire, the researcher found that all the items were valid. This questionnaire was spread to 25 students. Thus, the degree of freedom at 23 was 0,3961. It means that all items passed the df's level at 0,3961. In addition, the researcher concluded that the

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questionnaire was valid on the fourth try-out. It indicated that the questionnaire could be used to measure the sample of the research.

G. Instrument Reliability Test

Reliability refers to the consistency of the instrument. The instrument could be called as reliable when the result of the data is consistent. The use of the reliability test by the researcher was to determine the accuracy of the objects and the results, whether the instrument used several times to measure the same thing, would produce the same data. In this research, the reliability test for each variable was calculated by looking at the level of the Cronbach's alpha.

There were two explanations of why Cronbach's alpha test was used by the researcher. First, because this method was the most widely used questionnaire reliability test technique. Second, by conducting the Cronbach's alpha test, inconsistent indicators will be identified. Cronbach's alpha was a test of reliability that has values ranging from 0 to 1. In addition, the minimum limit for Cronbach's alpha was 0,70, although it may be reduced to 0,60 in exploratory research.

Table III.9
Cronbach's Alpha Reliability Level

Cronbach's Alpha	Internal consistency
0,0 - 0,20	Unacceptable
> 0,20 - 0,40	Poor
> 0,40 - 0,60	Good
> 0,60 - 0,80	Very Good
> 0,80 - 1,00	Excellent

Source: Arikunto (2006)

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Based on the table above, the researcher knew that the level of consistency of the instrument. Because there were many try-out questionnaires was held by the researcher, the researcher decided to choose the latest try out questionnaire to be tested the reliability of its instrument.

Based on the result of the SPSS 21.0, the researcher found that the level of Cronbach's Alpha at the latest try out questionnaire was 0,822. It means that the reliability of the instrument was categorized as excellent and passed the minimum limit of Cronbach's Alpha at level 0,70.

H. Data Collection Procedures and Data Analysis Technique

1. Preparation and Implementation

The stages in data processing, namely:

a. Develop a questionnaire or scale of self-regulated learning for students.
b. Determine the respondents, namely eleventh grade students.
c. Instrument testing by experts (expert judgment), which is carried out by the thesis supervisor at the time of guidance.
d. Retrieval of data through questionnaires to students via Google form.
e. Perform data analysis that has been collected.

2. Data Analysis Technique

In the research, the researcher used descriptive statistics type. It is Descriptive statistics were used to analyze the data by describing and defining the data were found. This technique is used to analyze the sample and the findings will be used for the total population. On the other hand,

the result will be used to make a general statement and to describe the whole population (Sugiyono, 2018). Furthermore, this research is used the error level opportunity of the data at 5%. It means from 100% correct data, they were 95% of the opportunity of the data will be correct.

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CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion generated based on the findings from data analysis of questionnaire in describing students' self-regulated in learning English at Vocational High School Telkom Pekanbaru. This chapter also provides the limitation or weaknesses of the study. Finally, this chapter ends with several recommendations.

A. Conclusion

The self-regulated that was analyzed by the researcher on students of grade eleventh at Vocational High School Telkom Pekanbaru as follows: Metacognition, motivation and behavior. Based on the result of the research, the researcher found that the students of grade eleventh at Vocational high School Telkom Pekanbaru generally obtained the self-regulated was categorized very low by the percentage at 52% and categorized very high at 24%.

Furthermore, to know the level of each indicator that was assessed, the researcher concluded as follows:

1. Based on the indicator of metacognition, the researcher found that the students of grade eleventh at Vocational High School Telkom Pekanbaru obtained a low category by percentage at 44%.
2. The second indicator, based on the result of the indicator of motivation the researcher found that 25 students of grade eleventh at Vocational

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High School Telkom Pekanbaru obtained a very low category by percentage at 48%.

3. On the last indicator, the researcher found that 48% of students of grade eleventh at Vocational High School Telkom Pekanbaru obtained a very low category in the indicator of behavior.

Based on the data above, the researcher concluded that the students of grade eleventh at Vocational high School Telkom Pekanbaru generally obtained the self-regulated was categorized very low.

B. Suggestion

Based on the findings, the writer would like to propose several suggestions, as follows:

1. The teachers of English at Vocational High School Telkom Pekanbaru, the teachers are expected to further improve students' patterns that and apply the discipline system. This is intended as a way to deal with students who have low learning discipline. So, that it can improve students' self-regulated in learning English.
2. Furthermore, for students it is suggested to practice discipline. Because, it will help in developing self-regulated learning and achieving desired goals.

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   a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
   b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

UIN SUSKA RIAU

The Result of the Questionnaire Response of the Research

NO	NAME	Class	No. Item																													
			x1	x2	x3	x4	x5	x6	x7	x8	x9	x10	x11	x12	x13	x14	x15	x16	x17	x18	x19	x20	x21	x22	x23	x24	x25	x26	x27	x28	x29	x30	Score
1	Lesi Lavisa	XI AK	3	3	2	4	3	3	2	3	2	3	3	3	4	1	3	3	4	3	4	3	3	3	3	3	2	2	3	2	3	2	85
2	Amanda Novika	XI ADP	3	3	3	3	4	3	2	3	3	4	4	3	4	2	4	4	4	4	3	4	4	4	4	2	3	1	4	4	4	3	100
3	Sentrin Hidayat	XI TKR	4	3	3	4	4	4	1	4	4	3	4	3	3	1	4	2	3	3	3	4	4	2	3	4	4	2	1	4	4	4	96
4	Mahebyanto Habibi	XI TKR	3	3	3	3	4	3	2	3	3	4	4	3	4	2	4	4	4	4	3	4	4	4	4	2	3	1	4	4	4	3	100
5	Fatimah Rahmahani	XI TKR	3	3	2	4	3	3	2	3	2	3	3	3	4	1	3	3	4	3	4	3	3	3	3	3	2	2	3	2	3	2	85
6	Tengku Muhammad Agsha	XI TKR	3	3	2	4	3	3	2	3	2	3	3	3	4	1	3	2	4	3	3	4	3	4	3	4	1	1	4	3	3	2	86
7	Mega Oliva Natalia	XI ADP	4	4	4	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	88
8	Thasya Nushilah Ryan	XI ADP	4	4	3	4	3	4	2	1	3	4	3	4	4	2	2	3	4	3	2	3	3	3	3	3	2	2	3	3	3	3	90
9	Arsta Pelah	XI TKR	4	4	4	4	4	4	2	4	4	4	3	3	3	2	4	4	4	4	3	4	4	3	3	3	3	3	3	2	3	2	101
10	Heny Agustia	XI ADP	4	4	4	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	88
11	Arma Octavia	XI ADP	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	85
12	Rizka Ika Kumia	XI ADP	3	3	2	4	3	3	2	3	2	3	3	3	4	1	3	2	4	3	3	4	3	4	3	4	1	1	4	3	3	2	86
13	Mutia Asia	XI AK	4	4	4	4	4	4	2	4	4	4	3	3	3	2	4	4	4	4	3	4	4	3	3	3	3	3	3	2	3	2	101
14	Nurdika	XI TKR	4	4	3	4	3	3	3	3	2	3	3	3	3	2	3	4	3	4	3	3	3	1	2	4	4	3	3	1	3	1	88
15	Nadia Sindira	XI AK	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	85
16	Meysitoh Sari	XI AK	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	2	3	2	89
17	Wani Nurlia	XI ADP	4	4	3	4	3	4	2	3	3	3	3	3	4	2	3	4	4	4	3	3	4	3	3	3	4	3	3	2	3	2	96
18	Nanda Riesky Pratama	XI TKR	4	4	3	4	3	3	3	3	2	3	3	3	3	3	2	4	3	4	3	3	3	1	2	4	4	3	3	1	3	1	88
19	Mega Pratiwi	XI AK	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	85
20	Shela Syahfidah	XI ADP	3	3	3	3	3	3	3	3	2	3	4	4	3	2	4	4	2	3	2	2	3	3	3	3	4	3	3	3	3	2	89
21	Rizky Aditya	XI TKR	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	85
22	Khasanah Olya	XI AK	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	2	3	2	89

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State Islamic University of Sultan Syarif Kasim Riau
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan
b. Penggunaan tidak merugikan kepentingan yang wajar UIN Suska Riau
2. Dilarang mendistribusikan, mengomunikasikan, dan menggandakan sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa

23	Rani Gusmita	XI AK	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	85
24	Ansari Harefa	XI TKR	4	4	3	4	3	4	2	3	3	3	3	3	4	2	3	4	4	4	3	3	4	3	3	3	4	3	3	2	3	2	96
25	Ana Mardiyah	XI AK	4	4	4	3	4	4	2	4	4	4	4	3	4	2	4	4	4	4	3	4	1	2	3	4	4	3	2	3	3	2	100

UIN SUSKA RIAU

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   a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan
   b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tan

UIN SUSKA RIAU

The Result of Questionnaire Response on the 1st Try Out

No.	Name	No. Item																													Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
1	Amsani Harefa	4	4	3	4	3	3	1	4	4	3	4	3	4	1	3	4	4	3	3	3	3	3	3	3	2	2	3	3	3	2	92
2	Shela Syahidah	3	3	3	3	4	3	2	3	3	4	4	3	4	2	4	4	4	4	3	4	4	4	4	2	3	1	4	4	4	3	100
3	Amanda Novika	4	3	3	4	4	4	1	4	4	3	4	3	3	1	4	2	3	3	3	4	4	2	3	4	4	2	1	4	4	4	96
4	Lesi Levisa	4	3	3	4	3	3	2	1	2	3	2	3	4	1	3	3	4	3	4	3	3	3	3	3	2	2	3	2	3	2	84
5	Septrian Hidayat	3	3	2	4	3	3	2	3	2	3	3	3	4	1	3	3	4	3	4	3	3	3	3	3	2	2	3	2	3	2	85
6	M.Febriyanto Habibi	3	3	2	4	3	3	2	3	2	3	3	3	4	1	3	2	4	3	3	4	3	4	3	4	1	1	4	3	3	2	86
7	Tengku Muhammad Aqshal	4	4	4	3	3	3	3	3	3	4	4	3	4	1	2	3	3	4	3	4	4	3	3	3	1	2	3	2	3	1	90
8	Fabima Ramadhani	4	4	3	4	4	3	2	1	3	4	3	4	4	2	2	3	4	3	2	3	3	3	3	3	2	2	3	3	3	3	90
9	Thasya Nurshifah	4	4	4	4	3	4	2	4	4	4	3	3	3	2	4	4	4	4	3	4	4	3	3	3	3	3	3	2	3	2	101
10	Mega Olivia Natalia	4	4	4	3	3	4	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	88
11	Heny Agustia	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	85
12	Arma Octavia	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	85
13	Rizka Ika Kurnia	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	85
14	Mutia Asiah	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	85
15	Nurdika	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	85
16	Nadia Indira	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	2	3	2	89
17	Meysitoh Sari	4	4	3	4	3	3	2	3	3	3	3	3	4	2	3	4	4	4	3	3	4	3	3	3	4	3	3	2	3	2	96
18	Nanda Riezky Pratama	4	4	3	4	3	3	3	3	2	3	3	3	3	3	2	4	3	4	3	3	3	1	2	4	4	3	3	1	3	1	88
19	Mega Pratiwi	3	3	3	4	3	3	2	3	3	3	3	3	4	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	87
20	Rizky Aditya	3	3	3	3	3	3	3	3	2	3	4	4	3	2	4	4	2	3	2	2	3	3	3	3	4	3	3	3	3	2	89
21	Khasanah Ulya	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	85
22	Rani Gusnita	3	3	3	3	3	3	2	4	3	4	3	3	3	2	4	3	4	4	3	3	3	3	3	2	3	3	3	2	3	2	90
23	Aina Mardiyah	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	85
24	Ryan Aristafalah	4	3	3	3	4	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	87
25	Weni Nurlita	3	4	4	4	4	4	1	4	4	4	4	4	4	1	4	4	4	4	4	4	4	4	4	1	4	1	1	4	4	4	104

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1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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UIN SUSKA RIAU

The Result of Questionnaire Response on the 2nd Try Out

No.	Name	No. Item																													Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
1	Arma Octavia	4	4	4	4	3	3	1	4	4	4	4	4	4	1	4	4	4	3	3	3	3	3	3	3	3	1	1	4	4	4	98
2	Amanda Novika	3	3	3	3	4	3	2	3	3	4	4	4	4	2	4	4	4	4	3	4	4	4	4	2	3	1	4	4	4	3	101
3	Septrian Hidayat	4	3	3	4	4	4	1	4	4	3	4	3	3	1	4	2	3	3	3	4	4	2	3	4	4	2	1	4	4	4	96
4	M.Febryanto Habibi	4	4	4	4	3	3	1	4	4	3	3	4	4	1	3	3	4	3	3	3	3	4	3	2	2	2	3	2	3	2	91
5	Fabima Ramadhani	3	3	2	4	3	3	2	3	2	3	3	3	4	1	3	3	4	3	4	3	3	3	3	2	2	2	3	2	3	3	85
6	Tengku Muhammad Aqshal	3	3	2	4	3	3	2	3	2	3	3	3	4	1	3	2	4	3	3	4	3	4	3	4	1	1	4	3	3	4	88
7	Mega Olivia Natalia	4	4	4	4	3	3	2	3	3	4	4	4	4	1	2	3	4	4	2	4	4	3	3	3	1	1	2	3	3	4	93
8	Thasya Nurshifah	4	4	3	4	3	4	2	1	3	4	3	4	4	2	2	3	4	3	2	3	3	3	3	3	2	2	3	3	3	3	90
9	Ryan Aristafalah	4	4	4	4	4	4	2	4	4	4	3	3	3	2	4	4	4	4	3	4	4	3	3	3	3	1	3	2	3	4	101
10	Heny Agustia	4	4	4	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	88
11	Lesi Levisa	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	85
12	Rizka Ika Kurnia	4	4	4	4	3	3	2	4	4	4	4	4	4	1	4	3	3	3	4	3	3	4	3	3	3	1	1	3	3	3	96
13	Mutia Asiah	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	4	3	3	3	3	2	3	1	2	3	3	3	85
14	Nurdika	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	2	3	3	4	3	4	3	2	2	3	3	3	87
15	Nadia Indira	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	2	3	3	3	3	2	3	2	2	3	3	3	84
16	Meysiah Sari	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	2	3	2	89
17	Weni Nurlita	4	4	3	4	3	4	2	3	3	3	3	3	4	2	3	4	4	4	3	3	4	3	3	3	4	1	3	2	3	2	94
18	Nanda Riezky Pratama	4	4	3	4	3	3	3	3	2	3	3	3	3	3	2	4	3	4	3	3	3	2	2	3	4	3	3	1	3	1	88
19	Mega Pratiwi	3	3	3	4	3	3	2	3	3	3	3	3	4	2	3	3	3	3	4	3	3	4	3	4	3	1	2	3	3	3	90
20	Shela Syahidah	3	3	3	3	3	3	3	3	2	3	4	4	3	2	4	4	2	3	2	2	3	3	3	3	4	3	2	3	3	2	88
21	Rizky Aditya	3	3	3	3	3	3	2	3	3	3	3	4	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	86
22	Khasanah Ulya	4	3	3	4	3	3	1	4	3	4	3	3	4	2	4	3	4	4	3	3	3	3	3	2	3	2	1	2	3	2	89
23	Aina Mardiyah	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	2	2	3	3	3	86
24	Rani Gusnita	4	3	3	3	4	3	2	3	3	3	3	3	3	2	3	3	3	3	2	3	3	3	3	2	3	2	2	3	3	3	86

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a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tan
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UIN SUSKA RIAU

The Result of Questionnaire Response on the 3rd Try Out

No.	Name	No. Item																													Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
1	Lesi Levisa	4	4	4	4	3	3	1	4	4	4	4	4	4	1	4	4	4	3	3	3	3	3	3	4	3	1	1	4	4	4	99
2	Amanda Novika	3	3	3	3	4	3	2	3	3	4	4	4	4	2	4	4	4	4	3	4	4	4	4	4	3	1	4	4	4	3	103
3	Septrian Hidayat	4	3	3	4	4	4	1	4	4	3	4	3	3	1	4	2	3	3	3	4	4	2	3	3	4	2	1	4	4	4	95
4	M.Febryanto Habibi	4	4	4	4	3	3	1	4	4	4	4	4	4	1	4	4	4	3	3	3	3	3	3	4	3	1	1	4	4	4	99
5	Fabima Ramadhani	3	3	2	4	3	3	2	3	2	3	3	3	4	1	3	3	4	3	4	3	3	3	3	4	2	2	3	2	3	3	87
6	Tengku Muhammad Aqshal	4	4	4	4	3	3	1	4	4	4	4	4	4	1	4	4	4	3	3	3	3	3	3	4	1	1	1	4	4	4	97
7	Mega Olivia Natalia	4	4	4	4	3	3	2	3	3	4	4	4	4	1	2	3	4	4	2	4	4	3	3	4	1	1	2	3	3	4	94
8	Thasya Nurshifah	4	4	3	4	3	4	2	1	3	4	3	4	4	2	2	3	4	3	2	3	3	3	3	4	2	2	3	3	3	3	91
9	Ryan Aristafalah	4	4	4	4	4	4	2	4	4	4	3	3	3	2	4	4	4	4	3	4	4	3	3	4	3	1	3	2	3	4	102
10	Heny Agustia	4	4	4	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	2	2	3	3	3	89
11	Aina Mardiyah	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	2	2	3	3	3	86
12	Rizka Ika Kurnia	4	4	4	4	3	3	1	4	4	4	4	4	4	1	4	4	4	3	3	3	3	4	3	4	3	1	1	4	4	4	99
13	Mutia Asiah	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	4	3	3	3	3	3	3	1	2	3	3	3	86
14	Nurdika	4	4	4	4	3	3	1	4	4	4	4	4	4	1	4	4	4	3	3	3	3	3	3	4	3	1	1	4	4	4	99
15	Nadia Indira	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	2	3	3	3	3	3	3	2	2	3	3	3	85
16	Meysitoh Sari	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	2	3	4	91
17	Weni Nurlita	4	4	3	4	3	4	2	3	3	3	3	3	4	2	3	4	4	4	3	3	4	3	3	4	4	1	3	2	3	2	95
18	Nanda Riezky Pratama	4	4	3	4	3	3	3	3	2	3	3	3	3	3	2	4	3	4	3	3	3	2	2	3	4	3	3	1	3	1	88
19	Mega Pratiwi	4	4	4	4	3	3	1	4	4	4	4	4	4	1	4	4	4	3	3	3	3	3	3	3	3	1	1	4	4	4	98
20	Shela Syahidah	4	4	4	4	3	3	1	4	4	4	4	4	4	1	4	4	4	3	3	3	3	3	3	4	3	1	1	4	4	4	99
21	Rizky Aditya	3	3	3	3	3	3	2	3	3	3	3	4	3	2	3	3	3	3	3	3	3	3	3	3	3	2	2	3	3	3	87
22	Khasanah Ulya	4	4	4	4	3	3	1	4	4	4	4	4	4	1	4	4	4	3	3	3	3	3	3	4	3	1	1	4	4	4	99

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The Result of Questionnaire Response on the 4th Try Out

NO	NAME	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Score
1	Aina Mardiyah	4	4	4	4	3	3	1	4	4	4	4	4	4	4	4	4	3	3	1	4	4	74
2	Amanda Novika	3	3	3	3	4	3	2	3	3	4	4	4	4	4	4	4	4	4	1	4	3	71
3	Septrian Hidayat	4	3	3	4	4	4	1	4	4	3	4	3	3	4	2	3	3	4	2	4	4	70
4	M.Febryanto Habibi	4	4	4	4	3	3	1	4	4	4	4	4	4	4	4	4	3	3	1	4	4	74
5	Fabima Ramadhani	3	3	2	4	3	3	2	3	2	3	3	3	4	3	3	4	3	3	2	3	3	62
6	Tengku Muhammad Aqshal	3	3	2	4	3	3	2	3	2	3	3	3	4	3	2	4	3	3	1	3	4	61
7	Mega Olivia Natalia	4	4	4	4	3	3	2	3	3	4	4	4	4	2	3	4	4	4	1	3	4	71
8	Thasya Nurshifah	4	4	3	4	3	4	2	1	3	4	3	4	4	2	3	4	3	3	2	3	3	66
9	Ryan Aristafalah	4	4	4	4	4	4	2	4	4	4	3	3	3	4	4	4	4	4	1	3	4	75
10	Heny Agustia	4	4	4	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	2	3	3	64
11	Lesi Levisa	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	2	3	3	61
12	Rizka Ika Kurnia	4	4	4	4	3	3	1	4	4	4	4	4	4	4	4	4	3	3	1	4	4	74
13	Mutia Asiah	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	1	3	3	60
14	Nurdika	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	2	3	4	62
15	Nadia Indira	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	2	3	3	61
16	Meysitoh Sari	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	4	65
17	Weni Nurlita	4	4	3	4	3	4	2	3	3	3	3	3	4	3	4	4	4	4	1	3	2	68
18	Nanda Riezky Pratama	4	4	3	4	3	3	3	3	2	3	3	3	3	2	4	3	4	3	3	3	1	64
19	Mega Pratiwi	3	3	3	4	3	3	2	3	3	3	3	3	4	3	3	3	3	3	1	3	3	62
20	Shela Syahidah	3	3	3	3	3	3	3	3	2	3	4	4	3	4	4	2	3	3	3	3	4	66
21	Rizky Aditya	3	3	3	3	3	3	2	3	3	3	3	4	3	3	3	3	3	3	2	3	3	62
22	Khasanah Ulya	4	4	4	4	3	3	1	4	4	4	4	4	4	4	4	4	3	3	1	4	4	74
23	Rani Gusnita	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	2	3	3	61
24	Amsari Harefa	4	3	3	3	4	3	2	3	3	3	3	3	3	3	3	3	3	3	2	3	3	63
25	Arma Octavia	4	4	4	3	4	4	2	4	4	4	4	3	4	4	4	4	4	4	1	3	4	76

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The Result of Questionnaire Validity Test on the 1st Try Out

Correlations

		x1	x2	X3	X4	x5	x6	x7	x8	x9	x10	x11	x12	x13	x14	x15	X16	X17	x18	x19	x20	x21	x22	x23	x24	x25	x26	x27	x28	x29	x30	Score
Item_1	Pearson Correlation	1	.665**	.372	.428*	.204	.408*	-.062	-.159	.191	.115	.000	-.050	.167	-.144	-.347	.144	.205	.218	-.073	.167	.306	-.433*	-.332	.477*	-.080	.250	.087	-.300	-.050	-.282	.254
	Sig. (2-tailed)		.000	.067	.033	.328	.043	.769	.448	.361	.585	1.000	.815	.426	.491	.081	.491	.325	.295	.728	.426	.137	.031	.105	.016	.704	.228	.681	.146	.811	.172	.221
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_2	Pearson Correlation	.665**	1	.596**	.428*	.164	.561**	-.054	-.082	.331	.410*	.240	.268	.314	-.077	-.324	.515**	.326	.527**	-.062	.240	.418*	-.152	-.080	.173	-.004	.152	.095	-.252	.011	-.283	.514**
	Sig. (2-tailed)	.000		.002	.033	.433	.004	.797	.695	.105	.042	.248	.195	.126	.713	.114	.008	.110	.007	.770	.248	.038	.469	.705	.408	.984	.469	.650	.225	.960	.171	.009
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_3	Pearson Correlation	.372	.596**	1	.148	.331	.331	-.013	.221	.563**	.483*	.270	.192	-.354	-.052	-.094	.380	-.107	.450*	-.015	.270	.488*	.000	.221	-.343	.227	.107	-.333	.056	.194	.097	.494*
	Sig. (2-tailed)	.067	.002		.479	.106	.106	.953	.287	.003	.014	.192	.358	.082	.805	.654	.061	.610	.024	.944	.192	.013	1.000	.288	.093	.275	.611	.103	.790	.354	.645	.012
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_4	Pearson Correlation	.428*	.428*	.148	1	.164	.561**	-.054	-.082	.331	.410*	.240	.268	.314	-.077	-.324	.515**	.326	.527**	-.062	.240	.418*	-.152	-.080	.173	-.004	-.044	.137	-.155	.169	-.124	.360
	Sig. (2-tailed)	.033	.033	.479		.433	.004	.797	.695	.105	.042	.248	.195	.126	.713	.114	.008	.110	.007	.770	.248	.038	.469	.705	.408	.984	.832	.509	.457	.419	.554	.076
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25

Correlations

		x1	x2	X3	X4	x5	x6	x7	x8	x9	x10	x11	x12	x13	x14	x15	X16	X17	x18	x19	x20	x21	x22	x23	x24	x25	x26	x27	x28	x29	x30	Score
Item_1	Pearson Correlation	1	.665**	.372	.428*	.204	.408*	-.062	-.159	.191	.115	.000	-.050	.167	-.144	-.347	.144	.205	.218	-.073	.167	.306	-.433*	-.332	.477*	-.080	.250	.087	-.300	-.050	-.282	.254
	Sig. (2-tailed)		.000	.067	.033	.328	.043	.769	.448	.361	.585	1.000	.815	.426	.491	.081	.491	.325	.295	.728	.426	.137	.031	.105	.016	.704	.228	.681	.146	.811	.172	.221
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_2	Pearson Correlation	.665**	1	.596**	.428*	.164	.561**	-.054	-.082	.331	.410*	.240	.268	.314	-.077	-.324	.515**	.326	.527**	-.062	.240	.418*	-.152	-.080	.173	-.004	.152	.095	-.252	.011	-.283	.514**
	Sig. (2-tailed)	.000		.002	.033	.433	.004	.797	.695	.105	.042	.248	.195	.126	.713	.114	.008	.110	.007	.770	.248	.038	.469	.705	.408	.984	.469	.650	.225	.960	.171	.009
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_3	Pearson Correlation	.372	.596**	1	.148	.331	.331	-.013	.221	.563**	.483*	.270	.192	-.354	-.052	-.094	.380	-.107	.450*	-.015	.270	.488*	.000	.221	-.343	.227	.107	-.333	.056	.194	.097	.494*
	Sig. (2-tailed)	.067	.002		.479	.106	.106	.953	.287	.003	.014	.192	.358	.082	.805	.654	.061	.610	.024	.944	.192	.013	1.000	.288	.093	.275	.611	.103	.790	.354	.645	.012
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_4	Pearson Correlation	.428*	.428*	.148	1	.164	.561**	-.054	-.082	.331	.410*	.240	.268	.314	-.077	-.324	.515**	.326	.527**	-.062	.240	.418*	-.152	-.080	.173	-.004	-.044	.137	-.155	.169	-.124	.360
	Sig. (2-tailed)	.033	.033	.479		.433	.004	.797	.695	.105	.042	.248	.195	.126	.713	.114	.008	.110	.007	.770	.248	.038	.469	.705	.408	.984	.832	.509	.457	.419	.554	.076
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25

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	Sig. (2-tailed)	.033	.483		.442	.003	.067	.815	.779	.746	.876	.420	.002	.048	.631	.588	.002	.430	.172	.151	.216	.497	.624	.008	.750	.835	.515	.461	.420	.554	.077
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_5	Pearson Correlation	.200	.086	.331	.161	1	.500*	-.417*	.389	.535**	.421*	.408*	.123	.000	-.177	.527**	.177	.215	.356	.180	.612**	.656**	.177	.523**	-.106	.319	-.272	-.212	.451*	.739**	.425*	.733**
	Sig. (2-tailed)	.332	.684	.106	.442		.011	.038	.058	.005	.036	.043	.558	1.000	.398	.007	.398	.300	.080	.390	.003	.000	.398	.007	.613	.121	.188	.309	.023	.000	.034	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_6	Pearson Correlation	.400*	.514**	.331	.561**	.500*	1	-.417*	.111	.535**	.421*	.204	.431*	.204	-.177	.196	.398*	.356	-.045	.403*	.656**	.000	.232	.159	.319	.068	-.212	.169	.431*	.292	.715**
	Sig. (2-tailed)	.047	.009	.106	.003	.011		.038	.594	.005	.036	.327	.032	.327	.398	.346	.047	.080	.831	.047	.003	1.000	.263	.446	.121	.747	.309	.418	.032	.156	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_7	Pearson Correlation	-.062	-.052	-.013	-.373	-.414*	-.414*	1	-.324	-.624**	-.042	-.183	-.024	-.213	.563**	-.263	.107	-.452*	.122	.347	.343	.220	-.268	-.449*	.246	-.082	-.500*	.450*	-.616**	-.495*	.661**	-.349
	Sig. (2-tailed)	.762	.805	.953	.063	.033	.033		.113	.001	.840	.378	.892	.307	.003	.198	.610	.023	.563	.089	.093	.290	.195	.024	.236	.698	.011	.024	.001	.012	.000	.087
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_8	Pearson Correlation	-.083	.081	.224	-.154	-.381	.111	-.324	1	.564**	.093	.541**	-.193	-.272	.074	.530**	.177	-.037	.337	.120	.318	.359	.000	.155	-.115	.349	.083	-.259	.176	.321	.106	.457*
	Sig. (2-tailed)	.693	.700	.281	.459	.059	.594	.113		.004	.658	.005	.357	.189	.724	.006	.398	.862	.100	.569	.121	.078	1.000	.459	.584	.088	.693	.211	.401	.117	.613	.022
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25

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Item_9	Pearson Correlation	.19	.332	.56	.05	.53	.53	-.628**	.561**	1	.350	.436*	.025	-.082	-.145	.342	.142	.163	.190	.006	.436*	.507**	.118	.396*	-.305	.236	-.100	-.485*	.449*	.436*	.494*	.609**
	Sig. (2-tailed)	.361	.105	.003	.779	.006	.006	.001	.004		.086	.029	.907	.697	.499	.094	.499	.436	.362	.977	.029	.010	.574	.050	.138	.256	.634	.014	.024	.029	.012	.001
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_10	Pearson Correlation	.11	.418*	.48	.06	.42	.42	-.043	.094	.350	1	.344	.369	.306	-.132	.152	.298	.475*	.693**	-.050	.535**	.561**	.331	.479*	-.169	-.147	-.115	.233	.058	.369	-.045	.645**
	Sig. (2-tailed)	.581	.038	.013	.774	.036	.036	.840	.638	.086		.092	.070	.137	.528	.469	.148	.016	.000	.811	.006	.004	.106	.015	.419	.483	.585	.262	.783	.070	.832	.001
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_11	Pearson Correlation	.00	.245	.27	-.403	.20	.20	-.186	.544**	.436*	.344	1	.352	.163	-.289	.289	-.114	.291	-.220	.335	.535**	.144	.427*	.022	.160	-.222	-.065	.484*	.603**	.130	.584**
	Sig. (2-tailed)	1.000	.238	.193	.876	.043	.326	.374	.005	.029	.092		.085	.436	.162	.157	.589	.158	.291	.103	.006	.491	.033	.918	.445	.286	.758	.014	.001	.535	.002
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_12	Pearson Correlation	-.050	.274	.194	.169	.123	.431*	-.028	-.191	.025	.369	.352	1	.201	-.107	.305	-.144	.044	-.220	-.081	.218	.315	-.111	.205	-.075	-.091	.299	.242	.216	.324
	Sig. (2-tailed)	.810	.184	.354	.420	.557	.032	.892	.359	.907	.070	.085		.336	.611	.139	.493	.835	.291	.698	.296	.125	.597	.325	.720	.664	.147	.243	.300	.114	
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_13	Pearson Correlation	.167	.315	-.134	.592**	.000	.201	-.217	-.271	-.086	.306	.163	.201	1	-.571**	-.214	-.144	.644**	.218	.293	.331	.306	.433*	.380	.152	-.480*	-.444*	.411*	.046	.201	-.174	.283
	Sig. (2-tailed)	.427	.125	.523	.002	1.000	.335	.297	.192	.682	.137	.436	.336		.003	.305	.493	.000	.291	.155	.107	.137	.031	.060	.466	.015	.026	.041	.827	.335	.406	.171

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	Sig. (2-tailed)	.42	.125	.52	.00	1.0	.32	.29	.18	.69	.13	.42	.33		.00	.30	.491	.00	.295	.155	.10	.137	.031	.061	.469	.015	.026	.041	.827	.335	.407	.170
		6		0	2	00	8	8	8	7	7	6	5		3	5		1			3											
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	Pearson	-	.05	-	-	-	.56	-	-	-	-	-	-	1	-	.250	-	.063	-	-	-	-.375	-.370	-.113	.468	.553	.056	-.319	-.305	-	-.161
	Correlation	.14	.061	9	.39	.17	.17	3**	.07	.14	.13	.28	.08	.57		.02		.40		.445	.43	.298				*	**			.113	
		4			9*	7	7		9	2	2	9	7	7**		3		6*		*	3*										
Item_14																															
	Sig. (2-tailed)	.49	.773	.78	.04	.39	.39	.00	.70	.49	.52	.16	.67	.00		.91	.228	.04	.765	.026	.03	.148	.065	.069	.592	.018	.004	.790	.120	.139	.592	.442
		1		1	8	8	8	3	9	9	8	2	9	3		3		4			1										
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	Pearson	-	.09	-	.52	.19	-	.53	.34	.15	.29	.10	-	-	1	.139	.06	.128	.123	.16	.312	.347	.540**	-.195	.439	.058	-.094	.365	.507**	.327	.509**
	Correlation	.34	.320	2	.10	3**	6	.26	0**	5	9	4	5	.21	.02			6			0				*						
		7			0			8						4	3																
Item_15																															
	Sig. (2-tailed)	.08	.119	.66	.63	.00	.34	.19	.00	.09	.44	.15	.61	.30	.91		.509	.75	.542	.557	.44	.129	.090	.005	.351	.028	.784	.656	.073	.010	.111	.009
		9		2	4	7	7	6	6	1	7	4	9	5	3			5			5										
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	Pearson	.14	.515	.38	.11	.17	.17	.10	.17	.14	.29	.28	.30	.14	.25	.13	1	.15	.567	-	-	.298	.000	.164	-.169	.399	.289	.225	-.180	.087	-	.519**
	Correlation	4	**	0	4	7	7	7	7	2	8	9	5	4	0	9		2	**	.032	.14					*					.263	
																					4											
Item_16																															
	Sig. (2-tailed)	.49	.008	.06	.58	.39	.39	.61	.39	.49	.14	.16	.13	.49	.22	.50		.46	.003	.880	.49	.148	1.000	.432	.419	.048	.162	.280	.390	.679	.204	.008
		1		1	8	8	8	0	8	9	8	2	9	1	8	9		7			1										
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	Pearson	.20	.326	-	.58	.21	.39	-	-	.16	.47	-	-	.64	-	.06	.152	1	.397	.426	.46	.309	.381	.342	.092	-	-	.411*	-.085	.203	-	.437*
	Correlation	5		.10	4**	5	5	.45	.03	3	7*	.11	.01	5**	.40	6			*	*	9*					.345	.254				.099	
				7				7*	6			7	8		6*																	
Item_17																															
	Sig. (2-tailed)	.32	.111	.61	.00	.30	.05	.02	.86	.43	.01	.57	.93	.00	.04	.75	.467		.050	.034	.01	.132	.060	.094	.663	.091	.220	.041	.686	.330	.637	.029
		5		1	2	1	1	2	5	6	6	7	3	1	4	5					8											
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25

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	Pearson Correlation	.218	.527**	.450*	.165	.356	.356	.126	.337	.190	.693**	.291	.044	.218	.063	.128	.567**	.397*	1	.144	.473*	.693**	.000	.186	.009	.201	.176	.279	-.292	.318	-.346	.686**
Item_18	Sig. (2-tailed)	.295	.007	.024	.430	.080	.080	.563	.105	.360	.000	.156	.833	.295	.765	.540	.003	.050		.492	.017	.000	1.000	.372	.964	.336	.401	.178	.157	.121	.091	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	Pearson Correlation	-	-	-	.284	.184	-	-	.126	.000	-	-	-	.291	-	.126	-	.424*	.144	1	.330	.160	.159	.251	-.186	-	-	-.181	-.096	.243	.053	.073
Item_19	Sig. (2-tailed)	.073	.062	.015	.208	.000	.044	.347	.000	.066	.056	.225	.310	.031	.447	.033	.032	.016			.105	.445	.448	.227	.373	.645	.114	.387	.647	.241	.803	.728
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	Pearson Correlation	.116	.245	.277	.296	.616	.400	-.317	.431	.535	.330	-.333	-.333	-.163	-.463	.473	.330	1	.726**	.289	.427*	.130	-.240	-.500*	.043	.253	.603**	.130	.599**		
Item_20	Sig. (2-tailed)	.426	.238	.190	.151	.001	.048	.091	.029	.006	.102	.473	.102	.436	.019	.017	.107		.000	.162	.033	.535	.247	.011	.837	.222	.001	.535	.002			
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	Pearson Correlation	.306	.418*	.488*	.257	.657**	.657**	-.229	.357	.507**	.561**	.538**	.082	.306	-.296	.312	.298	.306	.693**	.160	.726**	1	.166	.479*	.080	.197	-.115	-.015	.190	.657**	.080	.848**
Item_21	Sig. (2-tailed)	.137	.038	.013	.213	.000	.000	.290	.078	.010	.003	.005	.700	.137	.148	.128	.148	.135	.000	.445	.000		.429	.015	.705	.344	.585	.944	.362	.000	.705	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	Pearson Correlation	-	-	.000	-	.178	.000	-	.000	.113	.339	.147	.213	.439	-	.348	.000	.387	.000	.159	.287	.166	1	.822**	-.470*	-	-	.187	.499*	.218	.282	.230
Item_22	Sig. (2-tailed)	.439*	.152	1.000	.142	.397	.000	.258	.000	.588	.098	.482	.306	.029	.037*	.086	.000	.056	1.000	.448	.164	.429		.000	.018	.090	.601**	.001	.370	.011	.296	.172	.269
	N	.031	.469	25	.495	.052	.008	.214	.005	.003	.100	.482	.136	.029	.076	.064	.005	.060	.000	.026	.033	.032	.000	.000	.018	.090	.001	.370	.011	.296	.172	.269
		25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25

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	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_23	Pearson Correlation	-.033	.080	.022	1	.610**	-.523**	.232	-.442*	.155	.396*	.479*	.427*	.315	.385	-.370	.540**	.164	.342	.186	.251	.427*	.479*	.822**	1	-.550**	.017	-.617**	-.080	.695**	.673**	.531**	.557**
	Sig. (2-tailed)	.105	.705	.288	.623	.000	.263	.024	.455	.050	.011	.033	.125	.065	.060	.009	.005	.432	.092	.372	.227	.033	.015	.000		.004	.935	.001	.704	.000	.000	.006	.004
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_24	Pearson Correlation	.347	.173	-.007	-.516**	-.108	-.153	.249	-.046	-.046	-.026	.026	-.154	-.154	-.062	-.062	-.062	.094	.009	-.186	-.130	.080	-.470*	-.550**	1	-.216	.300	.473*	-.423*	-.111	-.554**	-.007
	Sig. (2-tailed)	.087	.408	.973	.009	.606	.463	.230	.827	.827	.902	.902	.463	.463	.767	.767	.767	.654	.964	.373	.535	.705	.018	.004		.299	.145	.017	.035	.597	.004	.974	
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_25	Pearson Correlation	-.080	.004	.227	-.316	-.316	-.080	-.346	-.231	-.166	-.200	-.462	-.438	-.399*	-.399*	-.399*	-.399*	-.341	-.201	-.097	-.240	-.197	-.347	.017	-.216	1	.364	-.483*	.158	.356	.370	.340
	Sig. (2-tailed)	.704	.984	.275	.125	.125	.694	.088	.268	.428	.337	.020	.029	.048	.048	.048	.048	.094	.336	.645	.247	.344	.090	.935	.299		.074	.014	.451	.081	.069	.096	
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_26	Pearson Correlation	.250	.152	.107	-.004	-.277	.068	.500*	.080	-.103	-.115	-.222	-.074	-.441*	-.441*	-.441*	-.441*	.255	-.176	-.324	-.500*	-.115	-.601**	-.617**			.300	.364	1	.130	-.699**	-.494*	-.514**	-.067
	Sig. (2-tailed)	.228	.469	.611	.838	.184	.745	.011	.699	.630	.584	.285	.724	.027	.027	.027	.027	.219	.401	.114	.011	.585	.001	.001	.145	.074		.536	.000	.012	.009	.751	
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_27	Pearson Correlation	.087	.095	-.333	-.137	-.217	-.217	.450*	-.255	-.485*	-.323	-.065	-.097	.410*	.410*	.410*	.410*	-.225	.279	-.181	-.043	-.015	-.187	-.080	.473*	-.483*	.130	1	-.440*	-.254	-.724**	.026	
	Sig. (2-tailed)	.679	.653	.103	.511	.297	.297	.024	.219	.014	.116	.757	.644	.042	.042	.042	.042	.279	.178	.386	.837	.942	.370	.701	.017	.014	.536		.028	.220	.005	.902	

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	Sig. (2-tailed)	.681	.650	.103	.515	.309	.309	.024	.211	.014	.269	.758	.664	.041	.790	.656	.280	.041	.178	.387	.837	.944	.370	.704	.017	.014	.536		.028	.220	.000	.900
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_28	Pearson Correlation	-.305	.252	.056	-.455	.161	-.309	.616**	.176	-.449*	.485*	.048	.294	.046	-.319	.365	.180	.085	.292	.096	-.253	.190	.499*	.695**	-.423*	.158	-.699**	-.440*	1	.646**	.852**	.264
	Sig. (2-tailed)	.140	.225	.790	.463	.021	.413	.001	.400	.024	.014	.818	.154	.827	.121	.074	.390	.685	.157	.647	.226	.362	.011	.000	.035	.451	.000	.028		.000	.000	.203
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_29	Pearson Correlation	-.111	.019	.164	.739	.439	-.321	.436	.360	.602**	.243	.205	-.501*	.087	.205	.318	.243	.603**	.657**	.218	.673**	-.111	.356	-.494*	-.254	.646**	1	.543**	.702**
	Sig. (2-tailed)	.605	.960	.435	.000	.030	.117	.029	.076	.001	.243	.326	.011	.679	.326	.121	.241	.002	.000	.296	.000	.597	.081	.012	.220	.000		.005	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_30	Pearson Correlation	-.095	-.094	.097	-.424	.297	-.232	.661**	-.102	.494*	.049	-.134	.214	-.324	.117	-.263	.097	.346	.053	.130	.080	.282	.531**	-.554**	.370	-.514**	.724**	.852**	.543**	1	.156
	Sig. (2-tailed)	.282	.283	.647	.124	.150	.265	.000	.626	.012	.815	.523	.305	.114	.577	.204	.643	.091	.803	.535	.705	.172	.006	.004	.069	.009	.000	.000	.005		.456
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Score	Pearson Correlation	.254	.514**	.494*	.364	.732**	.713**	-.349	.455*	.604**	.643**	.581**	.324	.284	-.501*	.519**	.434*	.686**	.073	.594**	.848**	.230	.557**	-.007	.340	-.067	.026	.264	.702**	.156	1	
	Sig. (2-tailed)	.221	.009	.012	.074	.000	.000	.087	.022	.001	.001	.002	.114	.170	.011	.008	.029	.000	.728	.002	.000	.269	.004	.974	.096	.751	.900	.203	.000	.456		
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25

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The Result of Questionnaire Validity Test on the 2nd Try Out

Correlations

	x1	x2	x3	x4	x5	x6	x7	x8	x9	x10	x11	x12	x13	x14	x15	x16	x17	x18	x19	x20	x21	x22	x23	x24	x25	x26	x27	x28	x29	x30	Score
Item_1	Pearson Correlation	1	.775**	.603**	.585**	.224	.447*	-.387	.267	.477*	.458*	.192	.177	.251	-.217	-.065	.151	.370	.385	-.130	.177	.308	-.302	-.289	.000	.053	-.126	-.248	-.177	.126	.000	.471*
	Sig. (2-tailed)		.000	.002	.003	.294	.028	.062	.207	.018	.024	.368	.409	.237	.308	.764	.482	.075	.063	.544	.409	.143	.152	.171	1.000	.804	.557	.243	.408	.557	1.000	.020
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Item_2	Pearson Correlation	.775**	1	.705**	.540**	-.115	.346	-.100	.069	.370	.450*	.145	.365	.324	-.168	-.251	.389	.401	.348	-.034	.091	.238	-.078	-.298	.030	-.096	-.228	.038	-.259	-.033	-.028	.478*
	Sig. (2-tailed)	.000		.000	.006	.591	.097	.640	.749	.075	.027	.497	.079	.123	.432	.238	.060	.052	.096	.876	.671	.262	.718	.157	.890	.654	.285	.859	.221	.880	.895	.018
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Item_3	Pearson Correlation	.603**	.705**	1	.126	.067	.067	-.257	.403	.722	.470*	.345	.426*	.025	-.153	-.137	.318	.067	.174	-.079	.053	.217	-.045	.000	-.104	.048	-.228	-.374	.089	.114	.132	.507*
	Sig. (2-tailed)	.002	.000		.557	.754	.754	.226	.051	.000	.021	.095	.038	.907	.476	.525	.130	.756	.416	.715	.805	.309	.833	1.000	.627	.823	.284	.072	.679	.596	.537	.011
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24

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	Pearson Correlation	.58	.54	.12	1	-.03	.41	-.38	.24	.20	.40	.14	.118	.678**	-.478*	-.092	-.025	.612**	.338	.272	.325	.266	-.025	-.290	.377	-.254	-.348	.021	-.271	.095	.119	.453*
Item_4	Sig. (2-tailed)	.003	.006	.557		.862	.046	.066	.247	.350	.049	.500	.582	.000	.018	.669	.907	.001	.106	.198	.121	.209	.907	.170	.070	.230	.096	.923	.199	.659	.579	.026
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
	Pearson Correlation	.22	-.11	.06	-.03	.15	.40	-.17	.23	.33	.20	.25	-.079	-.187	-.032	.376	.067	.099	.258	-.116	.553**	.596**	-.135	.387	.000	.215	-.169	.111	.290	.507*	.344	.526**
Item_5	Sig. (2-tailed)	.294	.594	.754	.867		.053	.419	.261	.101	.337	.223	.713	.382	.881	.070	.754	.645	.223	.588	.005	.002	.530	.062	1.000	.313	.430	.606	.169	.011	.100	.008
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
	Pearson Correlation	.44	-.34	.06	-.41	.40	1	-.17	-.12	-.33	.20	.00	-.079	-.037	-.032	-.029	.067	.298	.258	-.116	.316	.596**	-.337	.000	.310	.215	-.169	.111	-.026	.169	.196	.459*
Item_6	Sig. (2-tailed)	.032	.106	.754	.046	.053		.419	.570	.113	.337	1.000	.713	.862	.881	.893	.754	.158	.223	.588	.132	.002	.107	1.000	.141	.313	.430	.606	.903	.430	.358	.024
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
	Pearson Correlation	-.38	.10	-.25	.38	-.17	-.17	.41	-.47	-.62*	-.29	-.13	-.109	-.395	.644**	-.215	-.303	-.498*	.045	-.131	-.301	-.151	-.117	-.268	.080	.186	.439*	.395	-.352	-.439*	-.416*	-.294
Item_7	Sig. (2-tailed)	.067	.640	.226	.066	.419	.419	.046	.019	.001	.168	.544	.611	.056	.001	.312	.150	.013	.836	.542	.153	.482	.587	.205	.709	.385	.032	.056	.092	.032	.043	.163
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
	Pearson Correlation	.26	-.06	.40	-.24	.23	-.12	.47*	-.01	-.52**	-.12	-.30	.047	-.022	.367	-.640**	-.040	-.059	-.154	-.348	-.189	-.192	-.040	.000	.000	.214	-.202	-.411*	-.016	.303	.117	.409*
Item_8	Sig. (2-tailed)	.217	.779	.053	.259	.280	.580	.020	.962	.009	.580	.154	.826	.918	.076	.001	.851	.787	.473	.095	.376	.367	.851	1.000	1.000	.314	.341	.046	.940	.150	.585	.047
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24

	Sig. (2-tailed)	.207	.747	.051	.247	.261	.578	.019		.008	.569	.142	.826	.917	.077	.001	.852	.783	.472	.096	.376	.369	.852	1.000	1.000	.315	.344	.046	.942	.150	.585	.047
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Item_9	Pearson Correlation	.477*	.370	.720**	.203	.330	.330	-.628**	.529**	.100	.406*	.276	.241	.074	-.331	.401	-.021	.197	-.039	.115	.265	.301	.103	.236	.024	.098	-.387	-.429*	.310	.387	.367	.590**
	Sig. (2-tailed)	.018	.075	.000	.342	.109	.109	.001	.008	.645	.049	.192	.256	.731	.115	.052	.924	.357	.855	.591	.210	.153	.633	.266	.913	.648	.062	.036	.140	.062	.078	.002
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Item_10	Pearson Correlation	.458*	.450*	.470*	.400*	.200	.200	-.291	-.122	.406*	1	.476*	.519*	.514*	-.245	-.219	.304	.549**	.476*	-.060	-.357	-.348	.138	.318	-.032	-.250	-.450*	-.114	.189	.312	.312	.681**
	Sig. (2-tailed)	.024	.027	.020	.054	.347	.347	.166	.569	.049		.019	.009	.010	.248	.303	.149	.005	.019	.782	.087	.096	.520	.131	.883	.240	.027	.597	.375	.138	.138	.000
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Item_11	Pearson Correlation	.192	.142	.342	.142	.253	.000	-.134	.309	.276	.476*	1	.612**	.241	-.460*	.411*	-.174	-.043	-.111	.075	-.204	-.415*	.000	.333	.200	.092	-.218	-.315	.579**	.655**	.317	.602**
	Sig. (2-tailed)	.369	.509	.102	.509	.233	1.000	.534	.141	.192	.019		.002	.256	.024	.046	.416	.843	.605	.727	.339	.044	1.000	.111	.349	.667	.306	.134	.003	.001	.131	.002
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Item_12	Pearson Correlation	.173	.365	.426*	.113	-.076	-.076	-.104	-.043	.241	.519**	.612**	1	.414*	-.358	.046	.267	.157	.000	-.184	-.063	-.073	.267	.306	-.122	-.226	-.134	-.035	.334	.267	.078	.386
	Sig. (2-tailed)	.419	.080	.038	.599	.724	.724	.627	.841	.256	.009	.002		.044	.086	.832	.208	.464	1.000	.389	.772	.736	.208	.146	.569	.287	.534	.871	.111	.207	.718	.062
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24

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Item_13	Pearson Correlation	.25	.32	.02	.67	-.03	-.02	.07	.51	.24	.414*	1	-.539**	-.038	-.025	.723**	.241	.250	.207	.146	.479*	.290	.087	-.495*	-.537**	.178	.035	.158	.101	.391
	Sig. (2-tailed)	.237	.123	.907	.000	.862	.915	.734	.010	.256	.044		.007	.861	.907	.000	.256	.238	.332	.496	.018	.170	.686	.014	.007	.405	.873	.461	.639	.059
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Item_14	Pearson Correlation	-.21	-.16	-.15	-.47*	-.03	-.03	4**	-.36	-.33	-.24	-.46*	-.358	-.539**	1	-.108	-.371	.401	-.209	-.160	-.333	-.171	-.284	-.251	-.125	-.498*	-.520**	-.212	-.414*	-.301	.612**	-.280
	Sig. (2-tailed)	.307	.432	.476	.018	.881	.881	.000	.077	.111	.245	.024	.086	.007		.617	.074	.052	.327	.455	.112	.425	.179	.237	.560	.013	.009	.321	.044	.153	.001	.185
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Item_15	Pearson Correlation	-.06	-.25	-.13	-.09	-.37	-.02	-.21	-.64**	-.40	-.21	-.41*	-.046	-.038	-.108	1	-.137	-.100	-.037	-.244	-.023	-.153	-.137	-.448*	-.022	-.383	-.073	-.266	-.279	-.465*	-.121	.472*
	Sig. (2-tailed)	.765	.231	.552	.669	.075	.891	.315	.000	.052	.321	.045	.832	.861	.617		.525	.641	.862	.250	.916	.476	.525	.028	.917	.065	.733	.209	.187	.022	.574	.020
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Item_16	Pearson Correlation	.15	.38	.31	-.02	-.06	.06	.30	.04	-.01	.30	.17	.267	.025	.371	.137	1	.067	.522**	-.079	.267	-.217	.091	-.000	.209	.435*	.000	.164	-.231	.114	-.364	.385
	Sig. (2-tailed)	.482	.060	.134	.905	.754	.754	.153	.850	.924	.144	.416	.208	.907	.074	.525		.756	.009	.715	.208	.309	.673	1.000	.327	.034	1.000	.443	.277	.596	.080	.063
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Item_17	Pearson Correlation	.37	.40	.06	.61	.09	.29	-.49*	.05	.19	.54**	-.04	.157	.723**	-.401	-.100	.067	1	.469*	.087	.549**	.387	.201	.256	-.077	-.556**	-.531**	.385	-.118	.196	.268	.455*
	Sig. (2-tailed)	.070	.051	.777	.002	.669	.168	.014	.809	.379	.006	.843	.464	.000	.054	.641	.756		.021	.685	.006	.060	.346	.227	.721	.005	.008	.063	.582	.359	.026	.025
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24

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	Sig. (2-tailed)	.075	.052	.641	.756		.021	.687	.005	.062	.347	.227	.721	.005	.008	.063	.584	.360	.206	.025
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Item_18	Pearson Correlation	.338	.209	-.037	-.522	.469	1	-.075	.408	.652	-.174	.000	-.067	.092	-.218	.258	-.375	.073	-.190	.485
	Sig. (2-tailed)	.106	.327	.862	.009	.021		.727	.048	.001	.416	1.000	.757	.667	.306	.224	.071	.736	.374	.016
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Item_19	Pearson Correlation	-.113	.160	-.244	.079	-.087	.075	1	.046	.093	-.157	.000	.045	.063	.344	.032	.131	.049	-.014	.109
	Sig. (2-tailed)	.594	.455	.250	.715	.687	.727		.831	.664	.464	1.000	.834	.772	.099	.881	.543	.819	.947	.611
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Item_20	Pearson Correlation	.117	-.023	-.549	.408	.046	1	.689	.053	.306	.245	-.396	-.535**	.298	.230	.401	.621**	.541**
	Sig. (2-tailed)	.409	.916	.208	.005	.048	.831		.000	.805	.146	.249	.055	.007	.157	.281	.052	.001	.006
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Item_21	Pearson Correlation	.230	-.153	.217	.387	.652**	-.093	.689**	1	-.355	.178	.082	-.427*	.188	.151	.427*	.327	.707**
	Sig. (2-tailed)	.142	.471	.309	.062	.001	.664	.000		.471	.088	.406	.703	.038	.379	.480	.038	.119	.000
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24

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	Pearson Correlation	-.30	-.07	.045	-.02	-.13	-.33	-.11	.040	.103	.138	.000	.267	.479*	-.284	.137	-.091	.201	-.174	.157	.053	-.155	1	.522**	.104	-.435*	-.456*	.254	.196	-.114	.132	.127
Item_22	Sig. (2-tailed)	.152	.718	.833	.907	.537	.107	.587	.852	.633	.523	1.000	.208	.018	.179	.525	.673	.347	.416	.464	.805	.471		.009	.627	.034	.025	.231	.359	.596	.537	.555
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
	Pearson Correlation	-.28	-.29	.000	-.29	-.38	.000	-.26	.000	.236	.318	.333	.306	.290	-.251	.448*	.000	.256	.000	.000	.306	.355	.522**	1	-.200	-.185	-.436*	.172	.613**	.436*	.380	.379
Item_23	Sig. (2-tailed)	.179	.168	1.000	.170	.062	1.000	.205	1.000	.266	.131	.111	.146	.170	.237	.028	1.000	.227	1.000	1.000	.146	.088	.009		.349	.387	.033	.422	.001	.033	.067	.068
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
	Pearson Correlation	.000	.033	-.104	.370	.000	.316	.082	.000	-.023	.203	-.087	.122	-.087	.125	.022	-.209	-.077	.067	.045	-.245	-.178	-.104	.200	1	.018	.131	-.017	.143	.131	.266	.256
Item_24	Sig. (2-tailed)	1.000	.892	.627	.074	1.000	.141	.709	1.000	.913	.342	.686	.569	.686	.560	.917	.327	.721	.757	.834	.249	.406	.627	.349		.932	.542	.937	.505	.542	.209	
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
	Pearson Correlation	.053	-.046	.048	-.215	.215	.215	.184	.215	.094	-.094	-.094	-.226	-.495*	-.498*	-.383	-.435*	.556**	-.092	-.063	.396	.082	-.435*	-.185	-.018	1	.343	-.325	-.047	.222	-.439*	.092
Item_25	Sig. (2-tailed)	.804	.654	.823	.230	.313	.313	.387	.313	.643	.243	.663	.287	.014	.013	.065	.034	.005	.667	.772	.055	.703	.034	.387	.932		.101	.121	.826	.297	.032	.670
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
	Pearson Correlation	-.12	-.22	.000	-.22	-.34	-.16	-.16	.439*	-.203	-.383	-.453	-.208	-.134	-.537**	.520**	-.073	.000	-.531**	-.218	-.344	-.535**	-.427*	-.456*	-.436*	-.131	.343	1	-.019	-.379	-.238	-.508*
Item_26	Sig. (2-tailed)	.576	.298	1.000	.298	.108	.448	.448	.032	.342	.062	.027	.331	.532	.008	.009	.735	1.000	.007	.306	.098	.007	.038	.025	.033	.541	.101		.930	.069	.263	.011
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24

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	Sig. (2-tailed)	.557	.285	.284	.096	.430	.430	.032	.346	.062	.027	.306	.534	.007	.009	.733	1.000	.008	.306	.099	.007	.038	.025	.033	.542	.101		.931	.068	.263	.001	.011
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Item_27	Pearson Correlation	1	.038	-.378	.021	.111	.111	.395	-.411	-.421	-.114	-.318	.035	.178	.212	-.266		.164	.385	.258	-.032	.298	.188	.254	.172	-.017	-.325	-.019	1	-.319	-.131	-.158	.058
	Sig. (2-tailed)		.858	.069	.923	.604	.604	.054	.047	.039	.594	.130	.871	.405	.321	.209	.443	.063	.224	.881	.157	.379	.231	.422	.937	.121	.931		.129	.541	.462	.787	
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Item_28	Pearson Correlation	.557	-.038	.086	-.021	-.292	-.021	-.056	-.041	-.314	-.183	-.570	-.035	-.035	-.414	.279		.231	.118	.375	.131				.613	.143	-.047	-.379	-.319	1	.647	.667	.248
	Sig. (2-tailed)	.005	.859	.688	.923	.166	.923	.795	.847	.134	.391	.004	.870	.870	.044	.187	.277	.584	.071	.543	.281	.480	.359	.001	.505	.826	.068	.129		.001	.000	.242	
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Item_29	Pearson Correlation	.285	-.112	.086	.095	.504	.161	-.430	.303	.377	.314	.647	.267	.158	-.301	.465	.114	.196	.073	.049	.401	.427	-.114	.436	.131	.222	-.238	-.131	.647	1	.373	.623
	Sig. (2-tailed)	.176	.602	.688	.658	.013	.452	.036	.150	.069	.134	.001	.208	.460	.153	.022	.596	.360	.736	.819	.052	.038	.596	.033	.542	.297	.263	.541	.001		.072	.001	
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Item_30	Pearson Correlation	.000	-.028	.132	.119	.344	.194	-.412	.117	.367	.312	.317	.078	.101	-.612	.121	-.364	.268	-.190	-.014	-.621	-.327	-.132	-.380	-.266	-.439	-.622	-.158	-.667	-.373	1	.325
	Sig. (2-tailed)	1.000	.895	.537	.579	.100	.362	.045	.587	.078	.135	.129	.718	.639	.001	.574	.080	.206	.374	.947	.001	.119	.537	.067	.209	.032	.001	.462	.000	.072		.121	
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24

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Score	Pearson Correlation	.471*	.478*	.507*	.453*	.526**	.459*	-.294	.409*	.590**	.681**	.602**	.386	.391	-.280	.472*	.385	.455*	.485*	.109	.541**	.707**	.127	.379	.256	.092	-.508*	.058	.248	.623**	.325	1
	Sig. (2-tailed)	.020	.018	.011	.026	.008	.024	.163	.047	.002	.000	.002	.062	.059	.185	.020	.063	.025	.016	.611	.006	.000	.555	.068	.227	.670	.011	.787	.242	.001	.121	
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

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The Result of Questionnaire Validity Test on the 3rd Try Out

Correlations

		x1	x2	x3	x4	x5	x6	x7	x8	x9	x10	x11	x12	X13	x14	x15	x16	x17	x18	x19	x20	x21	x22	x23	x24	x25	x26	x27	x28	x29	x30	Score
Item_1	Pearson Correlation	1	.904**	.701**	.790**	-.013	.322	-.499*	.350	.538*	.552*	.488*	.356	.424*	-.429*	.118	.418	.498*	.138	-.271	.069	.138	-.351	-.324	.424*	.006	-.371	-.454*	.250	.428*	.234	.568**
	Sig. (2-tailed)		.000	.000	.000	.954	.144	.018	.110	.010	.008	.021	.104	.049	.046	.603	.053	.018	.541	.222	.760	.541	.109	.142	.049	.979	.089	.034	.261	.047	.295	.006
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_2	Pearson Correlation	.904*	1	.753*	.701**	-.250	.111	-.381	.254	.428*	.638*	.378	.449*	.524*	-.330	.036	.647*	.607**	.184	-.272	-.134	-.041	-.094	-.313	.524*	-.136	-.431*	-.342	.155	.311	.155	.533*
	Sig. (2-tailed)	.000		.000	.000	.261	.622	.080	.254	.047	.001	.083	.036	.012	.134	.874	.001	.003	.411	.222	.553	.856	.678	.156	.012	.545	.045	.119	.491	.160	.492	.011
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_3	Pearson Correlation	.701*	.753*	1	.366	-.083	-.166	-.596**	.590*	.773*	.713*	.625*	.556*	.332	-.469*	.426*	.535*	.428*	-.051	-.254	.037	-.051	.097	.000	.332	-.169	-.594**	-.635**	.545**	.542**	.593**	.647**
	Sig. (2-tailed)	.000	.000		.094	.714	.461	.003	.004	.000	.000	.002	.007	.131	.028	.048	.010	.047	.822	.253	.871	.822	.668	1.000	.131	.452	.004	.002	.009	.009	.004	.001
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_4	Pearson Correlation	.790*	.701*	.366	1	-.013	.322	-.499*	.350	.386	.552*	.488*	.356	.623*	-.579**	.118	.418	.701**	.138	-.065	.069	.138	-.351	-.324	.623*	-.123	-.371	-.349	.140	.428*	.234	.533*
	Sig. (2-tailed)	.000	.000	.094		.954	.144	.018	.110	.076	.008	.021	.104	.002	.005	.603	.053	.000	.541	.772	.760	.541	.109	.142	.002	.585	.089	.112	.534	.047	.295	.011
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_5	Pearson Correlation	-.013	-.250	-.083	-.013	1	.500*	-.010	.170	.187	.097	.132	-.169	-.208	.046	.327	-.113	.025	.417	.038	.843**	.733**	.049	.439*	.061	.247	-.101	.305	.068	.169	.132	.420
	Sig. (2-tailed)	.954	.261	.714	.954		.018	.966	.451	.404	.668	.557	.451	.353	.838	.137	.615	.912	.054	.866	.000	.000	.828	.041	.787	.268	.655	.168	.764	.451	.560	.051
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_6	Pearson Correlation	.322	.111	-.166	.322	.500*	1	.051	-.241	.100	-.043	-.236	-.280	-.087	.115	-.105	-.202	.111	.307	-.203	.389	.588**	-.263	.000	.153	.241	.000	.277	-.230	-.194	-.096	.145
	Sig. (2-tailed)	.144	.622	.461	.144	.018		.822	.279	.658	.849	.291	.207	.700	.610	.643	.368	.622	.165	.364	.074	.004	.237	1.000	.498	.280	1.000	.212	.304	.388	.670	.518

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	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_7	Pearson Correlation	.499*	-.381	-.596**	-.499*	-.010	.051	1	-.654**	-.835**	-.605**	-.792**	-.605**	-.566**	.900**	-.616**	-.308	-.531*	.445*	-.048	.051	.101	-.062	-.239	-.419	.099	.712**	.828**	-.871**	-.841**	-.660**	-.596**
	Sig. (2-tailed)	.018	.080	.003	.018	.966	.822		.001	.000	.003	.000	.003	.006	.000	.002	.163	.011	.038	.831	.822	.653	.782	.285	.052	.660	.000	.000	.000	.000	.001	.003
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_8	Pearson Correlation	.350	.254	.590**	.350	.170	-.241	-.654**	1	.706**	.339	.640**	.210	.166	-.563**	.779**	.439*	.254	-.125	.319	.091	.028	-.111	.000	.166	.177	-.487*	-.665**	.473*	.690**	.554**	.587**
	Sig. (2-tailed)	.110	.254	.004	.110	.451	.279	.001		.000	.123	.001	.347	.461	.006	.000	.041	.254	.579	.148	.689	.902	.622	1.000	.461	.431	.021	.001	.026	.000	.008	.004
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_9	Pearson Correlation	.538*	.428*	.773**	.386	.187	.100	-.835**	.706**	1	.658**	.707**	.516*	.327	-.622**	.762**	.363	.428*	-.307	-.095	.100	.031	.070	.235	.327	.008	-.646**	-.734**	.762**	.762**	.793**	.735**
	Sig. (2-tailed)	.010	.047	.000	.076	.404	.658	.000	.000		.001	.000	.014	.138	.002	.000	.097	.047	.165	.675	.658	.892	.756	.293	.138	.970	.001	.000	.000	.000	.000	.000
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_10	Pearson Correlation	.552**	.638**	.713**	.552**	.097	-.043	-.605**	.339	.658**	1	.730**	.817**	.726**	-.574**	.393	.625**	.828**	.059	-.280	.194	.059	.385	.303	.726**	-.406	-.695**	-.340	.599**	.650**	.597**	.821**
	Sig. (2-tailed)	.008	.001	.000	.008	.668	.849	.003	.123	.001		.000	.000	.000	.005	.070	.002	.000	.793	.207	.388	.793	.077	.171	.000	.061	.000	.122	.003	.001	.003	.000
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
	Pearson Correlation	.488*	.378	.625**	.488*	.132	-.236	-.792**	.640**	.707**	.730**	1	.730**	.647**	-.768**	.570**	.389	.567**	-.108	-.096	.236	.108	.124	.302	.462*	-.180	-.623**	-.637**	.821**	.913**	.643**	.753**
Item_11	Sig. (2-tailed)	.021	.083	.002	.021	.557	.291	.000	.001	.000	.000		.000	.001	.000	.006	.073	.006	.631	.672	.291	.631	.582	.173	.030	.422	.002	.001	.000	.000	.001	.000
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_12	Pearson Correlation	.356	.449*	.556**	.356	-.169	-.280	-.605**	.210	.516*	.817**	.730**	1	.726**	-.574**	.266	.469*	.638**	-.158	-.280	-.043	-.158	.385	.303	.540*	-.406	-.556**	-.438*	.702**	.650**	.480*	.579**
	Sig. (2-tailed)	.104	.036	.007	.104	.451	.207	.003	.347	.014	.000	.000		.000	.005	.231	.028	.001	.481	.207	.849	.481	.077	.171	.009	.061	.007	.041	.000	.001	.024	.005

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	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_13	Pearson Correlation	.424*	.524*	.332	.623**	-.208	-.087	-.566*	.166	.327	.726**	.647**	.726**	1	-.665**	.217	.554**	.909**	.010	-.080	-.087	.010	.401	.307	.812**	-.394	-.633**	-.240	.484*	.574**	.319	.603**
	Sig. (2-tailed)	.049	.012	.131	.002	.353	.700	.006	.461	.138	.000	.001	.000		.001	.333	.007	.000	.965	.724	.700	.965	.064	.165	.000	.069	.002	.282	.023	.005	.148	.003
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_14	Pearson Correlation	.429*	-.330	-.469*	-.579**	.046	.115	.900**	-.563*	-.622*	-.574**	-.768**	-.574**	-.665**	1	-.420	-.179	-.620**	.341	-.060	-.066	.008	-.078	-.232	-.523*	.348	.691**	.722**	-.738**	-.689**	-.657**	-.492*
	Sig. (2-tailed)	.046	.134	.028	.005	.838	.610	.000	.006	.002	.005	.000	.005	.001		.051	.424	.002	.121	.790	.771	.973	.730	.300	.013	.112	.000	.000	.000	.000	.001	.020
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_15	Pearson Correlation	.118	.036	.426*	.118	.327	-.105	-.616**	.779**	.762**	.393	.570**	.266	.217	-.420	1	.380	.299	-.309	.322	.060	-.007	.244	.420	.217	.187	-.434*	-.450*	.598**	.752**	.678**	.681**
	Sig. (2-tailed)	.603	.874	.048	.603	.137	.643	.002	.000	.000	.070	.006	.231	.333	.051		.081	.176	.161	.144	.792	.976	.274	.051	.333	.406	.044	.036	.003	.000	.001	.000
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_16	Pearson Correlation	.418	.647*	.535*	.418	-.113	-.202	-.308	.439*	.363	.625**	.389	.469*	.554**	-.179	.380	1	.647**	.279	.082	-.202	-.093	.319	.000	.554*	.051	-.533*	-.126	.176	.469*	.050	.659**
	Sig. (2-tailed)	.053	.001	.010	.053	.615	.368	.163	.041	.097	.002	.073	.028	.007	.424	.081		.001	.209	.717	.368	.681	.148	1.000	.007	.820	.011	.577	.434	.028	.825	.001
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_17	Pearson Correlation	.498*	.607**	.428*	.701**	.025	.111	-.531*	.254	.428*	.828**	.567**	.638**	.909**	-.620**	.299	.647**	1	.184	-.072	.111	.184	.422	.313	.909**	-.386	-.719**	-.139	.368	.500*	.397	.750**
	Sig. (2-tailed)	.018	.003	.047	.000	.912	.622	.011	.254	.047	.000	.006	.001	.000	.002	.176	.001		.411	.749	.622	.411	.050	.156	.000	.076	.000	.538	.092	.018	.067	.000
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_18	Pearson Correlation	.138	.184	-.051	.138	.417	.307	.445*	-.125	-.307	.059	-.108	-.158	.010	.341	-.309	.279	.184	1	-.177	.588**	.741**	.067	.000	.231	.098	-.083	.611**	-.479*	-.277	-.425*	.229
	Sig. (2-tailed)	.541	.411	.822	.541	.054	.165	.038	.579	.165	.793	.631	.481	.965	.121	.161	.209	.411		.432	.004	.000	.766	1.000	.302	.665	.715	.003	.024	.212	.049	.304
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_19	Pearson Correlation	-.271	-.272	-.254	-.065	.038	-.203	-.048	.319	-.095	-.280	-.096	-.280	-.080	-.060	.322	.082	-.072	-.177	1	-.203	-.177	-.012	.000	-.080	.236	-.073	-.005	-.088	.087	-.073	-.051

	Sig. (2-tailed)	.222	.222	.253	.772	.866	.364	.831	.148	.675	.207	.672	.207	.724	.790	.144	.717	.749	.432		.364	.432	.958	1.000	.724	.290	.747	.983	.696	.699	.748	.823
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_20	Pearson Correlation	.069	-.134	.037	.069	.843**	.389	.051	.091	.100	.194	.236	-.043	-.087	-.066	.060	-.202	.111	.588**	-.203	1	.869**	.058	.391	.153	-.071	-.179	.277	.036	.043	.207	.374
	Sig. (2-tailed)	.760	.553	.871	.760	.000	.074	.822	.689	.658	.388	.291	.849	.700	.771	.792	.368	.622	.004	.364		.000	.796	.072	.498	.754	.425	.212	.873	.849	.356	.086
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_21	Pearson Correlation	.138	-.041	-.051	.138	.733**	.588**	.101	.028	.031	.059	.108	-.158	.010	.008	-.007	-.093	.184	.741**	-.177	.869**	1	.067	.360	.231	.098	-.248	.377	-.111	-.059	-.006	.363
	Sig. (2-tailed)	.541	.856	.822	.541	.000	.004	.653	.902	.892	.793	.631	.481	.965	.973	.976	.681	.411	.000	.432	.000		.766	.100	.302	.665	.267	.084	.622	.793	.978	.097
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_22	Pearson Correlation	.351	-.094	.097	-.351	.049	-.263	-.062	-.111	.070	.385	.124	.385	.401	-.078	.244	.319	.422	.067	-.012	.058	.067	1	.823**	.401	-.350	-.472*	.261	.305	.113	.225	.306
	Sig. (2-tailed)	.109	.678	.668	.109	.828	.237	.782	.622	.756	.077	.582	.077	.064	.730	.274	.148	.050	.766	.958	.796	.766		.000	.064	.110	.027	.240	.167	.616	.315	.166
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_23	Pearson Correlation	.324	-.313	.000	-.324	.439*	.000	-.239	.000	.235	.303	.302	.303	.307	-.232	.420	.000	.313	.000	.000	.391	.360	.823**	1	.307	-.199	-.459*	.162	.510*	.303	.388	.399
	Sig. (2-tailed)	.142	.156	1.000	.142	.041	1.000	.285	1.000	.293	.171	.173	.171	.165	.300	.051	1.000	.156	1.000	1.000	.072	.100	.000		.165	.374	.032	.470	.015	.171	.075	.066
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_24	Pearson Correlation	.424*	.524*	.332	.623**	.061	.153	-.419	.166	.327	.726**	.462*	.540**	.812**	-.523*	.217	.554*	.909**	.231	-.080	.153	.231	.401	.307	1	-.394	-.633**	-.041	.275	.388	.319	.668**
	Sig. (2-tailed)	.049	.012	.131	.002	.787	.498	.052	.461	.138	.000	.030	.009	.000	.013	.333	.007	.000	.302	.724	.498	.302	.064	.165		.069	.002	.857	.215	.074	.148	.001
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_25	Pearson Correlation	.006	-.136	-.169	-.123	.247	.241	.099	.177	.008	-.406	-.180	-.406	-.394	.348	.187	.051	-.386	.098	.236	-.071	.098	-.350	-.199	-.394	1	.229	.056	-.166	.044	-.369	.000
	Sig. (2-tailed)	.979	.545	.452	.585	.268	.280	.660	.431	.970	.061	.422	.061	.069	.112	.406	.820	.076	.665	.290	.754	.665	.110	.374	.069		.306	.805	.459	.846	.091	1.000
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22

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Item_26	Pearson Correlation	-.371	-.431*	-.594**	-.371	-.101	.000	.712**	-.487*	-.646**	-.695**	-.623**	-.556**	-.633**	.691**	-.434*	-.533*	-.719**	-.083	-.073	-.179	-.248	-.472*	-.459*	-.633**	.229	1	.410	-.625**	-.556**	-.489*	-.683**
	Sig. (2-tailed)	.089	.045	.004	.089	.655	1.000	.000	.021	.001	.000	.002	.007	.002	.000	.044	.011	.000	.715	.747	.425	.267	.027	.032	.002	.306		.058	.002	.007	.021	.000
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_27	Pearson Correlation	.454*	-.342	-.635**	-.349	.305	.277	.828**	-.665**	-.734**	-.340	-.637**	-.438*	-.240	.722**	-.450*	-.126	-.139	.611**	-.005	.277	.377	.261	.162	-.041	.056	.410	1	-.708**	-.644**	-.604**	-.259
	Sig. (2-tailed)	.034	.119	.002	.112	.168	.212	.000	.001	.000	.122	.001	.041	.282	.000	.036	.577	.538	.003	.983	.212	.084	.240	.470	.857	.805	.058		.000	.001	.003	.245
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_28	Pearson Correlation	.250	.155	.545*	.140	.068	-.230	-.871**	.473*	.762**	.599**	.821**	.702**	.484*	-.738**	.598**	.176	.368	-.479*	-.088	.036	-.111	.305	.510*	.275	-.166	-.625**	-.708**	1	.843**	.683**	.543**
	Sig. (2-tailed)	.261	.491	.009	.534	.764	.304	.000	.026	.000	.003	.000	.000	.023	.000	.003	.434	.092	.024	.696	.873	.622	.167	.015	.215	.459	.002	.000		.000	.000	.009
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_29	Pearson Correlation	.428*	.311	.542*	.428*	.169	-.194	-.841**	.690**	.762**	.650**	.913**	.650**	.574*	-.689**	.752**	.469*	.500*	-.277	.087	.043	-.059	.113	.303	.388	.044	-.556**	-.644**	.843**	1	.576**	.756**
	Sig. (2-tailed)	.047	.160	.009	.047	.451	.388	.000	.000	.000	.001	.000	.001	.005	.000	.000	.028	.018	.212	.699	.849	.793	.616	.171	.074	.846	.007	.001	.000		.005	.000
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_30	Pearson Correlation	.234	.155	.593*	.234	.132	-.096	-.660**	.554*	.793**	.597**	.643*	.480*	.319	-.657**	.678**	.050	.397	-.425*	-.073	.207	-.006	.225	.388	.319	-.369	-.489*	-.604**	.683**	.576**	1	.556**
	Sig. (2-tailed)	.295	.492	.004	.295	.560	.670	.001	.008	.000	.003	.001	.024	.148	.001	.001	.825	.067	.049	.748	.356	.978	.315	.075	.148	.091	.021	.003	.000	.005		.007
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Score	Pearson Correlation	.568**	.533**	.647**	.533**	.420	.145	-.596**	.587**	.735**	.821**	.753**	.579**	.603**	-.492*	.681**	.659**	.750**	.229	-.051	.374	.363	.306	.399	.668**	.000	-.683**	-.259	.543**	.756**	.556**	1
	Sig. (2-tailed)	.006	.011	.001	.011	.051	.518	.003	.004	.000	.000	.000	.005	.003	.020	.000	.001	.000	.304	.823	.086	.097	.166	.066	.001	1.000	.000	.245	.009	.000	.007	

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**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

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The Result of Questionnaire Validity Test on the 4th Try Out

Correlations

		x1	x2	x3	x4	x5	x6	x7	x8	x9	x10	x11	x12	x13	x14	x15	x16	x17	x18	x19	x20	x21	Score
Item_1	Pearson Correlation	1	.852**	.668**	.519**	.280	.480*	-.423*	.304	.545**	.554**	.387	.220	.282	.043	.370	.460*	.352	.352	-.271	.352	.035	.692**
	Sig. (2-tailed)		.000	.000	.008	.175	.015	.035	.140	.005	.004	.056	.290	.172	.837	.069	.021	.084	.084	.190	.084	.870	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_2	Pearson Correlation	.852**	1	.738**	.529**	-.040	.363	-.305	.229	.455*	.678**	.342	.342	.439*	-.010	.587**	.587**	.445*	.257	-.357	.257	.004	.702**
	Sig. (2-tailed)	.000		.000	.007	.848	.075	.138	.270	.022	.000	.094	.094	.028	.963	.002	.002	.026	.216	.080	.216	.984	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_3	Pearson Correlation	.668**	.738**	1	.120	.137	.137	-.430*	.519**	.763**	.689**	.547**	.404*	.153	.342	.565**	.282	.250	.250	-.383	.410*	.354	.754**
	Sig. (2-tailed)	.000	.000		.566	.515	.515	.032	.008	.000	.000	.005	.045	.465	.095	.003	.171	.229	.229	.059	.042	.083	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_4	Pearson Correlation	.519**	.529**	.120	1	-.120	.280	-.423*	.177	.177	.387	.220	.220	.603*	-.077	.109	.600**	.165	.165	-.388	.352	.035	.422*
	Sig. (2-tailed)	.008	.007	.566		.567	.175	.035	.397	.398	.056	.290	.290	.001	.714	.603	.002	.431	.431	.056	.084	.870	.036
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_5	Pearson Correlation	.280	-.040	.137	-.120	1	.500*	-.107	.316	.368	.250	.250	-.167	-.080	.391	.065	.140	.421*	.656**	-.175	.187	.162	.404*
	Sig. (2-tailed)	.175	.848	.515	.567		.011	.610	.124	.070	.228	.228	.426	.704	.053	.757	.504	.036	.000	.403	.370	.440	.045
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_6	Pearson Correlation	.480*	.363	.137	.280	.500*	1	-.107	.000	.368	.250	.042	-.167	.120	.090	.065	.315	.421*	.656**	-.175	-.047	.027	.404*
	Sig. (2-tailed)	.015	.075	.515	.175	.011		.610	1.000	.070	.228	.843	.426	.567	.668	.757	.125	.036	.000	.403	.824	.898	.045
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25

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Item_7	Pearson Correlation	-.423*	-.305	-.430*	-.423*	-.107	-.107	1	-.520**	-.740**	-.488*	-.488*	-.339	-.435*	-.370	-.042	-.515**	.248	-.087	.654**	-.756**	-.412*	-.503*
	Sig. (2-tailed)	.035	.138	.032	.035	.610	.610		.008	.000	.013	.013	.097	.030	.069	.843	.008	.233	.679	.000	.000	.041	.010
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_8	Pearson Correlation	.304	.229	.519**	.177	.316	.000	-.520**	1	.620**	.290	.553**	.026	.076	.723**	.350	.199	.118	.267	-.387	.563**	.443*	.611**
	Sig. (2-tailed)	.140	.270	.008	.397	.124	1.000	.008		.001	.160	.004	.900	.718	.000	.086	.340	.573	.198	.056	.003	.026	.001
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_9	Pearson Correlation	.545**	.455*	.763**	.177	.368	.368	-.740**	.620**	1	.628**	.501*	.245	.191	.568**	.303	.395	.040	.327	-.529**	.614**	.489*	.734**
	Sig. (2-tailed)	.005	.022	.000	.398	.070	.070	.000	.001		.001	.011	.237	.359	.003	.140	.051	.849	.110	.007	.001	.013	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_10	Pearson Correlation	.554**	.678**	.689**	.387	.250	.250	-.488*	.290	.628**	1	.653**	.653**	.614*	.311	.559**	.735**	.359	.359	-.578**	.554**	.422*	.856**
	Sig. (2-tailed)	.004	.000	.000	.056	.228	.228	.013	.160	.001		.000	.000	.001	.130	.004	.000	.078	.078	.002	.004	.035	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_11	Pearson Correlation	.387	.342	.547**	.220	.250	.042	-.488*	.553**	.501*	.653**	1	.653**	.447*	.562**	.423*	.298	.164	.359	-.335	.749**	.535**	.778**
	Sig. (2-tailed)	.056	.094	.005	.290	.228	.843	.013	.004	.011	.000		.000	.025	.003	.035	.149	.434	.078	.101	.000	.006	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_12	Pearson Correlation	.220	.342	.404*	.220	-.167	-.167	-.339	.026	.245	.653**	.653**	1	.447*	.186	.423*	.298	-.031	-.031	-.214	.554**	.310	.497*
	Sig. (2-tailed)	.290	.094	.045	.290	.426	.426	.097	.900	.237	.000	.000		.025	.374	.035	.149	.882	.882	.305	.004	.132	.011
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_13	Pearson Correlation	.282	.439*	.153	.603**	-.080	.120	-.435*	.076	.191	.614**	.447*	.447*	1	.077	.281	.802**	.210	.210	-.663**	.397*	.181	.492*
	Sig. (2-tailed)	.172	.028	.465	.001	.704	.567	.030	.718	.359	.001	.025	.025		.714	.173	.000	.314	.314	.000	.049	.386	.012
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_14	Pearson Correlation	.043	-.010	.342	-.077	.391	.090	-.370	.723**	.568**	.311	.562**	.186	.077	1	.368	.097	-.096	.186	-.218	.609**	.607**	.577**

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	Sig. (2-tailed)	.837	.963	.095	.714	.053	.668	.069	.000	.003	.130	.003	.374	.714		.070	.645	.649	.373	.296	.001	.001	.003
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_17	Pearson Correlation	.370	.587*	.565**	.109	.065	.065	-.042	.350	.303	.559**	.423*	.423*	.281	.368	1	.283	.469*	.165	-.201	.317	-.077	.628**
	Sig. (2-tailed)	.069	.002	.003	.603	.757	.757	.843	.086	.140	.004	.035	.035	.173	.070		.171	.018	.432	.335	.123	.714	.001
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_18	Pearson Correlation	.460*	.587*	.282	.600**	.140	.315	-.515**	.199	.395	.735**	.298	.298	.802*	.097	.283	1	.387	.387	-.719**	.387	.193	.610**
	Sig. (2-tailed)	.021	.002	.171	.002	.504	.125	.008	.340	.051	.000	.149	.149	.000	.645	.171		.056	.056	.000	.056	.357	.001
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_19	Pearson Correlation	.352	.445*	.250	.165	.421*	.421*	.248	.118	.040	.359	.164	-.031	.210	-.096	.469*	.387	1	.781**	-.251	-.096	-.273	.437*
	Sig. (2-tailed)	.084	.026	.229	.431	.036	.036	.233	.573	.849	.078	.434	.882	.314	.649	.018	.056		.000	.226	.646	.187	.029
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_20	Pearson Correlation	.352	.257	.250	.165	.656**	.656**	-.087	.267	.327	.359	.359	-.031	.210	.186	.165	.387	.781**	1	-.388	.123	.106	.542**
	Sig. (2-tailed)	.084	.216	.229	.431	.000	.000	.679	.198	.110	.078	.078	.882	.314	.373	.432	.056	.000		.055	.559	.614	.005
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_21	Pearson Correlation	-.271	-.357	-.383	-.388	-.175	-.175	.654**	-.387	-.529**	-.578**	-.335	-.214	-.663**	-.218	-.201	-.719**	-.251	-.388	1	-.388	-.296	-.490*
	Sig. (2-tailed)	.190	.080	.059	.056	.403	.403	.000	.056	.007	.002	.101	.305	.000	.296	.335	.000	.226	.055		.055	.151	.013
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_22	Pearson Correlation	.352	.257	.410*	.352	.187	-.047	-.756**	.563**	.614**	.554**	.749**	.554**	.397*	.609**	.317	.387	-.096	.123	-.388	1	.359	.647**
	Sig. (2-tailed)	.084	.216	.042	.084	.370	.824	.000	.003	.001	.004	.000	.004	.049	.001	.123	.056	.646	.559	.055		.078	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_23	Pearson Correlation	.035	.004	.354	.035	.162	.027	-.412*	.443*	.489*	.422*	.535**	.310	.181	.607**	-.077	.193	-.273	.106	-.296	.359	1	.463*
	Sig. (2-tailed)	.870	.984	.083	.870	.440	.898	.041	.026	.013	.035	.006	.132	.386	.001	.714	.357	.187	.614	.151	.078		.020

	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	Pearson Correlation	.692**	.702**	.754**	.422*	.404*	.404*	-.503*	.611**	.734**	.856**	.778**	.497*	.492*	.577**	.628**	.610**	.437*	.542**	-.490*	.647**	.463*	1
Scale	Sig. (2-tailed)	.000	.000	.000	.036	.045	.045	.010	.001	.000	.000	.000	.011	.012	.003	.001	.001	.029	.005	.013	.000	.020	
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

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The Result of Questionnaire Reliability Test on the 4th Try Out

Case Processing Summary

		N	%
Cases	Valid	25	100.0
	Excluded[a]	0	.0
	Total	25	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.822	21

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The Result of Tendency Distribution of Self-Regulated

Statistics

Self-Regulated

N	Valid	25
	Missing	0
Mean		66.68
Std. Error of Mean		1.090
Median		65.00
Mode		61[a]
Std. Deviation		5.452
Variance		29.727
Range		16
Minimum		60
Maximum		76
Sum		1667

a. Multiple modes exist. The smallest value is shown

Self-Regulated

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	1	4.0	4.0	4.0
	61	4	16.0	16.0	20.0
	62	4	16.0	16.0	36.0
	63	1	4.0	4.0	40.0
	64	2	8.0	8.0	48.0
	65	1	4.0	4.0	52.0
	66	2	8.0	8.0	60.0
	68	1	4.0	4.0	64.0
	70	1	4.0	4.0	68.0
	71	2	8.0	8.0	76.0
	74	4	16.0	16.0	92.0
	75	1	4.0	4.0	96.0
	76	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

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The Result of Tendency Distribution of Metacognition

Statistics

Metacognition

N	Valid	25
	Missing	0
Mean		16.24
Std. Error of Mean		.357
Median		15.00
Mode		15
Std. Deviation		1.786
Variance		3.190
Range		6
Minimum		13
Maximum		19
Sum		406

Metacognition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	13	1	4.0	4.0	4.0
	14	1	4.0	4.0	8.0
	15	11	44.0	44.0	52.0
	16	2	8.0	8.0	60.0
	17	2	8.0	8.0	68.0
	18	4	16.0	16.0	84.0
	19	4	16.0	16.0	100.0
	Total	25	100.0	100.0	

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The Result of Tendency Distribution of Motivation

Statistics

Motivation

N	Valid	25
	Missing	0
Mean		32.24
Std. Error of Mean		.575
Median		32.00
Mode		29[a]
Std. Deviation		2.876
Variance		8.273
Range		8
Minimum		29
Maximum		37
Sum		806

a. Multiple modes exist. The smallest value is shown

Motivation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	29	6	24.0	24.0	24.0
	30	4	16.0	16.0	40.0
	31	2	8.0	8.0	48.0
	32	2	8.0	8.0	56.0
	33	3	12.0	12.0	68.0
	34	1	4.0	4.0	72.0
	36	6	24.0	24.0	96.0
	37	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

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The Result of Tendency Distribution of Behavior

Statistics

Behavior

N	Valid	25
	Missing	0
Mean		18.20
Std. Error of Mean		.337
Median		18.00
Mode		17
Std. Deviation		1.683
Variance		2.833
Range		6
Minimum		16
Maximum		22
Sum		455

Behavior

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	16	3	12.0	12.0	12.0
	17	9	36.0	36.0	48.0
	18	4	16.0	16.0	64.0
	20	8	32.0	32.0	96.0
	22	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

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The Result of Interval Class Calculation of Self-Regulated

Class Summed (K) = 1 + 3,3 log n

= 1 + 3,3 log 25

= 1 + 1,3979

= 5,662

= 5 ≈ 6

Range (R) = (Highest score – Lowest score)

= 76 – 60

= 16

Class Length (P) = $\frac{Range\ (R)}{Class\ Summed\ (K)}$

= $\frac{16}{5}$

= 3,2 ≈ 3

Mean Id eal (Mi) = $\frac{1}{2}$ × (Highest score + Lowest score)

= $\frac{1}{2}$ × (76 + 60)

= 68

Standard Deviation Ideal (SDi) = $\frac{1}{6}$ × (Highest score – Lowest score)

= $\frac{1}{6}$ × (76 – 60)

= 3

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The Result of Variable Tendency Determination of Self-Regulated

Very High = X > (Mi + 1 × SDi)

= X > (68 + 1 × 3,2)

= X > 71,2

High = (Mi + 1 × SDi) > X ≥ Mi

= (68 + 1 × 3,2) > X ≥ 68

= 71,2 > X ≥ 68

Low = Mi > X ≥ (Mi – 1 × SDi)

= 68 > X ≥ (68 – 1 × 3,2)

= 68 > X ≥ 64,8

Very Low = X < (Mi – 1 × SDi)

= X < (68 – 1 × 3,2)

= X < 64,8

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The Result of Variable Tendency Determination of Metacognition

Mean Ideal (Mi) $= \frac{1}{2} \times$ (Highest score + Lowest score)

$= \frac{1}{2} \times (19 + 13)$

$= 16$

Standard Deviation Ideal (SDi) $= \frac{1}{6} \times$ (Highest score – Lowest score)

$= \frac{1}{6} \times (19 - 13)$

$= 1$

Very High $= X > (Mi + 1 \times SDi)$

$= X > (16 + 1 \times 1)$

$= X > 17$

High $= (Mi + 1 \times SDi) > X \geq Mi$

$= (16 + 1 \times 1) > X \geq 16$

$= 17 > X \geq 16$

Low $= Mi > X \geq (Mi - 1 \times SDi)$

$= 16 > X \geq (16 - 1 \times 1)$

$= 16 > X \geq 15$

Very Low $= X < (Mi - 1 \times SDi)$

$= X < (16 - 1 \times 1)$

$= X < 15$

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The Result of Variable Tendency Determination of Motivation

Mean Ideal (Mi) $= \frac{1}{2} \times$ (Highest score + Lowest score)

$= \frac{1}{2} \times (37 + 29)$

$= 33$

Standard Deviation Ideal (SDi) $= \frac{1}{6} \times$ (Highest score – Lowest score)

$= \frac{1}{6} \times (37 - 29)$

$= 1{,}33$

Very High $= X > (Mi + 1 \times SDi)$

$= X > (33 + 1 \times 1{,}33)$

$= X > 34{,}33$

High $= (Mi + 1 \times SDi) > X \geq Mi$

$= (33 + 1 \times 1{,}33) > X \geq 33$

$= 34{,}33 > X \geq 33$

Low $= Mi > X \geq (Mi - 1 \times SDi)$

$= 33 > X \geq (33 - 1 \times 1{,}33)$

$= 33 > X \geq 31{,}67$

Very Low $= X < (Mi - 1 \times SDi)$

$= X < (33 - 1 \times 1{,}33)$

$= X < 31{,}67$

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The Result of Variable Tendency Determination of Behavior

Mean Ideal (Mi) $= \frac{1}{2} \times$ (Highest score + Lowest score)

$= \frac{1}{2} \times (22 + 16)$

$= 19$

Standard Deviation Ideal (SDi) $= \frac{1}{6} \times$ (Highest score – Lowest score)

$= \frac{1}{6} \times (22 - 16)$

$= 1$

Very High $= X > (Mi + 1 \times SDi)$

$= X > (19 + 1 \times 1)$

$= X > 20$

High $= (Mi + 1 \times SDi) > X \geq Mi$

$= (19 + 1 \times 1) > X \geq 19$

$= 20 > X \geq 19$

Low $= Mi > X \geq (Mi - 1 \times SDi)$

$= 19 > X \geq (19 - 1 \times 1)$

$= 19 > X \geq 18$

Very Low $= X < (Mi - 1 \times SDi)$

$= X < (19 - 1 \times 1)$

$= X < 18$

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Nomor : Un.04/F.II.4/PP.00.9/5867/2020 Pekanbaru,25 Juni 2020
Sifat : Biasa
Lampiran : -
Hal : ***Pembimbing Skripsi (Perpanjangan)***

Kepada
Yth. Harum Natasha, M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warhmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : APRILITA
NIM : 11614200842
Jurusan : Pendidikan Bahasa Inggris
Judul : The Portrait Of Students' Self-Regulated Learning In Learning English at Vocational High School Telkom Pekanbaru
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

W a s s a l a m
an. Dekan
Wakil Dekan I

Dr. Drs. Alimuddin, M.Ag.
NIP. 19660924 199503 1 002

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

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Nomor : Un.04/F.II.4/PP.00.9/2486/2020 Pekanbaru, 10 Maret 2020
Sifat : Biasa
Lamp. : -
Hal : ***Mohon Izin Melakukan PraRiset***

Kepada
Yth. Kepala Sekolah
SMK TELKOM PEKANBARU
di
Tempat

Assalamu'alaikum warhmatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: APRILITA
NIM	: 11614200842
Semester/Tahun	: VIII (Delapan)/ 2020
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Pranset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

an. Dekan
Wakil Dekan III

Dr. Drs. Nursalim, M.Pd
NIP. 19660410 199303 1 005

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PEKANBARU

Alamat : Jl. Melati - Jl. Eamka No. 5, Kec. Tampan, 1 Km Dari Stadion Utama - Pekanbaru
Telepon : (0761) 589186 Fax. (0761) 589186 - Email : smktelkomku@yahoo.com

Pekanbaru, 11 Juni 2020

Nomor : 071/SMK-T/YIR/VI/2020
Perihal : *Izin Melakukan Pra Riset*

Yth. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau
di
Pekanbaru

Dengan hormat,

Menindak lanjuti surat saudara Nomor: Un.04/F.II.4/PP.00.9/2486/2020 tanggal 10 Maret 2020 tentang Mohon izin melakukan Pra-Riset atas nama :

Nama	: APRILITA
NIM	: 11614200842
Semester/Tahun	: VIII (Delapan) 2020
Program Study	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

Maka dengan ini kami memberikan izin guna mendapatkan data yang berhubungan dengan Program Study yang bersangkutan dan dalam pelaksanaan Pra Riset tersebut kami beri waktu kepada yang bersangkutan selama 2 minggu sejak surat ini dikeluarkan.

Demikianlah surat ini kami sampaikan atas perhatian dan kerjasama saudara kami ucapkan terima kasih.

Kepala Sekolah

Muhammad Faisal, S.Pd

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FAKULTAS TARBIYAH DAN KEGURUAN
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Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II/PP.00.9/5399/2020 Pekanbaru,15 Juni 2020 M Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : ***Mohon Izin Melakukan Riset***

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di- Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : APRILITA NIM
: 11614200842
Semester/Tahun : VIII (Delapan)/ 2020
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : THE PORTRAIT OF STUDENTS' SELF-REGULATED LEARNING IN LEARNING ENGLISH AT VOCATIONAL HIGH SCHOOL TELKOM PEKANBARU Lokasi Penelitian : SMK TELKOM PEKANBARU
Waktu Penelitian : 3 Bulan (15 Juni 2020 s.d 15 September 2020)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Rektor
Dekan

Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag.
NIP.19740704 199803 1 001

Tembusan :
Rektor UIN Suska Riau

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PEMERINTAH PROVINSI RIAU

DINAS PENDIDIKAN

JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553
PEKANBARU

Pekanbaru, 19 Juni 2020

No : 071/Disdik/1 3/2020/ 5626
Sifat : Biasa
Lampiran :
Hal : **Izin Riset / Penelitian**

Kepada
Yth Kepala SMK TELKOM Pekanbaru

di-
Pekanbaru

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor 503/DPMPTSP/NON IZIN-RISET/33151 Tanggal 15 Juni 2020 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama	APRILITA
NIM	11614200842
Program Studi	PENDIDIKAN BAHASA INGGRIS
Jenjang	S1
Alamat	PEKANBARU
Judul Penelitian	THE PORTRAIT OF STUDENTS' SELF-REGULATED LEARNING IN LEARNING ENGLISH AT VOCATIONAL HIGH SCHOOL TELKOM PEKANBARU
Lokasi Penelitian	SMK TELKOM Pekanbaru

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian.
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN
PROVINSI RIAU
SEKRETARIS

AHYU SUHENDRA, SE
Pembina
NIP. 19711209 200012 1 006

Tembusan
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

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State Islamic University of Sultan Syarif Kasim Riau

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DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **P E K A N B A R U**
Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/33151
TENTANG

PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : U.504/F.II/PP.00.9/5399/2020 Tanggal 15 Juni 2020**, dengan ini memberikan rekomendasi kepada:

1. Nama	:	**APRILITA**
2. NIM / KTP	:	11614200842
3. Program Studi	:	PENDIDIKAN BAHASA INGGRIS
4. Jenjang	:	S1
5. Alamat	:	PEKANBARU
6. Judul Penelitian	:	**THE PORTRAIT OF STUDENTS' SELF-REGULATED LEARNING IN LEARNING ENGLISH AT VOCATIONAL HIGH SCHOOL TELKOM PEKANBARU**
7. Lokasi Penelitian	:	SEKOLAH MENENGAH KEJURUAN (SMK) TELKOM PEKANBARU

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 18 Juni 2020

Ditandatangani Secara Elektronik Melalui :
Sistem Informasi Manajemen Pelayanan (SIMPEL)

DPM PTSP

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU PROVINSI RIAU

UIN SUSKA RIAU

Tembusan :
Disampaikan Kepada Yth :
1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

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LAMPIRAN BERITA ACARA
UJIAN PROPOSAL

Nama Untuk Mahasiswa : Aprilita
No. Induk Mahasiswa : 11614200842
Hari/Tanggal : 22/4/2020
Judul Proposal Penelitian : The Portrait of Students SelfRegulated Learning in Learning English at National High School Telkom Pekanbaru.

NO	URAIAN PERBAIKAN
	- The purpose of relevant research - Revise the time schedule - Collecting data (The purpose of questionnaire) - Add validity and reliability

Pekanbaru,.....

Penguji I

Penguji II

Roswati, M.Pd

Robi Kurniawan, S.Pd. MA

Note:
Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing.

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PENGESAHAN PERBAIKAN UJIAN PROPOSAL

Nama Mahasiswa : APRILITA
Nomor Induk Mahasiswa : 11614200842
Hari/Tanggal Ujian : RABU/ 22 APRIL 2020
Judul Proposal Ujian : THE PORTRAIT OF STUDENTS' SELF-REGULATED LEARNING IN LEARNING ENGLISH AT VOCATIONAL HIGH SCHOOL TELKOM PEKANBARU
Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang Dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1	ROSWATI, M. Pd.	PENGUJI I		
2	ROBI KURNIAWAN, MA	PENGUJI II		

Mengetahui
a.n. Dekan
Wakil Dekan I

Drs. Alimuddin, M.Ag.
NIP. 19660924 199503 1 002

Pekanbaru, 22 April 2020
Peserta Ujian Proposal

APRILITA
NIM. 11614200842

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KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA

Proposal yang dibimbing : Proposal
Seminar usul Penelitian
Ujian Penulisan Laporan Penelitian
Nama Pembimbing : Harum Natasha, M.Pd
Nomor Induk Pegawai (NIP) : 19820301 200901 2012
Nama Mahasiswa : Aprilita
Nomor Induk Mahasiswa : 11614200842
Kegiatan : Bimbingan Proposal

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	12/12/2019	Bab I - II		
2	19/12/2019	Bab I - II - III		
3	26/12/2019	Bab I - II - III		
4	27/12/2019	Acc Proposal Seminar		

Pekanbaru, 27 Desember 2019
Pembimbing,

HARUM NATASHA, M.Pd.

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KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA

1. Jenis yang dibimbing : SKRIPSI
   a. Seminar usul Penelitian :
   b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : HARUM NATASHA, M. Pd
   a. Nomor Induk Pegawai (NIP) : 198203012009012012
3. Nama Mahasiswa : APRILITA
4. Nomor Induk Mahasiswa : 11614200842
5. Kegiatan : BIMBINGAN SKRIPSI

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	14 juli 2020	Bab IV dan V		
2	16 Juli 2020	BAB IV dan BAB V		
3	18 JULI 2020	BAB IV dan V		
4	21 JULI 2020	ACC Munaqasyah		
5				
6				
7				

Pekanbaru, 21 Juli 2020
Pembimbing,

HARUM NATASHA, M. Pd.
NIP. 198203012009012012

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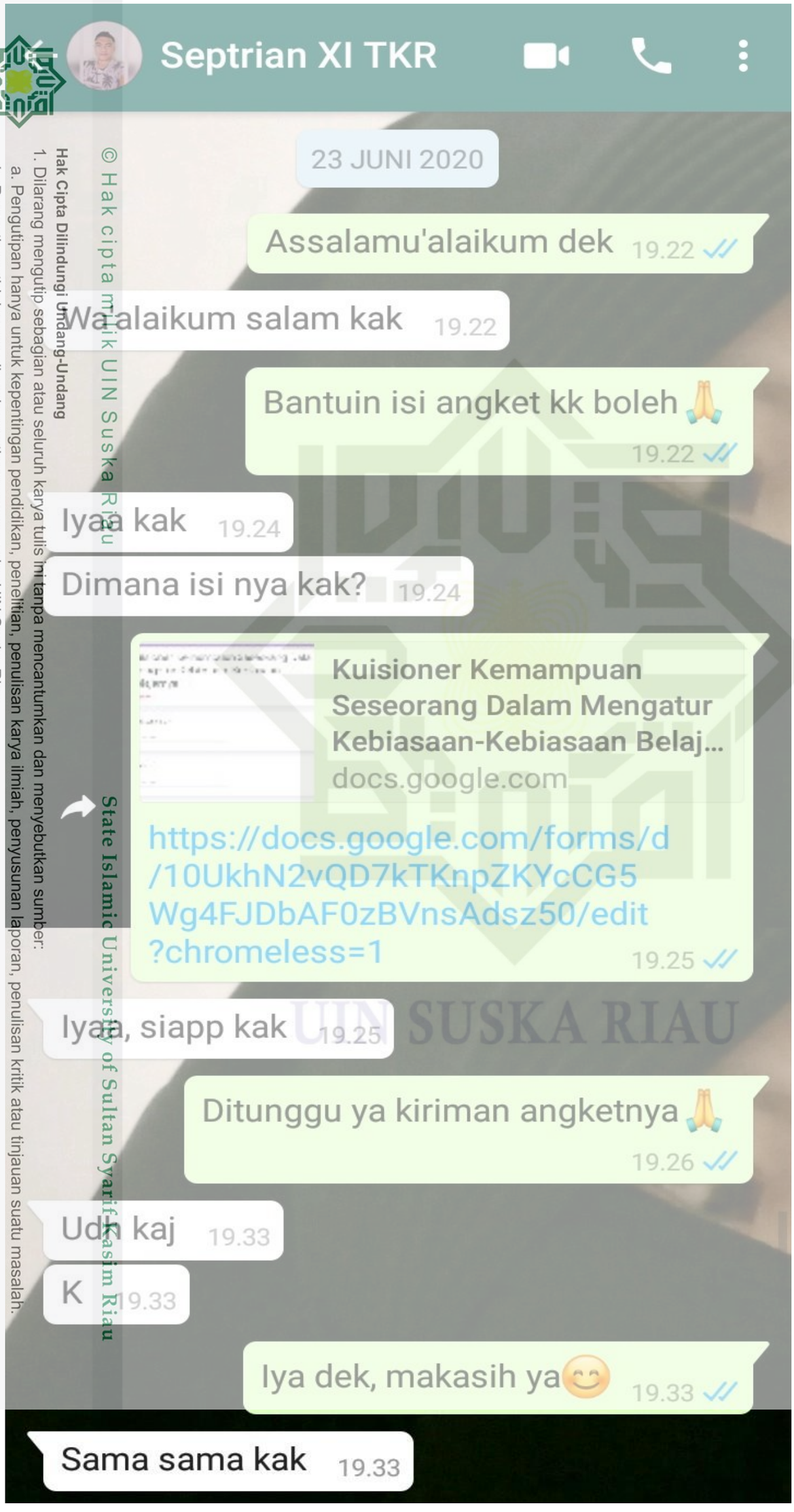

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BIOGRAPHY

Aprilita is the first daughter of Mr.Syopian Hadi and Mrs. Nurhayati. She was born in Pengalihan, April 21th, 1998. She lives at Pengalihan Keritang, Indragiri Hilir, Regency.

In 2010, She graduated from SDN 021 Pengalihan Keritang, Inhil. In 2013, She finished his study at Junior High School 04 Keritang and continued to State Senior High School Karya Pengalihan Keritang. She graduated from State Senior High School Karya Pengalihan Keritang 2016.

In 2016, he was accepted to become one of the students in Department of English Education, Faculty of Education and Teacher Training, UIN SUSKA RIAU. On July 2019, she did KKN (Kuliah Kerja Nyata) program in Sencalang, Inhil. Then, she did teaching practice (PPL) program at SMK Telkom Pekanbaru on September 2019.

She followed the final examination of his thesis which entitled, "The Portrait of Students` Self-Regulated Learning in Learning English at Vocational High School Telkom Pekanbaru" on Monday, 10th August 2020. She had passed her final examination and got Bachelor Degree of English Education Department in State Islamic University of Sultan Syarif Kasim Riau.

MOTTO

" Tidak ada kesuksesan yang instan, semua butuh perjuangan,
Janji Allah itu nyata semua akan indah pada waktunya
Do the best as you can and be your-self"

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SUPERVISOR APPROVAL

The thesis entitled *The Portrait of Students' Self-Regulated Learning in Learning English at Vocational High School Telkom Pekanbaru* is written by Aprilita, SIN. 11614200842. It is accepted and approved to be examined in the meeting of the Final Examination Committee of Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

Pekanbaru, Dzulhijjah 02nd 1441 H
July 23rd 2020 M

The Head
Of the English Education Department

Dra. Samsi, M.H.Sc.
NIP. 196308031993031003

Supervisor

Harum Natasha, M. Pd.
NIP. 198203012009012012

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State Islamic University of Sultan Syarif Kasim Riau

EXAMINER APPROVAL

The thesis entitled *The Portrait of Students' Self-Regulated Learning in Learning English at Vocational High School Telkom Pekanbaru* is written by Aprilita, SIN. 11614200842. It is accepted and approved to be examined in the meeting of the Final Examination Committee of Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau as one of the requirements for Undergraduate Degree (S.Pd.) in English Education Department.

Pekanbaru, Dzulhijjah 20th 1441 H
August 10th 2020 M

Examiners Committee

Examiner I

Abdul Hadi, P.hD.
NIP.197301182000031001

Examiner II

Riri Fauzana., M.Sc.
NIP.130177075

Examiner III

Nur Aisyah Zulkifli, M.Pd
NIP.198506192009122008

Examiner IV

Nelvia Ibrahim, M.Pd.
NIP.198011012007102004

Dean
Faculty of Education and Teacher Training

Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag.
NIP. 197407041998031001

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ABSTRAK

Aprilita (2020): Gambaran Pembelajaran Siswa Dalam Mempelajari Bahasa Inggris di SMK Telkom Pekanbaru

Pengaturan diri siswa - salah satu kemampuan yang dimiliki oleh individu dalam mengendalikan dan memanipulasi perilaku berdasarkan pikiran mereka. Oleh karena itu, individu dapat bereaksi positif terhadap pembelajaran akademis mereka. Di kelas, guru harus merangsang pengaturan diri siswa. Sementara itu, tujuan pengaturan diri adalah untuk menambah pengetahuan mereka ketika mereka belajar. Pengaturan mandiri siswa terdiri dari 3 model, yaitu: metakognisi motivasi, dan tingkah laku. Tujuan dari penelitian ini mempelajari pengaturan diri siswa dalam belajar bahasa Inggris di siswa kelas sebelas di Sekolah Menengah Kejuruan Telkom Pekanbaru. Penelitian ini adalah deskriptif kuantitatif. Ada 100 siswa sebagai sampel yang dipilih dengan menggunakan teknik simple random sampling. Dalam mengumpulkan data, peneliti membagikan kuesioner kepada responden untuk menentukan pengaturan sendiri, yang terdiri dari 21 item yang dibangun berdasarkan tingkat pengaturan sendiri. Peneliti menggunakan statistik deskriptif untuk menganalisis data, yang hasil penelitian ini menunjukkan bahwa skor total pengaturan diri siswa adalah 1.667, dengan skor rata-rata adalah 66.68. Selain itu, aspek dominan dari pengaturan diri siswa adalah 406, dengan skor rata-rata adalah 3.25. Sebagai kesimpulan, dapat diidentifikasi kategori pengaturan diri siswa di Sekolah Menengah Kejuruan Telkom Pekanbaru tingkat rendah. Selain itu, aspek dominan dari pengaturan diri siswa adalah memetakognisi dari suatu situasi dan memberikan motivasi dalam proses pembelajaran.

Kata Kunci: Gambaran, Regulasi Diri

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ABSTRACT

Aprilita (2020): The Portrait of Students' Self-Regulated Learning in Learning English at Vocational High School Telkom Pekanbaru

Students' self-regulated -one of the abilities possessed by individuals in controlling and manipulating a behavior on the basis of their mind. Therefore, individuals are able to react positively to their academic learning. In the classroom, the teacher should stimulate the students' self-regulated. Meanwhile, the goal of self-regulation is to increase their knowledge when they were learning. Students' self-regulated consists of 3 models, which are: metacognition, motivation, and behavior. The purpose of this research studied the students' self-regulated in learning English at the eleventh-grade students of Vocational High School Telkom Pekanbaru. This research was descriptive quantitative. There were 100 students as samples chosen by using a simple random sampling technique. In collecting the data, the researcher distributed the questionnaire to the respondents in order to determine their self-regulated, which consisted of 21 items that were constructed based on the level of self-regulated. The researcher used descriptive statistics to analyze the data, which the result of this research showed that the total score of students' self-regulated is 1667, with the mean score is 66.68. Moreover, the dominant aspect of students' self-regulated is 406, with the mean score is 3.25 As a conclusion, it can be identified the category of students' self- regulated at Vocational High School Telkom Pekanbaru was low level. Furthermore, the dominant aspects of students' self-regulated were metacognition of a situation and provides motivation in the learning process.

Key word: The Portrait, Self-regulated

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ملخص

أفريليتا، (٢٠٢٠): تصوير تعلم التلاميذ في تعلم اللغة الإنجليزية في مدرسة تيلكوم الثانوية المهنية بكنبارو.

التنظيم الذاتي لدى التلاميذ – إحدى المهارات التي يمتلكها الأفراد في سيطرة السلوك وتلاعبه بناءً على أفكارهم. لذلك، يمكن الأفراد أن يتفاعلوا بشكل إيجابي على تعلمهم الأكاديمي. في الفصل، يجب على المدرس تحفيز التنظيم الذاتي لدى التلاميذ وإن الغرض من التنظيم الذاتي هو زيادة معرفتهم أثناء التعلم. يتكون التنظيم الذاتي لدى التلاميذ من ٣ نماذج، وهي : المعرفة الفوقية، والسلوك. الغرض من هذا البحث هو دراسة التنظيم الذاتي لدى التلاميذ في تعلم اللغة الإنجليزية لدى تلاميذ الفصل الحادي عشر في مدرسة تيلكوم الثانوية المهنية بكنبارو. هذا البحث وصفي كمّي. فيه ١٠٠ تلميذ كعينة تم اختيارهم باستخدام تقنية أخذ العينة البسيطة العشوائية. في جمع البيانات، قامت الباحثة بتوزيع الاستبيانات على المستجيبين لتحديد التنظيم الذاتي، التي تتكون من ٢١ عنصرًا تم بناؤها بناءً على مستوى التنظيم الذاتي. تستخدم الباحثة إحصاءات وصفية لتحليل البيانات، وتشير نتائج هذا البحث إلى أن مجموع درجات التنظيم الذاتي لدى التلاميذ هو ١،٦٦٧ ، بمتوسط ٦٦،٦٨. بالإضافة إلى ذلك، فإن معظم الجوانب في التنظيم الذاتي لدى التلاميذ هو ٤٠٦، بمتوسط ٣،٢٥. والاستنتاج، يمكن تعرف فئة التنظيم الذاتي لدى التلاميذ في مدرسة تيلكوم الثانوية المهنية بكنبارو في المستوى [illegible] بالإضافة إلى ذلك، معظم الجوانب في التنظيم الذاتي لدى التلاميذ هو المعر[illegible] افي في عملية التعلم.

الكلمات الأساسية :*التصوير، التنظيم الذاتي*

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CHAPTER I

INTRODUCTION

A. Background of the Problem

The nature of foreign language learning in foreign language context is perceived complex and difficult for some students. One of the factors which leads to the difficulty in learning is the characteristic of the students that are passive learners in their own learning (Mbato, 2013). Some Indonesian students typically sit and listen to instructions and memorize what is taught, learn through activities that are designed by their teachers and depend on teachers' instructions to carry out those activities.

Self-Regulated learning is very important ability for students in learning process. Students who have self-regulated learning will be able to plan goals, plan strategies, manage behaviors, and evaluate self-improvement. According to Wang, J. Q. et al (2010), self-regulated learning is belonging to the psychology of learning contents. Understanding self-regulated learning is essential in today's academic and social world.

Self-regulated learning consists of the words" self-regulated" and "learning". Self-regulated means managed, while learning is learning. So, it can be concluded that self-regulated learning as a whole means learning to self-regulate or self-management or self-regulation in learning (Diah, 2008:13).

In addition, self-regulated learning is also defined as the supervision of behavior in the learning process as result of the internal process of goals,

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planning, and self-appreciation for the achievements that have been achieved (Friedman, 2006: 284). Furthermore, self-regulated learning is an ability to determine one's own learning objectives, able to foster a sense of self-ability to achieve targets to be achieved, environmental arrangement to support target achievement. Conduct self-evaluation and monitoring learning activities.

Self-regulated learning has been defined as self-generated thoughts, feelings, and actions that are planned and cyclically adapted to the attainment of personal goals (Schunk & Zimmerman, 1994). This definition involves goals and motivational feelings or beliefs about attaining those goals as well as self-initiated learning process. The purpose of self-regulatory accounts of human functioning is to explain how one adapts to changing conditions as a result of personal feedback.

Based on the explanation above, self-regulated learning is needed in all stages of education. It is needed because self-regulated learning will affects students' skill to achieve the goal of learning. In this research the researcher focus on students' self-regulated learning in eleventh grade of students' at Vocational High School Telkom Pekanbaru. For this situation, the researcher will followed from syllabus.

Self-regulated learning is one of aspects in K13 curriculum through the scientific approach that the students should know and analyze the factual, the conceptual, the procedural and the metacognitive knowledge. The 2013

curriculum, which is still partially used in some schools, emphasizes self-regulated learning as an approach to make learning more efficient.

The teaching of self-regulated learning in school is aimed to prepare the students to face industry revolution 4.0 era and make the learning more efficient. Thus, self-regulated learning is shifted to the national curriculum due to its importance and its advantages to take learning more comprehensive (BSNP,2013).

After a preliminary study at Vocational High School Telkom Pekanbaru by interviewing the English teacher, the researcher found that many of eleventh grade students of Vocational High School Telkom Pekanbaru have difficulty in learning English. The students are still struggle to achieve all of English language skills. In fact, there are students who do not ask the teacher about the material in learning English. Some of the students do not have curiosity and confidence to make conclusion or declaration when they were learning English. The students still not active enough during the learning process. It seems that they have lack of self-regulated learning.

Based on the phenomena above the researcher is interested in carrying out a research on the problem above entitled **The Portrait of Students' Self-Regulated Learning in Learning English at Vocational High School Telkom Pekanbaru.**

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B. Problem

1. Identification of the Problem

Based on the background of the problems, it can be identification of problem in this research as follows:

a. Some students do not interested to ask to the teacher when she/he explains the lesson in the class.
b. Some students still do less curious to learn English.
c. Some students do not have enough self-confident to make conclusion at the end of the learning.
d. Some students still do not enthusiastic enough during the learning process.

2. Limitation of the Problem

Based on the identification of the problem, there are some problems which are important to be researched. Yet, the researcher needs to limit the problem in order to focus on the specific problem. So, the researcher focus on describing the portrait of students' self-regulated learning in learning English, and the subject is the eleventh grade students at Vocational High School Telkom Pekanbaru. It is also important to take learning more comprehensive.

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3. Formulation of the Problem

Based on the problems above, the researcher formulates the problems in this research as follows:

a. How is the students' the self-regulated in learning English at the eleventh grade students at Vocational High School Telkom Pekanbaru?

b. What are the dominant aspects of the students' self-regulated in learning English at Vocational High School Telkom Pekanbaru?

C. Objective and Significant of the Research

1. Objective of the Research

a. To describe how is the portrait of students' self-regulated in learning English at the eleventh grade of Vocational High School Telkom Pekanbaru.

b. To explain the dominant aspects of the students' self-regulated in learning English at the Eleventh grade of Vocational High School Telkom Pekanbaru.

2. Significance of the Research

a. Hopefully, this research is beneficial for the researcher as a novice researcher in learning how to conduct a research.

b. This research finding is expected to be useful, and valuable for students and teacher of Vocational High School Telkom Pekanbaru.

c. This research finding is expected to be the practical and theoretical information to the development of the theories in language teaching in general.

d. Finally, to fulfil one of the requirements for the researcher to complete his undergraduate degree program at English Education Department of

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D. Reasons for Choosing the Title

There are some reasons why the researcher is interested in carrying out this research. This research is conducted based on the following reasons.

1. The title is relevant to the researcher's status as a candidate of English teacher.
2. The title of this research is not investigated yet by previous researcher.
3. The location of the research facilitates the researcher in conducting this research.

E. Definition of the Term

To avoid misunderstanding and misinterpreting on the term in this research, the term are necessary defined as follows:

1. Portrait

Portrait is the picture or representation of person and especially of face, drawn from the life. In addition, in portraits consist more in the general than in the exact similitude of every feature (Webster, 1828, p 3277). So in this research the portraits means a picture of students' self-regulated in learning English at Vocational High School Pekanbaru.

2. Self-Regulated

According to Zimmerman (2012), self-regulated learning is a self-initiated action that involves goal setting and regulating one's efforts

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to reach the goal, self-monitoring (metacognition), time management, and physical and social environment regulation.

3. Learning English

According to Ambrose (2010) learning is a *process* that leads to *change*, which occurs as a result of *experience* and increases the potential of improved performance and future learning. And the simple definition of learning is the process of gaining the knowledge and expertise.

In this research, learning English is the process of students to increase the students' knowledge in learning English process. It can be describe how is the students' know and understand when they were in learning English process.

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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. The Nature of Self-Regulated Learning

Self-regulated learning (SRL) is one of the supportive ways to help students in learning process. Self-regulated learning will also improve them in motivation and emotion. Even, strengthening the way of thinking positively to their own self. According to Pintrich (2000), self-regulated learning (SRL) is a proactive way of learning where by learners need to set their goals, then control or monitor which reflect to their cognition, behavior, and motivation. It is how learner can explore their own-self deeply and take handle of themselves entirely. The point is about the constructive process that learners have to compile their plan and strategies to face all problems that perhaps come from their own-self as an internal factor and external environment.

Pintrich (2000) identified four common assumptions about self-regulated learning. First, self-regulated learners do more than passively consume information that has been presented to them by others. In the process of learning, they actively create strategies, goals, and meaning. Second, self-regulated learners can to some extent, given the constraints imposed by individual differences, contexts, and biology, monitor and influence their actions. Third, self-regulated learners use goals or standards to assess the adequacy of their learning and make changes if

necessary. Fourth, these learners use self-regulating processes to mediate the influence of external contexts and personal characteristics so as to enhance academic achievement and performance.

Another viewpoint of self-regulated learning (SRL) purposed to manage self-control especially in both time and space. It means how learners can take be handle multiple task of the goals into an appropriate action, how the time is used correctly and effectively with all the conditions that maybe could change their minds to give up on their visions. A strong sense of regulating of yourself is the basic root to keep moving forward by increasing qualities of behavior and critical thinking will complement greater ideas for people in self-regulated learning (Vohs, 2016).

Based on Zimmerman (2000), self-regulated learning is not only about controlling mental abilities, but it is broader than that. Furthermore, Boekaerts, Pintrich, and Zeidner (2000) pointed the meaning of definition of self-regulated learning was focus on the action of the belief and motivations. The reason why learners need to regulate themselves was a clear basic to have a good performance. Action that was decided to attain the goals could be variety of ideas depends on the cognitive strategies and the experience. Contextually, aspiring to succeed self-regulated learning involve pupils self-efficacy which means the ability to organize the structured idea of action into some specific act Learning results from what the student does and thinks and only what the student does and

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thinks. The teacher can advance learning only by influencing what the student does to learn. Ambrose (2010) stated that learning is "a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning" (adapted from Mayer, 2002 by Ambrose et al., 2010, p. 3). There are some important subtleties to unpack: Learning is a process, not a product. However, because this process takes place in the mind, we can only infer that it has occurred from students' products or performances.

Learning involves change in knowledge, beliefs, behaviors, or attitudes. This change unfolds over time; it is not fleeting but rather has a lasting impact on how students think and act. Learning is not something done to students, but rather something students themselves do. It is the direct result of how students interpret and respond to their experiences-conscious and unconscious, past and present.

Learners must actively construct knowledge. Researchers agree that this means actively processing new information and rehearsing it in order to transfer it from working memory into long-term memory. Long-term memory is the "central, dominant structure of human cognition" (Clark, 2012, p. 9). The process of transferring knowledge from working memory (where conscious processing occurs)to long-term memory (where it can become automated and where we can draw upon it at will) is the essential process by which learning takes place, and it is key to helping novices gain expertise (Clark, 2012, p. 9).

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2. The Strategies of Self-Regulated Learning

There are many of the self-regulated learning strategies useful across various content domains. Specifically, self-regulated learning consists of three components: cognition, metacognition, and motivation (Wolters, 2003). The cognition component includes the skills and habits that are necessary to encode, memorize, and recall information as well as think critically.

Within the meta-cognition component are skills that enable learners to understand and monitor their cognitive processes. The motivation component surfaces the beliefs and attitudes that affect the use and development of both the cognitive and metacognitive skills.

a. Cognitive strategies include learning strategies that can be specific to a domain or content. Problem solving strategies and critical thinking skills are also important. Critical thinking involves a variety of skills such as identifying a particular source of information and reflecting on whether or not that information is consistent with one's prior knowledge. Activities to help adults articulate and practice critical thinking include comprehension activities such as student-generated questions be-fore or during reading to focus the learner's attention, constructing graphs and tables of real-world issues, and engaging in classroom debate to articulate arguments for writing a persuasive essay.
b. The metacognitive component is comprised of declarative knowledge (knowledge about oneself as a learner – the factors that influence

performance), procedural knowledge (knowledge about strategies and other procedures), and conditional knowledge (knowledge of why and when to use a particular strategy). Adults often struggle to articulate their knowledge or to transfer domain-specific knowledge to a new setting. The goal of self-regulated learning is for these strategies to first become visible and eventually automated for the adult learner. One way to make the three types of knowledge visible in the classroom is to have learners do a demonstration. When demonstrating (such as cooking a particular dish), it is easier to find the specific words needed to articulate what one is doing and how one knows to do it. Questions will draw out more language. Debriefing after the demonstration can make visible the difference between declarative, procedural, and conditional knowledge so that one can make explicit points about how to transfer that knowledge to an academic task.

c. The motivation component includes both self-efficacy (degree to which one is confident that one can perform a task or accomplish a goal) and epistemological beliefs (beliefs about the origin and nature of knowledge). Working with adults who have failed in school or with specific academic tasks necessitates deliberate discussion of their sense of self-efficacy. Many adult learners have shared with teachers and researchers how difficult it can be to overcome ingrained, virulent, negative self-talk. Making self-regulated strategy development (SRSD), including goal setting, monitoring and displaying of progress, an

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everyday feature of instruction can assist these learners to replace negative self-talk with positive self-instruction and a sense of self as an effective learner. Building new habits reinforces adults' persistence and motivation.

3. Aspects of Self-Regulated Learning

According to Zimmerman (1989), Self-regulated learning consists of 3 aspects in academic activities, namely metacognition, motivation, and behavior. Indicators of those aspects are taken from Brown et al. (1999) scale.

a. Metacognition

Metacognition includes a variety of cognitive activities that require individuals to change or adapt their cognition. the strategies included in this aspect are:

1) Rehearseal strategy is a strategy or effort to memorize the material by repeating the material again so that it is easier to understand.
2) Elaboration strategy is a strategy for summarizing and using one's own words in understanding a material.
3) Organization strategy is a strategy to reorganize a subject matter so that it is easy to understand.
4) Metacognitive self-regulation is a variety of efforts to regulate cognition such as planning, monitoring, the use of learning regulation strategies, evaluation, and revision of learning activities.

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b. Motivation

Motivation involves individual activities that are full of goals and encourages individuals to intentionally start, organize, maintain their willingness, prepare their next task or complete an activity in accordance with their objectives. Motivational regulation strategy includes:

1) Mastery self-talk is an activity or act of saying motivational words to yourself to improve self-performance in the learning process.
2) Relevance Enhancement is an individual effort to connect the material with all matters related to oneself.
3) Situational interest enhancement is an individual to change the learning situation to become something fun.
4) Performance / relative ability of self-talk is the activity of talking to oneself to increase their motivation to learn by comparing what they have done themselves with what other students have done.
5) Performance / extrinsic self-talk is the activity of talking to yourself in order to get positive feedback to improve learning performance.
6) Self-consequating is an individual thinking about the rewards or penalties he will get for the success or failure achieved.
7) Environmental structuring is the activity of selecting or managing the physical environment to make it easier to learn.

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c. Behavior

Behavioral regulation involves the efforts of individuals to regulate, control behavior, select and regulate the environment, and utilize environmental conditions. Strategy in behavior regulation includes:

1) Effort regulation is an individual effort to maintain the spirit of learning.
2) Regulating time and study environment is an attempt to manage the time and learning environment.
3) Instrumental (autonomous) help-seeking goal is the activity of asking for help from others as a way to understand the material so that students are able to complete assignments on their own.

4. Self-Regulated in Learning English a. The Definition of Learning

Learning results from what the student does and thinks and only what the student does and thinks. The teacher can advance learning only by influencing what the student does to learn. Ambrose (2010) said that learning is a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning (adapted from Mayer, 2002 by Ambrose et al., 2010, p. 3). There are some important subtleties to unpack: Learning is a process, not a product. However, because this process takes place in the mind, we can only infer that it has occurred from students' products or performances.

Learning involves change in knowledge, beliefs, behaviors, or attitudes. This change unfolds over time; it is not fleeting but rather has a

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lasting impact on how students think and act. Learning is not something done to students, but rather something students themselves do. It is the direct result of how students interpret and respond to their experiences conscious and unconscious, past and present.

Learners must actively construct knowledge. Researchers agree that this means actively processing new information and rehearsing it in order to transfer it from working memory into long-term memory. Long-term memory is the "central, dominant structure of human cognition" (Clark, 2012, p. 9). The process of transferring knowledge from working memory (where conscious processing occurs) to long-term memory (where it can become automated and where we can draw upon it at will) is the essential process by which learning takes place, and it is key to helping novices gain expertise (Clark, 2012, p. 9).

b. English as a Language

Carrol (1990) defines English is a language of essential tool for communication and whereas grammatical pattern play a crucial role in communication, the prime need almost learners is not for theoretical or analytical knowledge of the target language, but for an ability to understand and be understood in that language within the context and constraints of peculiar language using circumstance.

So far English is commonly learnt by people from around the world than it can be considered as both vehicular and vernacular gain language. Vehicular language is a language goes beyond the boundaries of

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it. Original community and use as a second language for communication between communities. The opposite meaning of "vehicular language" is "vernacular language" means a language used as a native language in a single community.

As English called as vehicular and vernacular language, it is understand why English become a dominant international language in present communication, science, business, aviation, entertainment, radio, and diplomacy. Therefore it can be a reason why today's English is being taught to over one billion people throughout the world as their second language to communicate each other.

Based on the definition of learning and English above, when learning English, the students usually pay attention to what they learn. So they are easy to absorb most of the teacher gives them or gains the knowledge from the books. They also have needs toward the lesson and usually have a clear target to gain what he wants to reach. Of course, they will be intended for doing something to make maximally effort to learn.

B. Relevant Research

According to Syafi'i (2011), relevant research is required to observe some previous researchers conducted by other researchers in which are relevant to our research itself. There is a relevant research which has relevancy to this research.

Based on the research was conducted by Nurfiani (2015), in State University Yogyakarta. This study survey the ability of self-regulated

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learning (SLR) at the tenth grade at SMK 1 Kalasan Yogyakarta. This research found acquisition of self- regulated learning abilities in the medium category of 28 students (45%). The result of the analysis in each aspect: Aspect of students planning are in medium category with 32 students (52%) including, students determining the learning strategies to be used, students having a compulsory to complete the task, and students managing themselves for preparation for study. Aspect of students‟ implementation in the medium category with 28 students (45%) including, students applies cognitive and metacognitive strategies, monitoring and controlling emotion and motivation to learn, and conducting activities. The aspects of students‟ evaluation moderate category with 28 students (45%) including, choosing a strategy to overcome failure, able to evaluate learning outcomes, reviewing the results of the themselves.

The relationship between self-regulated and resilience in adolescents in divorced families, there had been a study by Zimmerman. The hypothesis proposed in this study is that there is a positive relationship between self-regulated and resilience. Research subjects of 100 teenagers who have divorced parents. The scale used to measure the level of self-regulated is the scale of Self-Regulated Questionnaire (SRQ) created by Brown et al. (1999).

Different study has also been conducted at university level, Arumsari (2016) in Sanata Dharma University Yogyakarta. She said most of (84%) the students Guidance and Counseling Sanata Dharma University

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class of 2012 have good self-regulated learning. These students are categories high and very high self-regulated learning. Its mean that students have the ability of self-regulated in their learning by including metacognition, motivation, and behavior that very well. 16% of the total students have poor self-regulated in their learning. These students are categories medium. Its mean that students have well enough of self-regulated in their learning by including metacognition, motivation, and behavior.

In other study, Paul R. Pintrich (2008), he conducted a correlational research at University of Michigan entitled "The Relationship between Motivational and Self-Regulated Learning Components of Classroom Academic Performance." He found that there is ecologically valid empirical evidence for the importance of considering both motivational and self-regulated learning components in our models of classroom academic performance. Student involvement in self-regulated learning is closely tied to students' efficacy beliefs about their capability to perform classroom tasks and to their beliefs that these classroom tasks are interesting and worth learning. At the same time, these motivational beliefs are not sufficient for successful academic performance; self-regulated learning components seem to be more directly implicated in successful in classroom.

Based on previous research mentioned above, the researcher found thirteen studies to exploring students' self-regulated learning in learning English. From the several studies, only two of them from Indonesia

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context, and also in their investigations on students' self-regulated learning in learning English remain the gaps due to context and methodology. Based on previous research in Indonesia context it seems no researchers investigated at Vocational High School Telkom Pekanbaru. Meanwhile, in the Indonesian context just one of students' self-regulated learning studies investigated in same level at Senior High School by using correlation research design, which related to students' ability self-regulated learning.

Because of limited study on exploring students' self-regulated learning in Indonesia especially Vocational High School Telkom Pekanbaru still many gaps. Therefore, it is essential to explore on students' self-regulated learning deeper. Besides, the practical problems related to self-regulated learning are also found at Vocational High School Telkom Pekanbaru.

C. Operational Concept

Based on the theories and previous research above, it is carrying to clarify the phenomenon used in this research. Regarding this research, the phenomenon is the students' self-regulated learning in learning English. In this research, the operational concepts is used to analyze students' self-regulated learning in learning English and the operational concept are needed as the foundation to address the method of the research in this research. Therefore, students' self-regulated learning is measured by using several indicator based on Woltres (2003) as follows:

1. The students have metacognition that includes:
   a. Rehearseal strategy. b. Elaboration strategy.
   c. Organization strategy.
   d. Metacognitive self-regulation.
2. The students have motivation that includes:
   a. Mastery self-talk.
   b. Relevance Enhancement.
   c. Situational interest enhancement.
   d. Performance / relative ability of self-talk. e. Performance / extrinsic self-talk.
   e. Self-consequating.
   f. Environmental structuring.
3. The students have behavior that includes:
   a. Effort regulation.
   b. Regulating time and study environment.
   c. General intention to seek needed help.
   d. General intention to avoid needed help.
   e. Instrumental (autonomous) help-seeking goal.
   f. Seeking help from formal sources (teachers).
   g. Seeking help from informal sources (other students)

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CHAPTER III
METHOD OF THE RESEARCH

A. Research Design

Research design is used to analyze and identify the subject of this study. In order to make the research going in the way, a research design is needed. The design of this research is descriptive quantitative method because the data is presented in numerical and descriptive form. According to Gay (2012), quantitative research is the collection and analysis numerical data to describe, explain, predict or control phenomena of interest. In addition, quantitative research could be defined as a research method based on phenomena/symptoms/reality that is used to examine specific populations and samples, using research instruments, to analyze quantitative statistics data and to test the hypotheses (Sugiyono, 2018).

Meanwhile, according to Kothari (2004), descriptive research is aimed to describe of the state of affairs as it exist at present. Generally, this research design is used to describe systematic facts that are found by the researcher and the characteristic of the object that is investigated. According to Sukardi (2019), there are actually two main reasons the researcher used this research design. First, the overall of this research was analyzed by using descriptive design. Second, the descriptive research design is useful to investigate the educational aspect and human behavior.

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Through the design of the research, there will be result of analysis to describe students' self-regulated learning at Vocational High School Telkom Pekanbaru and investigate the dominant aspects contributing to it.

B. The location and Time of the research

This research was accomplished at Vocational High School Telkom Pekanbaru. Furthermore, The researcher was conducted the research from June to July 2020.

C. The Subject and Object of the Research

1. The subject of the research

The subject of this research was the eleventh grade students at Vocational High School Telkom Pekanbaru.

2. The Object of the Research

The object of the research was students' self-regulated learning in learning English at the Eleventh grade students of Vocational High School Telkom Pekanbaru.

D. Population and Sample of the Research

1. Population of the Research

The population of this research was the eleventh grade students at Vocational High School Telkom Pekanbaru in academic year 2020/2021. The eleventh grade students at Vocational High School Telkom Pekanbaru consists of 3 classes. It contained 100 students. The specification of the population can be seen as follows:

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Table III.1
The Population of the Research

No	Classes	Number of Students
1.	XI TKR	35
2.	XI ADP	33
3.	XI AK	32
Total		**100**

2. Sample of the Research

The population for this research is large enough to be taken all as the sample. According to Arikunto (2006, p. 134) If the populations almost than 100, the sample is taken between 10-15% up to 20-25% as the sample. So, the researcher took 25% for all of the population to be the sample by using Simple Random Sampling. The sample of the research is 25 students.

According to Cohen, et al (2007), in Simple Random Sampling, the researcher selects participants for the sample so that any individual has an equal probability of being selected from the population.

Table III.2
The Sample of the Research

No	Classes	Number of Students	Percentage
1.	XI TKR	35	9 %
2.	XI ADP	33	8%
3.	XI AK	32	8%
Total		**100**	**25%**

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E. The Technique of Data Collection

In this research, the researcher used a questionnaire to collect the data of self- regulated learning in English. According to Cohen (2007), questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numeric data, being able to be administered without the presence of the research, and often being comparatively straightforward to analyze.

Moreover, Brown et al. (1999) said that the assessment for measuring self- regulated is based on self-report. One of examples of self-report is questionnaire. Self-assessment instruments such as surveys or questionnaire usually consist of a statement followed by a response continuum such as strongly agree, agree, disagree, and strongly disagree. This subject selects the response that best describes his reaction to the statement.

The researcher used questionnaire to find out students' self-regulated at the eleventh grade students of Vocational High School Telkom Pekanbaru. The questionnaire was adopted from Zimmerman (1989) because it was done in Indonesian case study and it is relevant with this research. The questionnaire describes some questions for the respondents to know how the self–regulated of the eleventh students at state Vocational High School Telkom Pekanbaru.

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Table III.3
Blueprint of Self-Regulated

Indicators	No. item
Metacognition	5, 9, 16, 18, 20
Motivation	1, 2, 3, 4, 6, 7,8, 10, 11, 13
Behavior	12, 14, 15, 17, 19, 21

The researcher considered the indicator have to include in the research because of its important value for measuring the variable of Self-Regulated. In this research, the researcher used the Likert scale as the scale on the questionnaire. The scale that was used in the questionnaire is 4, 3, 2, 1 for a positive answer and 1, 2, 3, 4 for a negative answer. The researcher decided to use 4 scales because will decrease the neutral answer from the respondents.

Table III.4
Instrument Alternative Answer

No.	Instrument answer	Scores	
		Positive	Negative
1	Strongly agree	4	1
2	Agree	3	2
3	Disagree	2	3
4	Strongly Disagree	1	4

Source: Sukardi (2019)

F. Instrument Validity Test

The validity of the instrument could be defined when the instrument could measure what the researcher looking for. The instrument validation in the research purposes to measure the degree of the test. Furthermore, to

determine the instrument that was used either accurately or not, the researcher will analyze it by using the Pearson correlation.

The method of analysis will correlate each value of the question number with the total value of the question number. In addition, the correlation coefficient that was found by r_{count} must still be tested for significance by comparing it to r_{table}. The items will be correct if they have a value of $r_{count} > r_{table}$ or p value < 0,05 (Sugiyono, 2018).

The researcher must decide both the validity and reliability of the questionnaire, the researcher spread the questionnaire online before the questionnaire was used. It was required to make sure the questionnaire could be shared for the sample. And during the school research period it was closed because there was covid-19. So, the researcher spread the questionnaire through online using Google form. In the questionnaire, the researcher was spread the questionnaire four times. It happened because some statements in the questionnaire were not valid yet. Although, at the latest of the questionnaire, the researcher got a significant result of the questionnaire validation.

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Table III.5

The Validity Test on 1st Try Out Questionnaire

Indicators	No. items	*R*	Sig. (2-tailed)	Result of validity
Metacognition	5	0,733**	0,000	Valid
	9	0,609**	0,001	Valid
	14	0,161	0,442	Not Valid
	17	0,473*	0,029	Valid
	19	0,073	0,728	Not Valid
	21	0,848**	0,000	Valid
	23	0,557**	0,004	Valid
	28	0,264	0,203	Not Valid
	29	0,702**	0,000	Valid
Motivation	1	0,254	0,221	Not Valid
	2	0,514**	0,009	Valid
	3	0,494*	0,012	Valid
	4	0,360	0,077	Not Valid
	6	0,715**	0,000	Valid
	7	0,349	0,087	Not Valid
	8	0,457*	0,022	Valid
	10	0,645**	0,001	Valid
	11	0,584**	0,002	Valid
	13	0,283	0,170	Not Valid
	20	0,599**	0,002	Valid
Behavior	12	0,324	0,114	Not Valid
	15	0,509**	0,009	Valid
	16	0,519**	0,008	Valid
	18	0,686**	0,000	Valid
	22	0,230	0,269	Not Valid
	24	0,007	0,974	Not Valid
	25	0,340	0,096	Not Valid
	26	0,067	0,751	Not Valid
	27	0,026	0,900	Not Valid
	30	0,156	0,456	Not Valid

** Correlation is significant at the 0,01 level (2-tailed).
* Correlation is significant at the 0,05 level (2-tailed).

At the first try out, the researcher spread the questionnaire to 25 students. Based on the sample above, the researcher must determine the r_{table} by using the formula degree of freedom (df) = N – 2, where is N refers to the amount of

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sample. It means 25 – 2 = 23. According to the r_{table}, 23 samples with the error significant at 5%, it was at the level 0,3961. It means that the r_{count} must bigger than 0,3961. Based on the table above, there were 14 items not valid yet (1, 4, 7, 12, 13, 14, 19, 22, 24, 25, 26, 27, 28, 30).

Table III.6

The Validity Test on 2nd Try Out Questionnaire

Indicators	No. items	*R*	Sig. (2-tailed)	Result of validity
Metacognition	5	0,526**	0,008	Valid
	9	0,590**	0,002	Valid
	14	0,280	0,185	Not Valid
	17	0,455*	0,025	Valid
	19	0,109	0,611	Not Valid
	21	0,707**	0,000	Valid
	23	0,379	0,068	Not Valid
	28	0,248	0,242	Not Valid
	29	0,623**	0,001	Valid
Motivation	1	0,471*	0,020	Valid
	2	0,478*	0,018	Valid
	3	0,507*	0,011	Valid
	4	0,453*	0,026	Valid
	6	0,459*	0,024	Valid
	7	0,294	0,163	Not Valid
	8	0,409*	0,047	Valid
	10	0,681**	0,000	Valid
	11	0,602**	0,002	Valid
	13	0,391	0,059	Not Valid
	20	0,707**	0,000	Valid
Behavior	12	0,386	0,062	Not Valid
	15	0,472**	0,020	Valid
	16	0,385	0,063	Not Valid
	18	0,485*	0,016	Valid
	22	0,127	0,555	Not Valid
	24	0,256	0,227	Not Valid
	25	0,092	0,670	Not Valid
	26	0,508*	0,011	Valid
	27	0,058	0,787	Not Valid
	30	0,325	0,121	Not Valid

** Correlation is significant at the 0,01 level (2-tailed).
* Correlation is significant at the 0,05 level (2-tailed).

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Furthermore, at the second try out, the researcher found that 13 items still not valid yet (17, 12, 13, 14, 16, 19, 22, 23, 24, 25, 27, 28, 30). There were 24 students who filled the questionnaire. Based on the respondents, the degree of freedom (df) is 22, mentioning to r_{table} at level 22 was 0,4044. It means that the items whom not valid yet was not higher than 0,4044. In addition, at this questionnaire, the researcher omitted 3 items from the first questionnaire.

Table III.7
The Validity Test on 3rd Try Out Questionnaire

Indicators	No. items	*r*	Sig. (2-tailed)	Result of validity
Metacognition	5	0,420	0,051	Not Valid
	9	0,735**	0,000	Valid
	14	0,492*	0,020	Valid
	17	0,750**	0,000	Valid
	19	0,051	0,823	Not Valid
	21	0,363	0,097	Not Valid
	23	0,399	0,066	Not Valid
	28	0,543**	0,009	Valid
	29	0,756**	0,000	Valid
Motivation	1	0,568**	0,006	Valid
	2	0,533**	0,011	Valid
	3	0,647**	0,001	Valid
	4	0,533*	0,011	Valid
	6	0,145	0,518	Not Valid
	7	0,596**	0,003	Valid
	8	0,587**	0,004	Valid
	10	0,821**	0,000	Valid
	11	0,753**	0,000	Valid
	13	0,603**	0,003	Valid
	20	0,374	0,086	Not Valid
Behavior	12	0,579**	0,005	Valid
	15	0,681**	0,000	Valid
	16	0,659**	0,001	Valid
	18	0,229	0,304	Not Valid
	22	0,306	0,166	Not Valid
	24	0,668**	0,001	Valid
	25	0,000	1,000	Not Valid
	26	0,683**	0,000	Valid
	27	0,259	0,245	Not Valid
	30	0,556**	0,007	Valid

** Correlation is significant at the 0,01 level (2-tailed).
* Correlation is significant at the 0,05 level (2-tailed).

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In the third try-out questionnaire, the researcher found that some basic items still not valid yet. There were 10 items such as item number 5, 6, 19, 20, 21, 23, 18, 22, 25, 27. This try-out questionnaire spread to 22 students. It means that the degree of freedom (df) at level 20. Based on r_{table}, level 20 refers to 0,4227.

Table III.8

The Validity Test on 4th Try Out Questionnaire

Indicators	No. items	*r*	Sig. (2-tailed)	Result of validity
Metacognition	5	0,404*	0,045	Valid
	9	0,734**	0,000	Valid
	17	0,610**	0,001	Valid
	21	0,542**	0,005	Valid
	29	0,647**	0,000	Valid
Motivation	1	0,692**	0,000	Valid
	2	0,702**	0,000	Valid
	3	0,754**	0,000	Valid
	4	0,422*	0,036	Valid
	6	0,404*	0,045	Valid
	7	0,503*	0,010	Valid
	8	0,611**	0,001	Valid
	10	0,856**	0,000	Valid
	11	0,778**	0,000	Valid
	13	0,492**	0,012	Valid
Behavior	12	0,497*	0,011	Valid
	15	0,577*	0,003	Valid
	16	0,628**	0,001	Valid
	18	0,437*	0,029	Valid
	26	0,490*	0,013	Valid
	30	0,463*	0,020	Valid

**. Correlation is significant at the 0,01 level (2-tailed).
*. Correlation is significant at the 0,05 level (2-tailed).

Moreover, on the latest try-out questionnaire, the researcher found that all the items were valid. This questionnaire was spread to 25 students. Thus, the degree of freedom at 23 was 0,3961. It means that all items passed the df's level at 0,3961. In addition, the researcher concluded that the

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questionnaire was valid on the fourth try-out. It indicated that the questionnaire could be used to measure the sample of the research.

G. Instrument Reliability Test

Reliability refers to the consistency of the instrument. The instrument could be called as reliable when the result of the data is consistent. The use of the reliability test by the researcher was to determine the accuracy of the objects and the results, whether the instrument used several times to measure the same thing, would produce the same data. In this research, the reliability test for each variable was calculated by looking at the level of the Cronbach's alpha.

There were two explanations of why Cronbach's alpha test was used by the researcher. First, because this method was the most widely used questionnaire reliability test technique. Second, by conducting the Cronbach's alpha test, inconsistent indicators will be identified. Cronbach's alpha was a test of reliability that has values ranging from 0 to 1. In addition, the minimum limit for Cronbach's alpha was 0,70, although it may be reduced to 0,60 in exploratory research.

Table III.9
Cronbach's Alpha Reliability Level

Cronbach's Alpha	Internal consistency
0,0 - 0,20	Unacceptable
> 0,20 - 0,40	Poor
> 0,40 - 0,60	Good
> 0,60 - 0,80	Very Good
> 0,80 - 1,00	Excellent

Source: Arikunto (2006)

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Based on the table above, the researcher knew that the level of consistency of the instrument. Because there were many try-out questionnaires was held by the researcher, the researcher decided to choose the latest try out questionnaire to be tested the reliability of its instrument.

Based on the result of the SPSS 21.0, the researcher found that the level of Cronbach's Alpha at the latest try out questionnaire was 0,822. It means that the reliability of the instrument was categorized as excellent and passed the minimum limit of Cronbach's Alpha at level 0,70.

H. Data Collection Procedures and Data Analysis Technique

1. Preparation and Implementation

The stages in data processing, namely:

a. Develop a questionnaire or scale of self-regulated learning for students.
b. Determine the respondents, namely eleventh grade students.
c. Instrument testing by experts (expert judgment), which is carried out by the thesis supervisor at the time of guidance.
d. Retrieval of data through questionnaires to students via Google form.
e. Perform data analysis that has been collected.

2. Data Analysis Technique

In the research, the researcher used descriptive statistics type. It is Descriptive statistics were used to analyze the data by describing and defining the data were found. This technique is used to analyze the sample and the findings will be used for the total population. On the other hand,

the result will be used to make a general statement and to describe the whole population (Sugiyono, 2018). Furthermore, this research is used the error level opportunity of the data at 5%. It means from 100% correct data, they were 95% of the opportunity of the data will be correct.

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CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion generated based on the findings from data analysis of questionnaire in describing students' self-regulated in learning English at Vocational High School Telkom Pekanbaru. This chapter also provides the limitation or weaknesses of the study. Finally, this chapter ends with several recommendations.

A. Conclusion

The self-regulated that was analyzed by the researcher on students of grade eleventh at Vocational High School Telkom Pekanbaru as follows: Metacognition, motivation and behavior. Based on the result of the research, the researcher found that the students of grade eleventh at Vocational high School Telkom Pekanbaru generally obtained the self-regulated was categorized very low by the percentage at 52% and categorized very high at 24%.

Furthermore, to know the level of each indicator that was assessed, the researcher concluded as follows:

1. Based on the indicator of metacognition, the researcher found that the students of grade eleventh at Vocational High School Telkom Pekanbaru obtained a low category by percentage at 44%.
2. The second indicator, based on the result of the indicator of motivation the researcher found that 25 students of grade eleventh at Vocational

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High School Telkom Pekanbaru obtained a very low category by percentage at 48%.

3. On the last indicator, the researcher found that 48% of students of grade eleventh at Vocational High School Telkom Pekanbaru obtained a very low category in the indicator of behavior.

Based on the data above, the researcher concluded that the students of grade eleventh at Vocational high School Telkom Pekanbaru generally obtained the self-regulated was categorized very low.

B. Suggestion

Based on the findings, the writer would like to propose several suggestions, as follows:

1. The teachers of English at Vocational High School Telkom Pekanbaru, the teachers are expected to further improve students' patterns that and apply the discipline system. This is intended as a way to deal with students who have low learning discipline. So, that it can improve students' self-regulated in learning English.
2. Furthermore, for students it is suggested to practice discipline. Because, it will help in developing self-regulated learning and achieving desired goals.

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The Result of the Questionnaire Response of the Research

NO	NAME	Class	No. Item																													
			x1	x2	x3	x4	x5	x6	x7	x8	x9	x10	x11	x12	x13	x14	x15	x16	x17	x18	x19	x20	x21	x22	x23	x24	x25	x26	x27	x28	x29	x30	Score
1	Lesi Lavisa	XI AK	3	3	2	4	3	3	2	3	2	3	3	3	4	1	3	3	4	3	4	3	3	3	3	3	2	2	3	2	3	2	85
2	Amanda Novika	XI ADP	3	3	3	3	4	3	2	3	3	4	4	3	4	2	4	4	4	4	3	4	4	4	4	2	3	1	4	4	4	3	100
3	Sentrin Hidayat	XI TKR	4	3	3	4	4	4	1	4	4	3	4	3	3	1	4	2	3	3	3	4	4	2	3	4	4	2	1	4	4	4	96
4	Mahebyanto Habibi	XI TKR	3	3	3	3	4	3	2	3	3	4	4	3	4	2	4	4	4	4	3	4	4	4	4	2	3	1	4	4	4	3	100
5	Fatimah Rahmahani	XI TKR	3	3	2	4	3	3	2	3	2	3	3	3	4	1	3	3	4	3	4	3	3	3	3	3	2	2	3	2	3	2	85
6	Tengku Muhammad Agsha	XI TKR	3	3	2	4	3	3	2	3	2	3	3	3	4	1	3	2	4	3	3	4	3	4	3	4	1	1	4	3	3	2	86
7	Mega Oliva Natalia	XI ADP	4	4	4	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	88
8	Thasya Nushilah Ryan	XI ADP	4	4	3	4	3	4	2	1	3	4	3	4	4	2	2	3	4	3	2	3	3	3	3	3	2	2	3	3	3	3	90
9	Arsta Pelah	XI TKR	4	4	4	4	4	4	2	4	4	4	3	3	3	2	4	4	4	4	3	4	4	3	3	3	3	3	3	2	3	2	101
10	Heny Agustia	XI ADP	4	4	4	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	88
11	Arma Octavia	XI ADP	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	85
12	Rizka Ika Kumia	XI ADP	3	3	2	4	3	3	2	3	2	3	3	3	4	1	3	2	4	3	3	4	3	4	3	4	1	1	4	3	3	2	86
13	Mutia Asia	XI AK	4	4	4	4	4	4	2	4	4	4	3	3	3	2	4	4	4	4	3	4	4	3	3	3	3	3	3	2	3	2	101
14	Nurdika	XI TKR	4	4	3	4	3	3	3	3	2	3	3	3	3	2	3	4	3	4	3	3	3	1	2	4	4	3	3	1	3	1	88
15	Nadia Sindira	XI AK	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	85
16	Meysitoh Sari	XI AK	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	2	3	2	89
17	Wani Nurlia	XI ADP	4	4	3	4	3	4	2	3	3	3	3	3	4	2	3	4	4	4	3	3	4	3	3	3	4	3	3	2	3	2	96
18	Nanda Riesky Pratama	XI TKR	4	4	3	4	3	3	3	3	2	3	3	3	3	3	2	4	3	4	3	3	3	1	2	4	4	3	3	1	3	1	88
19	Mega Pratiwi	XI AK	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	85
20	Shela Syahfidah	XI ADP	3	3	3	3	3	3	3	3	2	3	4	4	3	2	4	4	2	3	2	2	3	3	3	3	4	3	3	3	3	2	89
21	Rizky Aditya	XI TKR	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	85
22	Khasanah Olya	XI AK	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	2	3	2	89

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23	Rani Gusmita	XI AK	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	85
24	Ansari Harefa	XI TKR	4	4	3	4	3	4	2	3	3	3	3	3	4	2	3	4	4	4	3	3	4	3	3	3	4	3	3	2	3	2	96
25	Ana Mardiyah	XI AK	4	4	4	3	4	4	2	4	4	4	4	3	4	2	4	4	4	4	3	4	1	2	3	4	4	3	2	3	3	2	100

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The Result of Questionnaire Response on the 1st Try Out

No.	Name	No. Item																													Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
1	Amsani Harefa	4	4	3	4	3	3	1	4	4	3	4	3	4	1	3	4	4	3	3	3	3	3	3	3	2	2	3	3	3	2	92
2	Shela Syahidah	3	3	3	3	4	3	2	3	3	4	4	3	4	2	4	4	4	4	3	4	4	4	4	2	3	1	4	4	4	3	100
3	Amanda Novika	4	3	3	4	4	4	1	4	4	3	4	3	3	1	4	2	3	3	3	4	4	2	3	4	4	2	1	4	4	4	96
4	Lesi Levisa	4	3	3	4	3	3	2	1	2	3	2	3	4	1	3	3	4	3	4	3	3	3	3	3	2	2	3	2	3	2	84
5	Septrian Hidayat	3	3	2	4	3	3	2	3	2	3	3	3	4	1	3	3	4	3	4	3	3	3	3	3	2	2	3	2	3	2	85
6	M.Febriyanto Habibi	3	3	2	4	3	3	2	3	2	3	3	3	4	1	3	2	4	3	3	4	3	4	3	4	1	1	4	3	3	2	86
7	Tengku Muhammad Aqshal	4	4	4	3	3	3	3	3	3	4	4	3	4	1	2	3	3	4	3	4	4	3	3	3	1	2	3	2	3	1	90
8	Fabima Ramadhani	4	4	3	4	4	3	2	1	3	4	3	4	4	2	2	3	4	3	2	3	3	3	3	3	2	2	3	3	3	3	90
9	Thasya Nurshifah	4	4	4	4	3	4	2	4	4	4	3	3	3	2	4	4	4	4	3	4	4	3	3	3	3	3	3	2	3	2	101
10	Mega Olivia Natalia	4	4	4	3	3	4	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	88
11	Heny Agustia	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	85
12	Arma Octavia	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	85
13	Rizka Ika Kurnia	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	85
14	Mutia Asiah	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	85
15	Nurdika	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	85
16	Nadia Indira	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	2	3	2	89
17	Meysitoh Sari	4	4	3	4	3	3	2	3	3	3	3	3	4	2	3	4	4	4	3	3	4	3	3	3	4	3	3	2	3	2	96
18	Nanda Riezky Pratama	4	4	3	4	3	3	3	3	2	3	3	3	3	3	2	4	3	4	3	3	3	1	2	4	4	3	3	1	3	1	88
19	Mega Pratiwi	3	3	3	4	3	3	2	3	3	3	3	3	4	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	87
20	Rizky Aditya	3	3	3	3	3	3	3	3	2	3	4	4	3	2	4	4	2	3	2	2	3	3	3	3	4	3	3	3	3	2	89
21	Khasanah Ulya	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	85
22	Rani Gusnita	3	3	3	3	3	3	2	4	3	4	3	3	3	2	4	3	4	4	3	3	3	3	3	2	3	3	3	2	3	2	90
23	Aina Mardiyah	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	85
24	Ryan Aristafalah	4	3	3	3	4	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	87
25	Weni Nurlita	3	4	4	4	4	4	1	4	4	4	4	4	4	1	4	4	4	4	4	4	4	4	4	1	4	1	1	4	4	4	104

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UIN SUSKA RIAU

The Result of Questionnaire Response on the 2nd Try Out

No.	Name	No. Item																													Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
1	Arma Octavia	4	4	4	4	3	3	1	4	4	4	4	4	4	1	4	4	4	3	3	3	3	3	3	3	3	1	1	4	4	4	98
2	Amanda Novika	3	3	3	3	4	3	2	3	3	4	4	4	4	2	4	4	4	4	3	4	4	4	4	2	3	1	4	4	4	3	101
3	Septrian Hidayat	4	3	3	4	4	4	1	4	4	3	4	3	3	1	4	2	3	3	3	4	4	2	3	4	4	2	1	4	4	4	96
4	M.Febryanto Habibi	4	4	4	4	3	3	1	4	4	3	3	4	4	1	3	3	4	3	3	3	3	4	3	2	2	2	3	2	3	2	91
5	Fabima Ramadhani	3	3	2	4	3	3	2	3	2	3	3	3	4	1	3	3	4	3	4	3	3	3	3	2	2	2	3	2	3	3	85
6	Tengku Muhammad Aqshal	3	3	2	4	3	3	2	3	2	3	3	3	4	1	3	2	4	3	3	4	3	4	3	4	1	1	4	3	3	4	88
7	Mega Olivia Natalia	4	4	4	4	3	3	2	3	3	4	4	4	4	1	2	3	4	4	2	4	4	3	3	3	1	1	2	3	3	4	93
8	Thasya Nurshifah	4	4	3	4	3	4	2	1	3	4	3	4	4	2	2	3	4	3	2	3	3	3	3	3	2	2	3	3	3	3	90
9	Ryan Aristafalah	4	4	4	4	4	4	2	4	4	4	3	3	3	2	4	4	4	4	3	4	4	3	3	3	3	1	3	2	3	4	101
10	Heny Agustia	4	4	4	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	88
11	Lesi Levisa	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	85
12	Rizka Ika Kurnia	4	4	4	4	3	3	2	4	4	4	4	4	4	1	4	3	3	3	4	3	3	4	3	3	3	1	1	3	3	3	96
13	Mutia Asiah	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	4	3	3	3	3	2	3	1	2	3	3	3	85
14	Nurdika	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	2	3	3	4	3	4	3	2	2	3	3	3	87
15	Nadia Indira	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	2	3	3	3	3	2	3	2	2	3	3	3	84
16	Meysiah Sari	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	2	3	2	89
17	Weni Nurlita	4	4	3	4	3	4	2	3	3	3	3	3	4	2	3	4	4	4	3	3	4	3	3	3	4	1	3	2	3	2	94
18	Nanda Riezky Pratama	4	4	3	4	3	3	3	3	2	3	3	3	3	3	2	4	3	4	3	3	3	2	2	3	4	3	3	1	3	1	88
19	Mega Pratiwi	3	3	3	4	3	3	2	3	3	3	3	3	4	2	3	3	3	3	4	3	3	4	3	4	3	1	2	3	3	3	90
20	Shela Syahidah	3	3	3	3	3	3	3	3	2	3	4	4	3	2	4	4	2	3	2	2	3	3	3	3	4	3	2	3	3	2	88
21	Rizky Aditya	3	3	3	3	3	3	2	3	3	3	3	4	3	2	3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	86
22	Khasanah Ulya	4	3	3	4	3	3	1	4	3	4	3	3	4	2	4	3	4	4	3	3	3	3	3	2	3	2	1	2	3	2	89
23	Aina Mardiyah	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	2	2	3	3	3	86
24	Rani Gusnita	4	3	3	3	4	3	2	3	3	3	3	3	3	2	3	3	3	3	2	3	3	3	3	2	3	2	2	3	3	3	86

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UIN SUSKA RIAU

The Result of Questionnaire Response on the 3rd Try Out

No.	Name	No. Item																													Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
1	Lesi Levisa	4	4	4	4	3	3	1	4	4	4	4	4	4	1	4	4	4	3	3	3	3	3	3	4	3	1	1	4	4	4	99
2	Amanda Novika	3	3	3	3	4	3	2	3	3	4	4	4	4	2	4	4	4	4	3	4	4	4	4	4	3	1	4	4	4	3	103
3	Septrian Hidayat	4	3	3	4	4	4	1	4	4	3	4	3	3	1	4	2	3	3	3	4	4	2	3	3	4	2	1	4	4	4	95
4	M.Febryanto Habibi	4	4	4	4	3	3	1	4	4	4	4	4	4	1	4	4	4	3	3	3	3	3	3	4	3	1	1	4	4	4	99
5	Fabima Ramadhani	3	3	2	4	3	3	2	3	2	3	3	3	4	1	3	3	4	3	4	3	3	3	3	4	2	2	3	2	3	3	87
6	Tengku Muhammad Aqshal	4	4	4	4	3	3	1	4	4	4	4	4	4	1	4	4	4	3	3	3	3	3	3	4	1	1	1	4	4	4	97
7	Mega Olivia Natalia	4	4	4	4	3	3	2	3	3	4	4	4	4	1	2	3	4	4	2	4	4	3	3	4	1	1	2	3	3	4	94
8	Thasya Nurshifah	4	4	3	4	3	4	2	1	3	4	3	4	4	2	2	3	4	3	2	3	3	3	3	4	2	2	3	3	3	3	91
9	Ryan Aristafalah	4	4	4	4	4	4	2	4	4	4	3	3	3	2	4	4	4	4	3	4	4	3	3	4	3	1	3	2	3	4	102
10	Heny Agustia	4	4	4	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	2	2	3	3	3	89
11	Aina Mardiyah	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	2	2	3	3	3	86
12	Rizka Ika Kurnia	4	4	4	4	3	3	1	4	4	4	4	4	4	1	4	4	4	3	3	3	3	4	3	4	3	1	1	4	4	4	99
13	Mutia Asiah	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	4	3	3	3	3	3	3	1	2	3	3	3	86
14	Nurdika	4	4	4	4	3	3	1	4	4	4	4	4	4	1	4	4	4	3	3	3	3	3	3	4	3	1	1	4	4	4	99
15	Nadia Indira	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	2	3	3	3	3	3	3	2	2	3	3	3	85
16	Meysitoh Sari	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	2	3	4	91
17	Weni Nurlita	4	4	3	4	3	4	2	3	3	3	3	3	4	2	3	4	4	4	3	3	4	3	3	4	4	1	3	2	3	2	95
18	Nanda Riezky Pratama	4	4	3	4	3	3	3	3	2	3	3	3	3	3	2	4	3	4	3	3	3	2	2	3	4	3	3	1	3	1	88
19	Mega Pratiwi	4	4	4	4	3	3	1	4	4	4	4	4	4	1	4	4	4	3	3	3	3	3	3	3	3	1	1	4	4	4	98
20	Shela Syahidah	4	4	4	4	3	3	1	4	4	4	4	4	4	1	4	4	4	3	3	3	3	3	3	4	3	1	1	4	4	4	99
21	Rizky Aditya	3	3	3	3	3	3	2	3	3	3	3	4	3	2	3	3	3	3	3	3	3	3	3	3	3	2	2	3	3	3	87
22	Khasanah Ulya	4	4	4	4	3	3	1	4	4	4	4	4	4	1	4	4	4	3	3	3	3	3	3	4	3	1	1	4	4	4	99

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The Result of Questionnaire Response on the 4th Try Out

NO	NAME	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Score
1	Aina Mardiyah	4	4	4	4	3	3	1	4	4	4	4	4	4	4	4	4	3	3	1	4	4	74
2	Amanda Novika	3	3	3	3	4	3	2	3	3	4	4	4	4	4	4	4	4	4	1	4	3	71
3	Septrian Hidayat	4	3	3	4	4	4	1	4	4	3	4	3	3	4	2	3	3	4	2	4	4	70
4	M.Febryanto Habibi	4	4	4	4	3	3	1	4	4	4	4	4	4	4	4	4	3	3	1	4	4	74
5	Fabima Ramadhani	3	3	2	4	3	3	2	3	2	3	3	3	4	3	3	4	3	3	2	3	3	62
6	Tengku Muhammad Aqshal	3	3	2	4	3	3	2	3	2	3	3	3	4	3	2	4	3	3	1	3	4	61
7	Mega Olivia Natalia	4	4	4	4	3	3	2	3	3	4	4	4	4	2	3	4	4	4	1	3	4	71
8	Thasya Nurshifah	4	4	3	4	3	4	2	1	3	4	3	4	4	2	3	4	3	3	2	3	3	66
9	Ryan Aristafalah	4	4	4	4	4	4	2	4	4	4	3	3	3	4	4	4	4	4	1	3	4	75
10	Heny Agustia	4	4	4	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	2	3	3	64
11	Lesi Levisa	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	2	3	3	61
12	Rizka Ika Kurnia	4	4	4	4	3	3	1	4	4	4	4	4	4	4	4	4	3	3	1	4	4	74
13	Mutia Asiah	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	1	3	3	60
14	Nurdika	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	2	3	4	62
15	Nadia Indira	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	2	3	3	61
16	Meysitoh Sari	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	4	65
17	Weni Nurlita	4	4	3	4	3	4	2	3	3	3	3	3	4	3	4	4	4	4	1	3	2	68
18	Nanda Riezky Pratama	4	4	3	4	3	3	3	3	2	3	3	3	3	2	4	3	4	3	3	3	1	64
19	Mega Pratiwi	3	3	3	4	3	3	2	3	3	3	3	3	4	3	3	3	3	3	1	3	3	62
20	Shela Syahidah	3	3	3	3	3	3	3	3	2	3	4	4	3	4	4	2	3	3	3	3	4	66
21	Rizky Aditya	3	3	3	3	3	3	2	3	3	3	3	4	3	3	3	3	3	3	2	3	3	62
22	Khasanah Ulya	4	4	4	4	3	3	1	4	4	4	4	4	4	4	4	4	3	3	1	4	4	74
23	Rani Gusnita	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	2	3	3	61
24	Amsari Harefa	4	3	3	3	4	3	2	3	3	3	3	3	3	3	3	3	3	3	2	3	3	63
25	Arma Octavia	4	4	4	3	4	4	2	4	4	4	4	3	4	4	4	4	4	4	1	3	4	76

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The Result of Questionnaire Validity Test on the 1st Try Out

Correlations

		x1	x2	X3	X4	x5	x6	x7	x8	x9	x10	x11	x12	x13	x14	x15	X16	X17	x18	x19	x20	x21	x22	x23	x24	x25	x26	x27	x28	x29	x30	Score
Item_1	Pearson Correlation	1	.665**	.372	.428*	.204	.408*	-.062	-.159	.191	.115	.000	-.050	.167	-.144	-.347	.144	.205	.218	-.073	.167	.306	-.433*	-.332	.477*	-.080	.250	.087	-.300	-.050	-.282	.254
	Sig. (2-tailed)		.000	.067	.033	.328	.043	.769	.448	.361	.585	1.000	.815	.426	.491	.081	.491	.325	.295	.728	.426	.137	.031	.105	.016	.704	.228	.681	.146	.811	.172	.221
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_2	Pearson Correlation	.665**	1	.596**	.428*	.164	.561**	-.054	-.082	.331	.410*	.240	.268	.314	-.077	-.324	.515**	.326	.527**	-.062	.240	.418*	-.152	-.080	.173	-.004	.152	.095	-.252	.011	-.283	.514**
	Sig. (2-tailed)	.000		.002	.033	.433	.004	.797	.695	.105	.042	.248	.195	.126	.713	.114	.008	.110	.007	.770	.248	.038	.469	.705	.408	.984	.469	.650	.225	.960	.171	.009
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_3	Pearson Correlation	.372	.596**	1	.148	.331	.331	-.013	.221	.563**	.483*	.270	.192	-.354	-.052	-.094	.380	-.107	.450*	-.015	.270	.488*	.000	.221	-.343	.227	.107	-.333	.056	.194	.097	.494*
	Sig. (2-tailed)	.067	.002		.479	.106	.106	.953	.287	.003	.014	.192	.358	.082	.805	.654	.061	.610	.024	.944	.192	.013	1.000	.288	.093	.275	.611	.103	.790	.354	.645	.012
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_4	Pearson Correlation	.428*	.428*	.148	1	.164	.561**	-.054	-.082	.331	.410*	.240	.268	.314	-.077	-.324	.515**	.326	.527**	-.062	.240	.418*	-.152	-.080	.173	-.004	-.044	.137	-.155	.169	-.124	.360
	Sig. (2-tailed)	.033	.033	.479		.433	.004	.797	.695	.105	.042	.248	.195	.126	.713	.114	.008	.110	.007	.770	.248	.038	.469	.705	.408	.984	.832	.509	.457	.419	.554	.076
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25

Correlations

		x1	x2	X3	X4	x5	x6	x7	x8	x9	x10	x11	x12	x13	x14	x15	X16	X17	x18	x19	x20	x21	x22	x23	x24	x25	x26	x27	x28	x29	x30	Score
Item_1	Pearson Correlation	1	.665**	.372	.428*	.204	.408*	-.062	-.159	.191	.115	.000	-.050	.167	-.144	-.347	.144	.205	.218	-.073	.167	.306	-.433*	-.332	.477*	-.080	.250	.087	-.300	-.050	-.282	.254
	Sig. (2-tailed)		.000	.067	.033	.328	.043	.769	.448	.361	.585	1.000	.815	.426	.491	.081	.491	.325	.295	.728	.426	.137	.031	.105	.016	.704	.228	.681	.146	.811	.172	.221
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_2	Pearson Correlation	.665**	1	.596**	.428*	.164	.561**	-.054	-.082	.331	.410*	.240	.268	.314	-.077	-.324	.515**	.326	.527**	-.062	.240	.418*	-.152	-.080	.173	-.004	.152	.095	-.252	.011	-.283	.514**
	Sig. (2-tailed)	.000		.002	.033	.433	.004	.797	.695	.105	.042	.248	.195	.126	.713	.114	.008	.110	.007	.770	.248	.038	.469	.705	.408	.984	.469	.650	.225	.960	.171	.009
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_3	Pearson Correlation	.372	.596**	1	.148	.331	.331	-.013	.221	.563**	.483*	.270	.192	-.354	-.052	-.094	.380	-.107	.450*	-.015	.270	.488*	.000	.221	-.343	.227	.107	-.333	.056	.194	.097	.494*
	Sig. (2-tailed)	.067	.002		.479	.106	.106	.953	.287	.003	.014	.192	.358	.082	.805	.654	.061	.610	.024	.944	.192	.013	1.000	.288	.093	.275	.611	.103	.790	.354	.645	.012
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_4	Pearson Correlation	.428*	.428*	.148	1	.164	.561**	-.054	-.082	.331	.410*	.240	.268	.314	-.077	-.324	.515**	.326	.527**	-.062	.240	.418*	-.152	-.080	.173	-.004	-.044	.137	-.155	.169	-.124	.360
	Sig. (2-tailed)	.033	.033	.479		.433	.004	.797	.695	.105	.042	.248	.195	.126	.713	.114	.008	.110	.007	.770	.248	.038	.469	.705	.408	.984	.832	.509	.457	.419	.554	.076
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25

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	Sig. (2-tailed)	.033	.483		.442	.003	.067	.815	.779	.746	.876	.420	.002	.048	.631	.588	.002	.430	.172	.151	.216	.497	.624	.008	.750	.835	.515	.461	.420	.554	.077
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_5	Pearson Correlation	.200	.086	.331	.161	1	.500*	-.417*	.389	.535**	.421*	.408*	.123	.000	-.177	.527**	.177	.215	.356	.180	.612**	.656**	.177	.523**	-.106	.319	-.272	-.212	.451*	.739**	.425*	.733**
	Sig. (2-tailed)	.332	.684	.106	.442		.011	.038	.058	.005	.036	.043	.558	1.000	.398	.007	.398	.300	.080	.390	.003	.000	.398	.007	.613	.121	.188	.309	.023	.000	.034	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_6	Pearson Correlation	.400*	.514**	.331	.561**	.500*	1	-.417*	.111	.535**	.421*	.204	.431*	.204	-.177	.196	.398*	.356	-.045	.403*	.656**	.000	.232	.159	.319	.068	-.212	.169	.431*	.292	.715**
	Sig. (2-tailed)	.047	.009	.106	.003	.011		.038	.594	.005	.036	.327	.032	.327	.398	.346	.047	.080	.831	.047	.003	1.000	.263	.446	.121	.747	.309	.418	.032	.156	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_7	Pearson Correlation	-.062	-.052	-.013	-.373	-.414*	-.414*	1	-.324	-.624**	-.042	-.183	-.024	-.213	.563**	-.263	.107	-.452*	.122	.347	.343	.220	-.268	-.449*	.246	-.082	-.500*	.450*	-.616**	-.495*	.661**	-.349
	Sig. (2-tailed)	.762	.805	.953	.063	.033	.033		.113	.001	.840	.378	.892	.307	.003	.198	.610	.023	.563	.089	.093	.290	.195	.024	.236	.698	.011	.024	.001	.012	.000	.087
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_8	Pearson Correlation	-.083	.081	.224	-.154	-.381	.111	-.324	1	.564**	.093	.541**	-.193	-.272	.074	.530**	.177	-.037	.337	.120	.318	.359	.000	.155	-.115	.349	.083	-.259	.176	.321	.106	.457*
	Sig. (2-tailed)	.693	.700	.281	.459	.059	.594	.113		.004	.658	.005	.357	.189	.724	.006	.398	.862	.100	.569	.121	.078	1.000	.459	.584	.088	.693	.211	.401	.117	.613	.022
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25

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Item_9	Pearson Correlation	.19	.332	.56	.05	.53	.53	-.628**	.561**	1	.350	.436*	.025	-.082	-.145	.342	.142	.163	.190	.006	.436*	.507**	.118	.396*	-.305	.236	-.100	-.485*	.449*	.436*	.494*	.609**
	Sig. (2-tailed)	.361	.105	.003	.779	.006	.006	.001	.004		.086	.029	.907	.697	.499	.094	.499	.436	.362	.977	.029	.010	.574	.050	.138	.256	.634	.014	.024	.029	.012	.001
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_10	Pearson Correlation	.11	.418*	.48	.06	.42	.42	-.043	.094	.350	1	.344	.369	.306	-.132	.152	.298	.475*	.693**	-.050	.535**	.561**	.331	.479*	-.169	-.147	-.115	.233	.058	.369	-.045	.645**
	Sig. (2-tailed)	.581	.038	.013	.774	.036	.036	.840	.638	.086		.092	.070	.137	.528	.469	.148	.016	.000	.811	.006	.004	.106	.015	.419	.483	.585	.262	.783	.070	.832	.001
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_11	Pearson Correlation	.00	.245	.27	-.403	.20	.20	-.186	.544**	.436*	.344	1	.352	.163	-.289	.289	-.114	.291	-.220	.335	.535**	.144	.427*	.022	.160	-.222	-.065	.484*	.603**	.130	.584**
	Sig. (2-tailed)	1.000	.238	.193	.876	.043	.326	.374	.005	.029	.092		.085	.436	.162	.157	.589	.158	.291	.103	.006	.491	.033	.918	.445	.286	.758	.014	.001	.535	.002
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_12	Pearson Correlation	-.050	.274	.194	.169	.123	.431*	-.028	-.191	.025	.369	.352	1	.201	-.107	.305	-.144	.044	-.220	-.081	.218	.315	-.111	.205	-.075	-.091	.299	.242	.216	.324
	Sig. (2-tailed)	.810	.184	.354	.420	.557	.032	.892	.359	.907	.070	.085		.336	.611	.139	.493	.835	.291	.698	.296	.125	.597	.325	.720	.664	.147	.243	.300	.114	
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_13	Pearson Correlation	.167	.315	-.134	.592**	.000	.201	-.217	-.271	-.086	.306	.163	.201	1	-.571**	-.214	-.144	.644**	.218	.293	.331	.306	.433*	.380	.152	-.480*	-.444*	.411*	.046	.201	-.174	.283
	Sig. (2-tailed)	.427	.125	.523	.002	1.000	.335	.297	.192	.682	.137	.436	.336		.003	.305	.493	.000	.291	.155	.107	.137	.031	.060	.466	.015	.026	.041	.827	.335	.406	.171

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	Sig. (2-tailed)	.42	.125	.52	.00	1.0	.32	.29	.18	.69	.13	.42	.33		.00	.30	.491	.00	.295	.155	.10	.137	.031	.061	.469	.015	.026	.041	.827	.335	.407	.170
		6		0	2	00	8	8	8	7	7	6	5		3	5		1			3											
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	Pearson	-	.05	-	-	-	.56	-	-	-	-	-	-	1	-	.250	-	.063	-	-	-	-.375	-.370	-.113	.468	.553	.056	-.319	-.305	-	-.161
	Correlation	.14	.061	9	.39	.17	.17	3**	.07	.14	.13	.28	.08	.57		.02		.40		.445	.43	.298				*	**			.113	
		4			9*	7	7		9	2	2	9	7	7**		3		6*		*	3*										
Item_14																															
	Sig. (2-tailed)	.49	.773	.78	.04	.39	.39	.00	.70	.49	.52	.16	.67	.00		.91	.228	.04	.765	.026	.03	.148	.065	.069	.592	.018	.004	.790	.120	.139	.592	.442
		1		1	8	8	8	3	9	9	8	2	9	3		3		4			1										
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	Pearson	-	.09	-	.52	.19	-	.53	.34	.15	.29	.10	-	-	1	.139	.06	.128	.123	.16	.312	.347	.540**	-.195	.439	.058	-.094	.365	.507**	.327	.509**
	Correlation	.34	.320	2	.10	3**	6	.26	0**	5	9	4	5	.21	.02			6			0				*						
		7			0			8						4	3																
Item_15																															
	Sig. (2-tailed)	.08	.119	.66	.63	.00	.34	.19	.00	.09	.44	.15	.61	.30	.91		.509	.75	.542	.557	.44	.129	.090	.005	.351	.028	.784	.656	.073	.010	.111	.009
		9		2	4	7	7	6	6	1	7	4	9	5	3			5			5										
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	Pearson	.14	.515	.38	.11	.17	.17	.10	.17	.14	.29	.28	.30	.14	.25	.13	1	.15	.567	-	-	.298	.000	.164	-.169	.399	.289	.225	-.180	.087	-	.519**
	Correlation	4	**	0	4	7	7	7	7	2	8	9	5	4	0	9		2	**	.032	.14					*					.263	
																					4											
Item_16																															
	Sig. (2-tailed)	.49	.008	.06	.58	.39	.39	.61	.39	.49	.14	.16	.13	.49	.22	.50		.46	.003	.880	.49	.148	1.000	.432	.419	.048	.162	.280	.390	.679	.204	.008
		1		1	8	8	8	0	8	9	8	2	9	1	8	9		7			1										
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	Pearson	.20	.326	-	.58	.21	.39	-	-	.16	.47	-	-	.64	-	.06	.152	1	.397	.426	.46	.309	.381	.342	.092	-	-	.411*	-.085	.203	-	.437*
	Correlation	5		.10	4**	5	5	.45	.03	3	7*	.11	.01	5**	.40	6			*	*	9*					.345	.254				.099	
				7				7*	6			7	8		6*																	
Item_17																															
	Sig. (2-tailed)	.32	.111	.61	.00	.30	.05	.02	.86	.43	.01	.57	.93	.00	.04	.75	.467		.050	.034	.01	.132	.060	.094	.663	.091	.220	.041	.686	.330	.637	.029
		5		1	2	1	1	2	5	6	6	7	3	1	4	5					8											
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25

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	Pearson Correlation	.218	.527**	.450*	.165	.356	.356	.126	.337	.190	.693**	.291	.044	.218	.063	.128	.567**	.397*	1	.144	.473*	.693**	.000	.186	.009	.201	.176	.279	-.292	.318	-.346	.686**
Item_18	Sig. (2-tailed)	.295	.007	.024	.430	.080	.080	.563	.105	.360	.000	.156	.833	.295	.765	.540	.003	.050		.492	.017	.000	1.000	.372	.964	.336	.401	.178	.157	.121	.091	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	Pearson Correlation	-	-	-	.284	.184	-	-	.126	.000	-	-	-	.291	-	.126	-	.424*	.144	1	.330	.160	.159	.251	-.186	-	-	-.181	-.096	.243	.053	.073
Item_19	Sig. (2-tailed)	.073	.062	.015	.208	.000	.044	.347	.000	.066	.056	.225	.310	.031	.447	.033	.032	.016			.105	.445	.448	.227	.373	.645	.114	.387	.647	.241	.803	.728
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	Pearson Correlation	.116	.245	.277	.296	.616	.400	-.317	.431	.535	.330	-.333	-.333	-.163	-.463	.473	.330	1	.726**	.289	.427*	.130	-.240	-.500*	.043	.253	.603**	.130	.599**		
Item_20	Sig. (2-tailed)	.426	.238	.190	.151	.001	.048	.091	.029	.006	.102	.473	.102	.436	.019	.017	.107		.000	.162	.033	.535	.247	.011	.837	.222	.001	.535	.002			
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	Pearson Correlation	.306	.418*	.488*	.257	.657**	.657**	-.229	.357	.507**	.561**	.538**	.082	.306	-.296	.312	.298	.306	.693**	.160	.726**	1	.166	.479*	.080	.197	-.115	-.015	.190	.657**	.080	.848**
Item_21	Sig. (2-tailed)	.137	.038	.013	.213	.000	.000	.290	.078	.010	.003	.005	.700	.137	.148	.128	.148	.135	.000	.445	.000		.429	.015	.705	.344	.585	.944	.362	.000	.705	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	Pearson Correlation	-	-	.000	-	.178	.000	-	.000	.113	.339	.147	.213	.439	-	.348	.000	.387	.000	.159	.287	.166	1	.822**	-.470*	-	-	.187	.499*	.218	.282	.230
Item_22	Sig. (2-tailed)	.439*	.152	1.000	.142	.397	.000	.258	.000	.588	.098	.482	.306	.029	.037*	.086	.000	.056	1.000	.448	.164	.429		.000	.018	.090	.601**	.001	.370	.011	.296	.172	.269
	N	.031	.469	25	.495	.052	.008	.214	.005	.003	.100	.482	.136	.029	.076	.064	.005	.060	.000	.026	.033	.032	.000	.000	.018	.090	.001	.370	.011	.296	.172	.269
		25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25

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	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_23	Pearson Correlation	-.033	.080	.022	1	.610**	-.523**	.232	-.442*	.155	.396*	.479*	.427*	.315	.385	-.370	.540**	.164	.342	.186	.251	.427*	.479*	.822**	1	-.550**	.017	-.617**	-.080	.695**	.673**	.531**	.557**
	Sig. (2-tailed)	.105	.705	.288	.623	.000	.263	.024	.455	.050	.011	.033	.125	.065	.060	.009	.005	.432	.092	.372	.227	.033	.015	.000		.004	.935	.001	.704	.000	.000	.006	.004
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_24	Pearson Correlation	.347	.173	-.007	-.516**	-.108	-.153	.249	-.046	-.046	-.026	.026	-.154	-.154	-.062	-.062	-.062	.094	.009	-.186	-.130	.080	-.470*	-.550**	1	-.216	.300	.473*	-.423*	-.111	-.554**	-.007
	Sig. (2-tailed)	.087	.408	.973	.009	.606	.463	.230	.827	.827	.902	.902	.463	.463	.767	.767	.767	.654	.964	.373	.535	.705	.018	.004		.299	.145	.017	.035	.597	.004	.974	
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_25	Pearson Correlation	-.080	.004	.227	-.316	-.316	-.080	-.346	-.231	-.166	-.200	-.462	-.438	-.399*	-.399*	-.399*	-.399*	-.341	-.201	-.097	-.240	-.197	-.347	.017	-.216	1	.364	-.483*	.158	.356	.370	.340
	Sig. (2-tailed)	.704	.984	.275	.125	.125	.694	.088	.268	.428	.337	.020	.029	.048	.048	.048	.048	.094	.336	.645	.247	.344	.090	.935	.299		.074	.014	.451	.081	.069	.096	
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_26	Pearson Correlation	.250	.152	.107	-.004	-.277	.068	.500*	.080	-.103	-.115	-.222	-.074	-.441*	-.441*	-.441*	-.441*	.255	-.176	-.324	-.500*	-.115	-.601**	-.617**			.300	.364	1	.130	-.699**	-.494*	-.514**	-.067
	Sig. (2-tailed)	.228	.469	.611	.838	.184	.745	.011	.699	.630	.584	.285	.724	.027	.027	.027	.027	.219	.401	.114	.011	.585	.001	.001	.145	.074		.536	.000	.012	.009	.751	
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_27	Pearson Correlation	.087	.095	-.333	-.137	-.217	-.217	.450*	-.255	-.485*	-.323	-.065	-.097	.410*	.410*	.410*	.410*	-.225	.279	-.181	-.043	-.015	-.187	-.080	.473*	-.483*	.130	1	-.440*	-.254	-.724**	.026	
	Sig. (2-tailed)	.679	.653	.103	.511	.297	.297	.024	.219	.014	.116	.757	.644	.042	.042	.042	.042	.279	.178	.386	.837	.942	.370	.701	.017	.014	.536		.028	.220	.005	.902	

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	Sig. (2-tailed)	.681	.650	.103	.515	.309	.309	.024	.211	.014	.269	.758	.664	.041	.790	.656	.280	.041	.178	.387	.837	.944	.370	.704	.017	.014	.536		.028	.220	.000	.900
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_28	Pearson Correlation	-.305	.252	.056	-.455	.161	-.309	.616**	.176	-.449*	.485*	.048	.294	.046	-.319	.365	.180	.085	.292	.096	-.253	.190	.499*	.695**	-.423*	.158	-.699**	-.440*	1	.646**	.852**	.264
	Sig. (2-tailed)	.140	.225	.790	.463	.021	.413	.001	.400	.024	.014	.818	.154	.827	.121	.074	.390	.685	.157	.647	.226	.362	.011	.000	.035	.451	.000	.028		.000	.000	.203
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_29	Pearson Correlation	-.111	.019	.164	.739	.439	-.321	.436	.360	.602**	.243	.205	-.501*	.087	.205	.318	.243	.603**	.657**	.218	.673**	-.111	.356	-.494*	-.254	.646**	1	.543**	.702**
	Sig. (2-tailed)	.605	.960	.435	.000	.030	.117	.029	.076	.001	.243	.326	.011	.679	.326	.121	.241	.002	.000	.296	.000	.597	.081	.012	.220	.000		.005	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_30	Pearson Correlation	-.095	-.094	.097	-.424	.297	-.232	.661**	-.102	.494*	.049	-.134	.214	-.324	.117	-.263	.097	.346	.053	.130	.080	.282	.531**	-.554**	.370	-.514**	.724**	.852**	.543**	1	.156
	Sig. (2-tailed)	.282	.283	.647	.124	.150	.265	.000	.626	.012	.815	.523	.305	.114	.577	.204	.643	.091	.803	.535	.705	.172	.006	.004	.069	.009	.000	.000	.005		.456
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Score	Pearson Correlation	.254	.514**	.494*	.364	.732**	.713**	-.349	.455*	.604**	.643**	.581**	.324	.284	-.501*	.519**	.434*	.686**	.073	.594**	.848**	.230	.557**	-.007	.340	-.067	.026	.264	.702**	.156	1	
	Sig. (2-tailed)	.221	.009	.012	.074	.000	.000	.087	.022	.001	.001	.002	.114	.170	.011	.008	.029	.000	.728	.002	.000	.269	.004	.974	.096	.751	.900	.203	.000	.456		
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25

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The Result of Questionnaire Validity Test on the 2nd Try Out

Correlations

	x1	x2	x3	x4	x5	x6	x7	x8	x9	x10	x11	x12	x13	x14	x15	x16	x17	x18	x19	x20	x21	x22	x23	x24	x25	x26	x27	x28	x29	x30	Score
Item_1	Pearson Correlation	1	.775**	.603**	.585**	.224	.447*	-.387	.267	.477*	.458*	.192	.177	.251	-.217	-.065	.151	.370	.385	-.130	.177	.308	-.302	-.289	.000	.053	-.126	-.248	-.177	.126	.000	.471*
	Sig. (2-tailed)		.000	.002	.003	.294	.028	.062	.207	.018	.024	.368	.409	.237	.308	.764	.482	.075	.063	.544	.409	.143	.152	.171	1.000	.804	.557	.243	.408	.557	1.000	.020
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Item_2	Pearson Correlation	.775**	1	.705**	.540**	-.115	.346	-.100	.069	.370	.450*	.145	.365	.324	-.168	-.251	.389	.401	.348	-.034	.091	.238	-.078	-.298	.030	-.096	-.228	.038	-.259	-.033	-.028	.478*
	Sig. (2-tailed)	.000		.000	.006	.591	.097	.640	.749	.075	.027	.497	.079	.123	.432	.238	.060	.052	.096	.876	.671	.262	.718	.157	.890	.654	.285	.859	.221	.880	.895	.018
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Item_3	Pearson Correlation	.603**	.705**	1	.126	.067	.067	-.257	.403	.722	.470*	.345	.426*	.025	-.153	-.137	.318	.067	.174	-.079	.053	.217	-.045	.000	-.104	.048	-.228	-.374	.089	.114	.132	.507*
	Sig. (2-tailed)	.002	.000		.557	.754	.754	.226	.051	.000	.021	.095	.038	.907	.476	.525	.130	.756	.416	.715	.805	.309	.833	1.000	.627	.823	.284	.072	.679	.596	.537	.011
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24

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	Pearson Correlation	.58	.54	.12	1	-.03	.41	-.38	.24	.20	.40	.14	.118	.678**	-.478*	-.092	-.025	.612**	.338	.272	.325	.266	-.025	-.290	.377	-.254	-.348	.021	-.271	.095	.119	.453*
Item_4	Sig. (2-tailed)	.003	.006	.557		.862	.046	.066	.247	.350	.049	.500	.582	.000	.018	.669	.907	.001	.106	.198	.121	.209	.907	.170	.070	.230	.096	.923	.199	.659	.579	.026
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
	Pearson Correlation	.22	-.11	.06	-.03	.15	.40	-.17	.23	.33	.20	.25	-.079	-.187	-.032	.376	.067	.099	.258	-.116	.553**	.596**	-.135	.387	.000	.215	-.169	.111	.290	.507*	.344	.526**
Item_5	Sig. (2-tailed)	.294	.594	.754	.867		.053	.419	.261	.101	.337	.223	.713	.382	.881	.070	.754	.645	.223	.588	.005	.002	.530	.062	1.000	.313	.430	.606	.169	.011	.100	.008
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
	Pearson Correlation	.44	-.34	.06	-.41	.40	1	-.17	-.12	-.33	.20	.00	-.079	-.037	-.032	-.029	.067	.298	.258	-.116	.316	.596**	-.337	.000	.310	.215	-.169	.111	-.026	.169	.196	.459*
Item_6	Sig. (2-tailed)	.032	.106	.754	.046	.053		.419	.570	.113	.337	1.000	.713	.862	.881	.893	.754	.158	.223	.588	.132	.002	.107	1.000	.141	.313	.430	.606	.903	.430	.358	.024
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
	Pearson Correlation	-.38	.10	-.25	.38	-.17	-.17	.41	-.47	-.62*	-.29	-.13	-.109	-.395	.644**	-.215	-.303	-.498*	.045	-.131	-.301	-.151	-.117	-.268	.080	.186	.439*	.395	-.352	-.439*	-.416*	-.294
Item_7	Sig. (2-tailed)	.067	.640	.226	.066	.419	.419	.046	.019	.001	.168	.544	.611	.056	.001	.312	.150	.013	.836	.542	.153	.482	.587	.205	.709	.385	.032	.056	.092	.032	.043	.163
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
	Pearson Correlation	.26	-.06	.40	-.24	.23	-.12	.47*	-.01	-.52**	-.12	-.30	.047	-.022	.367	-.640**	-.040	-.059	-.154	-.348	-.189	-.192	-.040	.000	.000	.214	-.202	-.411*	-.016	.303	.117	.409*
Item_8	Sig. (2-tailed)	.217	.779	.053	.259	.280	.580	.020	.962	.009	.580	.154	.826	.918	.076	.001	.851	.787	.473	.095	.376	.367	.851	1.000	1.000	.314	.341	.046	.940	.150	.585	.047
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24

	Sig. (2-tailed)	.207	.747	.051	.247	.261	.578	.019		.008	.569	.142	.826	.917	.077	.001	.852	.783	.472	.096	.376	.369	.852	1.000	1.000	.315	.344	.046	.942	.150	.585	.047
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Item_9	Pearson Correlation	.477*	.370	.720**	.203	.330	.330	-.628**	.529**	.100	.406*	.276	.241	.074	-.331	.401	-.021	.197	-.039	.115	.265	.301	.103	.236	.024	.098	-.387	-.429*	.310	.387	.367	.590**
	Sig. (2-tailed)	.018	.075	.000	.342	.109	.109	.001	.008	.645	.049	.192	.256	.731	.115	.052	.924	.357	.855	.591	.210	.153	.633	.266	.913	.648	.062	.036	.140	.062	.078	.002
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Item_10	Pearson Correlation	.458*	.450*	.470*	.400*	.200	.200	-.291	-.122	.406*	1	.476*	.519*	.514*	-.245	-.219	.304	.549**	.476*	-.060	-.357	-.348	.138	.318	-.032	-.250	-.450*	-.114	.189	.312	.312	.681**
	Sig. (2-tailed)	.024	.027	.020	.054	.347	.347	.166	.569	.049		.019	.009	.010	.248	.303	.149	.005	.019	.782	.087	.096	.520	.131	.883	.240	.027	.597	.375	.138	.138	.000
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Item_11	Pearson Correlation	.192	.142	.342	.142	.253	.000	-.134	.309	.276	.476*	1	.612**	.241	-.460*	.411*	-.174	-.043	-.111	.075	-.204	-.415*	.000	.333	.200	.092	-.218	-.315	.579**	.655**	.317	.602**
	Sig. (2-tailed)	.369	.509	.102	.509	.233	1.000	.534	.141	.192	.019		.002	.256	.024	.046	.416	.843	.605	.727	.339	.044	1.000	.111	.349	.667	.306	.134	.003	.001	.131	.002
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Item_12	Pearson Correlation	.173	.365	.426*	.113	-.076	-.076	-.104	-.043	.241	.519**	.612**	1	.414*	-.358	.046	.267	.157	.000	-.184	-.063	-.073	.267	.306	-.122	-.226	-.134	-.035	.334	.267	.078	.386
	Sig. (2-tailed)	.419	.080	.038	.599	.724	.724	.627	.841	.256	.009	.002		.044	.086	.832	.208	.464	1.000	.389	.772	.736	.208	.146	.569	.287	.534	.871	.111	.207	.718	.062
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24

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Item_13	Pearson Correlation	.25	.32	.02	.67	-.03	-.02	.07	.51	.24	.414*	1	-.539**	-.038	-.025	.723**	.241	.250	.207	.146	.479*	.290	.087	-.495*	-.537**	.178	.035	.158	.101	.391
	Sig. (2-tailed)	.237	.123	.907	.000	.862	.915	.734	.010	.256	.044		.007	.861	.907	.000	.256	.238	.332	.496	.018	.170	.686	.014	.007	.405	.873	.461	.639	.059
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Item_14	Pearson Correlation	-.21	-.16	-.15	-.47*	-.03	-.03	4**	-.36	-.33	-.24	-.46*	-.358	-.539**	1	-.108	-.371	.401	-.209	-.160	-.333	-.171	-.284	-.251	-.125	-.498*	-.520**	-.212	-.414*	-.301	.612**	-.280
	Sig. (2-tailed)	.307	.432	.476	.018	.881	.881	.000	.077	.111	.245	.024	.086	.007		.617	.074	.052	.327	.455	.112	.425	.179	.237	.560	.013	.009	.321	.044	.153	.001	.185
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Item_15	Pearson Correlation	-.06	-.25	-.13	-.09	-.37	-.02	-.21	-.64**	-.40	-.21	-.41*	-.046	-.038	-.108	1	-.137	-.100	-.037	-.244	-.023	-.153	-.137	-.448*	-.022	-.383	-.073	-.266	-.279	-.465*	-.121	.472*
	Sig. (2-tailed)	.765	.231	.552	.669	.075	.891	.315	.000	.052	.321	.045	.832	.861	.617		.525	.641	.862	.250	.916	.476	.525	.028	.917	.065	.733	.209	.187	.022	.574	.020
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Item_16	Pearson Correlation	.15	.38	.31	-.02	-.06	.06	.30	.04	-.01	.30	.17	.267	.025	.371	.137	1	.067	.522**	-.079	.267	-.217	.091	-.000	.209	.435*	.000	.164	-.231	.114	-.364	.385
	Sig. (2-tailed)	.482	.060	.134	.905	.754	.754	.153	.850	.924	.144	.416	.208	.907	.074	.525		.756	.009	.715	.208	.309	.673	1.000	.327	.034	1.000	.443	.277	.596	.080	.063
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Item_17	Pearson Correlation	.37	.40	.06	.61	.09	.29	-.49*	.05	.19	.54**	-.04	.157	.723**	-.401	-.100	.067	1	.469*	.087	.549**	.387	.201	.256	-.077	-.556**	-.531**	.385	-.118	.196	.268	.455*
	Sig. (2-tailed)	.070	.051	.777	.002	.669	.168	.014	.809	.379	.006	.843	.464	.000	.054	.641	.756		.021	.685	.006	.060	.346	.227	.721	.005	.008	.063	.582	.359	.026	.025
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24

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	Sig. (2-tailed)	.075	.052	.641	.756		.021	.687	.005	.062	.347	.227	.721	.005	.008	.063	.584	.360	.206	.025
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Item_18	Pearson Correlation	.338	.209	-.037	-.522	.469	1	-.075	.408	.652	-.174	.000	-.067	.092	-.218	.258	-.375	.073	-.190	.485
	Sig. (2-tailed)	.106	.327	.862	.009	.021		.727	.048	.001	.416	1.000	.757	.667	.306	.224	.071	.736	.374	.016
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Item_19	Pearson Correlation	-.113	.160	-.244	.079	-.087	.075	1	.046	.093	-.157	.000	.045	.063	.344	.032	.131	.049	-.014	.109
	Sig. (2-tailed)	.594	.455	.250	.715	.687	.727		.831	.664	.464	1.000	.834	.772	.099	.881	.543	.819	.947	.611
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Item_20	Pearson Correlation	.117	-.023	-.549	.408	.046	1	.689	.053	.306	.245	-.396	-.535**	.298	.230	.401	.621**	.541**
	Sig. (2-tailed)	.409	.916	.208	.005	.048	.831		.000	.805	.146	.249	.055	.007	.157	.281	.052	.001	.006
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Item_21	Pearson Correlation	.230	-.153	.217	.387	.652**	-.093	.689**	1	-.355	.178	.082	-.427*	.188	.151	.427*	.327	.707**
	Sig. (2-tailed)	.142	.471	.309	.062	.001	.664	.000		.471	.088	.406	.703	.038	.379	.480	.038	.119	.000
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24

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	Pearson Correlation	-.30	-.07	.045	-.02	-.13	-.33	-.11	.040	.103	.138	.000	.267	.479*	-.284	.137	-.091	.201	-.174	.157	.053	-.155	1	.522**	.104	-.435*	-.456*	.254	.196	-.114	.132	.127
Item_22	Sig. (2-tailed)	.152	.718	.833	.907	.537	.107	.587	.852	.633	.523	1.000	.208	.018	.179	.525	.673	.347	.416	.464	.805	.471		.009	.627	.034	.025	.231	.359	.596	.537	.555
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
	Pearson Correlation	-.28	-.29	.000	-.29	-.38	.000	-.26	.000	.236	.318	.333	.306	.290	-.251	.448*	.000	.256	.000	.000	.306	.355	.522**	1	-.200	-.185	-.436*	.172	.613**	.436*	.380	.379
Item_23	Sig. (2-tailed)	.179	.168	1.000	.170	.062	1.000	.205	1.000	.266	.131	.111	.146	.170	.237	.028	1.000	.227	1.000	1.000	.146	.088	.009		.349	.387	.033	.422	.001	.033	.067	.068
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
	Pearson Correlation	.000	.033	-.104	.370	.000	.316	.082	.000	-.023	.203	-.087	.122	-.087	.125	.022	-.209	-.077	.067	.045	-.245	-.178	-.104	.200	1	.018	.131	-.017	.143	.131	.266	.256
Item_24	Sig. (2-tailed)	1.000	.892	.627	.074	1.000	.141	.709	1.000	.913	.342	.686	.569	.686	.560	.917	.327	.721	.757	.834	.249	.406	.627	.349		.932	.542	.937	.505	.542	.209	
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
	Pearson Correlation	.053	-.046	.048	-.215	.215	.215	.184	.215	.094	-.094	-.094	-.226	-.495*	-.498*	-.383	-.435*	.556**	-.092	-.063	.396	.082	-.435*	-.185	-.018	1	.343	-.325	-.047	.222	-.439*	.092
Item_25	Sig. (2-tailed)	.804	.654	.823	.230	.313	.313	.387	.313	.643	.243	.663	.287	.014	.013	.065	.034	.005	.667	.772	.055	.703	.034	.387	.932		.101	.121	.826	.297	.032	.670
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
	Pearson Correlation	-.12	-.22	.000	-.22	-.34	-.16	-.16	.439*	-.203	-.383	-.453	-.208	-.134	-.537**	.520**	-.073	.000	-.531**	-.218	-.344	-.535**	-.427*	-.456*	-.436*	-.131	.343	1	-.019	-.379	-.238	-.508*
Item_26	Sig. (2-tailed)	.576	.298	1.000	.298	.108	.448	.448	.032	.342	.062	.027	.331	.532	.008	.009	.735	1.000	.007	.306	.098	.007	.038	.025	.033	.541	.101		.930	.069	.263	.011
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24

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	Sig. (2-tailed)	.557	.285	.284	.096	.430	.430	.032	.346	.062	.027	.306	.534	.007	.009	.733	1.000	.008	.306	.099	.007	.038	.025	.033	.542	.101		.931	.068	.263	.001	.011
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Item_27	Pearson Correlation	1	.038	-.378	.021	.111	.111	.395	-.411	-.421	-.114	-.318	.035	.178	.212	-.266		.164	.385	.258	-.032	.298	.188	.254	.172	-.017	-.325	-.019	1	-.319	-.131	-.158	.058
	Sig. (2-tailed)		.858	.069	.923	.604	.604	.054	.047	.039	.594	.130	.871	.405	.321	.209	.443	.063	.224	.881	.157	.379	.231	.422	.937	.121	.931		.129	.541	.462	.787	
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Item_28	Pearson Correlation	.557	-.038	.086	-.021	-.292	-.021	-.056	-.041	-.314	-.183	-.570	-.035	-.035	-.414	.279		.231	.118	.375	.131				.613	.143	-.047	-.379	-.319	1	.647	.667	.248
	Sig. (2-tailed)	.005	.859	.688	.923	.166	.923	.795	.847	.134	.391	.004	.870	.870	.044	.187	.277	.584	.071	.543	.281	.480	.359	.001	.505	.826	.068	.129		.001	.000	.242	
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Item_29	Pearson Correlation	.285	-.112	.086	.095	.504	.161	-.430	.303	.377	.314	.647	.267	.158	-.301	.465	.114	.196	.073	.049	.401	.427	-.114	.436	.131	.222	-.238	-.131	.647	1	.373	.623
	Sig. (2-tailed)	.176	.602	.688	.658	.013	.452	.036	.150	.069	.134	.001	.208	.460	.153	.022	.596	.360	.736	.819	.052	.038	.596	.033	.542	.297	.263	.541	.001		.072	.001	
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Item_30	Pearson Correlation	.000	-.028	.132	.119	.344	.194	-.412	.117	.367	.312	.317	.078	.101	-.612	.121	-.364	.268	-.190	-.014	-.621	-.327	-.132	-.380	-.266	-.439	-.622	-.158	-.667	-.373	1	.325
	Sig. (2-tailed)	1.000	.895	.537	.579	.100	.362	.045	.587	.078	.135	.129	.718	.639	.001	.574	.080	.206	.374	.947	.001	.119	.537	.067	.209	.032	.001	.462	.000	.072		.121	
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24

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Score	Pearson Correlation	.471*	.478*	.507*	.453*	.526**	.459*	-.294	.409*	.590**	.681**	.602**	.386	.391	-.280	.472*	.385	.455*	.485*	.109	.541**	.707**	.127	.379	.256	.092	-.508*	.058	.248	.623**	.325	1
	Sig. (2-tailed)	.020	.018	.011	.026	.008	.024	.163	.047	.002	.000	.002	.062	.059	.185	.020	.063	.025	.016	.611	.006	.000	.555	.068	.227	.670	.011	.787	.242	.001	.121	
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

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The Result of Questionnaire Validity Test on the 3rd Try Out

Correlations

		x1	x2	x3	x4	x5	x6	x7	x8	x9	x10	x11	x12	X13	x14	x15	x16	x17	x18	x19	x20	x21	x22	x23	x24	x25	x26	x27	x28	x29	x30	Score
Item_1	Pearson Correlation	1	.904**	.701**	.790**	-.013	.322	-.499*	.350	.538*	.552*	.488*	.356	.424*	-.429*	.118	.418	.498*	.138	-.271	.069	.138	-.351	-.324	.424*	.006	-.371	-.454*	.250	.428*	.234	.568**
	Sig. (2-tailed)		.000	.000	.000	.954	.144	.018	.110	.010	.008	.021	.104	.049	.046	.603	.053	.018	.541	.222	.760	.541	.109	.142	.049	.979	.089	.034	.261	.047	.295	.006
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_2	Pearson Correlation	.904*	1	.753*	.701**	-.250	.111	-.381	.254	.428*	.638*	.378	.449*	.524*	-.330	.036	.647*	.607**	.184	-.272	-.134	-.041	-.094	-.313	.524*	-.136	-.431*	-.342	.155	.311	.155	.533*
	Sig. (2-tailed)	.000		.000	.000	.261	.622	.080	.254	.047	.001	.083	.036	.012	.134	.874	.001	.003	.411	.222	.553	.856	.678	.156	.012	.545	.045	.119	.491	.160	.492	.011
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_3	Pearson Correlation	.701*	.753*	1	.366	-.083	-.166	-.596**	.590*	.773*	.713*	.625*	.556*	.332	-.469*	.426*	.535*	.428*	-.051	-.254	.037	-.051	.097	.000	.332	-.169	-.594**	-.635**	.545**	.542**	.593**	.647**
	Sig. (2-tailed)	.000	.000		.094	.714	.461	.003	.004	.000	.000	.002	.007	.131	.028	.048	.010	.047	.822	.253	.871	.822	.668	1.000	.131	.452	.004	.002	.009	.009	.004	.001
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_4	Pearson Correlation	.790*	.701*	.366	1	-.013	.322	-.499*	.350	.386	.552*	.488*	.356	.623*	-.579**	.118	.418	.701**	.138	-.065	.069	.138	-.351	-.324	.623*	-.123	-.371	-.349	.140	.428*	.234	.533*
	Sig. (2-tailed)	.000	.000	.094		.954	.144	.018	.110	.076	.008	.021	.104	.002	.005	.603	.053	.000	.541	.772	.760	.541	.109	.142	.002	.585	.089	.112	.534	.047	.295	.011
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_5	Pearson Correlation	-.013	-.250	-.083	-.013	1	.500*	-.010	.170	.187	.097	.132	-.169	-.208	.046	.327	-.113	.025	.417	.038	.843**	.733**	.049	.439*	.061	.247	-.101	.305	.068	.169	.132	.420
	Sig. (2-tailed)	.954	.261	.714	.954		.018	.966	.451	.404	.668	.557	.451	.353	.838	.137	.615	.912	.054	.866	.000	.000	.828	.041	.787	.268	.655	.168	.764	.451	.560	.051
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_6	Pearson Correlation	.322	.111	-.166	.322	.500*	1	.051	-.241	.100	-.043	-.236	-.280	-.087	.115	-.105	-.202	.111	.307	-.203	.389	.588**	-.263	.000	.153	.241	.000	.277	-.230	-.194	-.096	.145
	Sig. (2-tailed)	.144	.622	.461	.144	.018		.822	.279	.658	.849	.291	.207	.700	.610	.643	.368	.622	.165	.364	.074	.004	.237	1.000	.498	.280	1.000	.212	.304	.388	.670	.518

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	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_7	Pearson Correlation	.499*	-.381	-.596**	-.499*	-.010	.051	1	-.654**	-.835**	-.605**	-.792**	-.605**	-.566**	.900**	-.616**	-.308	-.531*	.445*	-.048	.051	.101	-.062	-.239	-.419	.099	.712**	.828**	-.871**	-.841**	-.660**	-.596**
	Sig. (2-tailed)	.018	.080	.003	.018	.966	.822		.001	.000	.003	.000	.003	.006	.000	.002	.163	.011	.038	.831	.822	.653	.782	.285	.052	.660	.000	.000	.000	.000	.001	.003
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_8	Pearson Correlation	.350	.254	.590**	.350	.170	-.241	-.654**	1	.706**	.339	.640**	.210	.166	-.563**	.779**	.439*	.254	-.125	.319	.091	.028	-.111	.000	.166	.177	-.487*	-.665**	.473*	.690**	.554**	.587**
	Sig. (2-tailed)	.110	.254	.004	.110	.451	.279	.001		.000	.123	.001	.347	.461	.006	.000	.041	.254	.579	.148	.689	.902	.622	1.000	.461	.431	.021	.001	.026	.000	.008	.004
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_9	Pearson Correlation	.538*	.428*	.773**	.386	.187	.100	-.835**	.706**	1	.658**	.707**	.516*	.327	-.622**	.762**	.363	.428*	-.307	-.095	.100	.031	.070	.235	.327	.008	-.646**	-.734**	.762**	.762**	.793**	.735**
	Sig. (2-tailed)	.010	.047	.000	.076	.404	.658	.000	.000		.001	.000	.014	.138	.002	.000	.097	.047	.165	.675	.658	.892	.756	.293	.138	.970	.001	.000	.000	.000	.000	.000
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_10	Pearson Correlation	.552**	.638**	.713**	.552**	.097	-.043	-.605**	.339	.658**	1	.730**	.817**	.726**	-.574**	.393	.625**	.828**	.059	-.280	.194	.059	.385	.303	.726**	-.406	-.695**	-.340	.599**	.650**	.597**	.821**
	Sig. (2-tailed)	.008	.001	.000	.008	.668	.849	.003	.123	.001		.000	.000	.000	.005	.070	.002	.000	.793	.207	.388	.793	.077	.171	.000	.061	.000	.122	.003	.001	.003	.000
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
	Pearson Correlation	.488*	.378	.625**	.488*	.132	-.236	-.792**	.640**	.707**	.730**	1	.730**	.647**	-.768**	.570**	.389	.567**	-.108	-.096	.236	.108	.124	.302	.462*	-.180	-.623**	-.637**	.821**	.913**	.643**	.753**
Item_11	Sig. (2-tailed)	.021	.083	.002	.021	.557	.291	.000	.001	.000	.000		.000	.001	.000	.006	.073	.006	.631	.672	.291	.631	.582	.173	.030	.422	.002	.001	.000	.000	.001	.000
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_12	Pearson Correlation	.356	.449*	.556**	.356	-.169	-.280	-.605**	.210	.516*	.817**	.730**	1	.726**	-.574**	.266	.469*	.638**	-.158	-.280	-.043	-.158	.385	.303	.540*	-.406	-.556**	-.438*	.702**	.650**	.480*	.579**
	Sig. (2-tailed)	.104	.036	.007	.104	.451	.207	.003	.347	.014	.000	.000		.000	.005	.231	.028	.001	.481	.207	.849	.481	.077	.171	.009	.061	.007	.041	.000	.001	.024	.005

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	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_13	Pearson Correlation	.424*	.524*	.332	.623**	-.208	-.087	-.566*	.166	.327	.726**	.647**	.726**	1	-.665**	.217	.554**	.909**	.010	-.080	-.087	.010	.401	.307	.812**	-.394	-.633**	-.240	.484*	.574**	.319	.603**
	Sig. (2-tailed)	.049	.012	.131	.002	.353	.700	.006	.461	.138	.000	.001	.000		.001	.333	.007	.000	.965	.724	.700	.965	.064	.165	.000	.069	.002	.282	.023	.005	.148	.003
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_14	Pearson Correlation	.429*	-.330	-.469*	-.579**	.046	.115	.900**	-.563*	-.622*	-.574**	-.768**	-.574**	-.665**	1	-.420	-.179	-.620**	.341	-.060	-.066	.008	-.078	-.232	-.523*	.348	.691**	.722**	-.738**	-.689**	-.657**	-.492*
	Sig. (2-tailed)	.046	.134	.028	.005	.838	.610	.000	.006	.002	.005	.000	.005	.001		.051	.424	.002	.121	.790	.771	.973	.730	.300	.013	.112	.000	.000	.000	.000	.001	.020
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_15	Pearson Correlation	.118	.036	.426*	.118	.327	-.105	-.616**	.779**	.762**	.393	.570**	.266	.217	-.420	1	.380	.299	-.309	.322	.060	-.007	.244	.420	.217	.187	-.434*	-.450*	.598**	.752**	.678**	.681**
	Sig. (2-tailed)	.603	.874	.048	.603	.137	.643	.002	.000	.000	.070	.006	.231	.333	.051		.081	.176	.161	.144	.792	.976	.274	.051	.333	.406	.044	.036	.003	.000	.001	.000
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_16	Pearson Correlation	.418	.647*	.535*	.418	-.113	-.202	-.308	.439*	.363	.625**	.389	.469*	.554**	-.179	.380	1	.647**	.279	.082	-.202	-.093	.319	.000	.554*	.051	-.533*	-.126	.176	.469*	.050	.659**
	Sig. (2-tailed)	.053	.001	.010	.053	.615	.368	.163	.041	.097	.002	.073	.028	.007	.424	.081		.001	.209	.717	.368	.681	.148	1.000	.007	.820	.011	.577	.434	.028	.825	.001
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_17	Pearson Correlation	.498*	.607**	.428*	.701**	.025	.111	-.531*	.254	.428*	.828**	.567**	.638**	.909**	-.620**	.299	.647**	1	.184	-.072	.111	.184	.422	.313	.909**	-.386	-.719**	-.139	.368	.500*	.397	.750**
	Sig. (2-tailed)	.018	.003	.047	.000	.912	.622	.011	.254	.047	.000	.006	.001	.000	.002	.176	.001		.411	.749	.622	.411	.050	.156	.000	.076	.000	.538	.092	.018	.067	.000
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_18	Pearson Correlation	.138	.184	-.051	.138	.417	.307	.445*	-.125	-.307	.059	-.108	-.158	.010	.341	-.309	.279	.184	1	-.177	.588**	.741**	.067	.000	.231	.098	-.083	.611**	-.479*	-.277	-.425*	.229
	Sig. (2-tailed)	.541	.411	.822	.541	.054	.165	.038	.579	.165	.793	.631	.481	.965	.121	.161	.209	.411		.432	.004	.000	.766	1.000	.302	.665	.715	.003	.024	.212	.049	.304
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_19	Pearson Correlation	-.271	-.272	-.254	-.065	.038	-.203	-.048	.319	-.095	-.280	-.096	-.280	-.080	-.060	.322	.082	-.072	-.177	1	-.203	-.177	-.012	.000	-.080	.236	-.073	-.005	-.088	.087	-.073	-.051

	Sig. (2-tailed)	.222	.222	.253	.772	.866	.364	.831	.148	.675	.207	.672	.207	.724	.790	.144	.717	.749	.432		.364	.432	.958	1.000	.724	.290	.747	.983	.696	.699	.748	.823
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_20	Pearson Correlation	.069	-.134	.037	.069	.843**	.389	.051	.091	.100	.194	.236	-.043	-.087	-.066	.060	-.202	.111	.588**	-.203	1	.869**	.058	.391	.153	-.071	-.179	.277	.036	.043	.207	.374
	Sig. (2-tailed)	.760	.553	.871	.760	.000	.074	.822	.689	.658	.388	.291	.849	.700	.771	.792	.368	.622	.004	.364		.000	.796	.072	.498	.754	.425	.212	.873	.849	.356	.086
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_21	Pearson Correlation	.138	-.041	-.051	.138	.733**	.588**	.101	.028	.031	.059	.108	-.158	.010	.008	-.007	-.093	.184	.741**	-.177	.869**	1	.067	.360	.231	.098	-.248	.377	-.111	-.059	-.006	.363
	Sig. (2-tailed)	.541	.856	.822	.541	.000	.004	.653	.902	.892	.793	.631	.481	.965	.973	.976	.681	.411	.000	.432	.000		.766	.100	.302	.665	.267	.084	.622	.793	.978	.097
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_22	Pearson Correlation	.351	-.094	.097	-.351	.049	-.263	-.062	-.111	.070	.385	.124	.385	.401	-.078	.244	.319	.422	.067	-.012	.058	.067	1	.823**	.401	-.350	-.472*	.261	.305	.113	.225	.306
	Sig. (2-tailed)	.109	.678	.668	.109	.828	.237	.782	.622	.756	.077	.582	.077	.064	.730	.274	.148	.050	.766	.958	.796	.766		.000	.064	.110	.027	.240	.167	.616	.315	.166
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_23	Pearson Correlation	.324	-.313	.000	-.324	.439*	.000	-.239	.000	.235	.303	.302	.303	.307	-.232	.420	.000	.313	.000	.000	.391	.360	.823**	1	.307	-.199	-.459*	.162	.510*	.303	.388	.399
	Sig. (2-tailed)	.142	.156	1.000	.142	.041	1.000	.285	1.000	.293	.171	.173	.171	.165	.300	.051	1.000	.156	1.000	1.000	.072	.100	.000		.165	.374	.032	.470	.015	.171	.075	.066
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_24	Pearson Correlation	.424*	.524*	.332	.623**	.061	.153	-.419	.166	.327	.726**	.462*	.540**	.812**	-.523*	.217	.554*	.909**	.231	-.080	.153	.231	.401	.307	1	-.394	-.633**	-.041	.275	.388	.319	.668**
	Sig. (2-tailed)	.049	.012	.131	.002	.787	.498	.052	.461	.138	.000	.030	.009	.000	.013	.333	.007	.000	.302	.724	.498	.302	.064	.165		.069	.002	.857	.215	.074	.148	.001
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_25	Pearson Correlation	.006	-.136	-.169	-.123	.247	.241	.099	.177	.008	-.406	-.180	-.406	-.394	.348	.187	.051	-.386	.098	.236	-.071	.098	-.350	-.199	-.394	1	.229	.056	-.166	.044	-.369	.000
	Sig. (2-tailed)	.979	.545	.452	.585	.268	.280	.660	.431	.970	.061	.422	.061	.069	.112	.406	.820	.076	.665	.290	.754	.665	.110	.374	.069		.306	.805	.459	.846	.091	1.000
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22

UIN SUSKA RIAU

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Item_26	Pearson Correlation	-.371	-.431*	-.594**	-.371	-.101	.000	.712**	-.487*	-.646**	-.695**	-.623**	-.556**	-.633**	.691**	-.434*	-.533*	-.719**	-.083	-.073	-.179	-.248	-.472*	-.459*	-.633**	.229	1	.410	-.625**	-.556**	-.489*	-.683**
	Sig. (2-tailed)	.089	.045	.004	.089	.655	1.000	.000	.021	.001	.000	.002	.007	.002	.000	.044	.011	.000	.715	.747	.425	.267	.027	.032	.002	.306		.058	.002	.007	.021	.000
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_27	Pearson Correlation	.454*	-.342	-.635**	-.349	.305	.277	.828**	-.665**	-.734**	-.340	-.637**	-.438*	-.240	.722**	-.450*	-.126	-.139	.611**	-.005	.277	.377	.261	.162	-.041	.056	.410	1	-.708**	-.644**	-.604**	-.259
	Sig. (2-tailed)	.034	.119	.002	.112	.168	.212	.000	.001	.000	.122	.001	.041	.282	.000	.036	.577	.538	.003	.983	.212	.084	.240	.470	.857	.805	.058		.000	.001	.003	.245
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_28	Pearson Correlation	.250	.155	.545*	.140	.068	-.230	-.871**	.473*	.762**	.599**	.821**	.702**	.484*	-.738**	.598**	.176	.368	-.479*	-.088	.036	-.111	.305	.510*	.275	-.166	-.625**	-.708**	1	.843**	.683**	.543**
	Sig. (2-tailed)	.261	.491	.009	.534	.764	.304	.000	.026	.000	.003	.000	.000	.023	.000	.003	.434	.092	.024	.696	.873	.622	.167	.015	.215	.459	.002	.000		.000	.000	.009
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_29	Pearson Correlation	.428*	.311	.542*	.428*	.169	-.194	-.841**	.690**	.762**	.650**	.913**	.650**	.574*	-.689**	.752**	.469*	.500*	-.277	.087	.043	-.059	.113	.303	.388	.044	-.556**	-.644**	.843**	1	.576**	.756**
	Sig. (2-tailed)	.047	.160	.009	.047	.451	.388	.000	.000	.000	.001	.000	.001	.005	.000	.000	.028	.018	.212	.699	.849	.793	.616	.171	.074	.846	.007	.001	.000		.005	.000
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Item_30	Pearson Correlation	.234	.155	.593*	.234	.132	-.096	-.660**	.554*	.793**	.597**	.643*	.480*	.319	-.657**	.678**	.050	.397	-.425*	-.073	.207	-.006	.225	.388	.319	-.369	-.489*	-.604**	.683**	.576**	1	.556**
	Sig. (2-tailed)	.295	.492	.004	.295	.560	.670	.001	.008	.000	.003	.001	.024	.148	.001	.001	.825	.067	.049	.748	.356	.978	.315	.075	.148	.091	.021	.003	.000	.005		.007
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Score	Pearson Correlation	.568**	.533**	.647**	.533**	.420	.145	-.596**	.587**	.735**	.821**	.753**	.579**	.603**	-.492*	.681**	.659**	.750**	.229	-.051	.374	.363	.306	.399	.668**	.000	-.683**	-.259	.543**	.756**	.556**	1
	Sig. (2-tailed)	.006	.011	.001	.011	.051	.518	.003	.004	.000	.000	.000	.005	.003	.020	.000	.001	.000	.304	.823	.086	.097	.166	.066	.001	1.000	.000	.245	.009	.000	.007	

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**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tan

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The Result of Questionnaire Validity Test on the 4th Try Out

Correlations

		x1	x2	x3	x4	x5	x6	x7	x8	x9	x10	x11	x12	x13	x14	x15	x16	x17	x18	x19	x20	x21	Score
Item_1	Pearson Correlation	1	.852**	.668**	.519**	.280	.480*	-.423*	.304	.545**	.554**	.387	.220	.282	.043	.370	.460*	.352	.352	-.271	.352	.035	.692**
	Sig. (2-tailed)		.000	.000	.008	.175	.015	.035	.140	.005	.004	.056	.290	.172	.837	.069	.021	.084	.084	.190	.084	.870	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_2	Pearson Correlation	.852**	1	.738**	.529**	-.040	.363	-.305	.229	.455*	.678**	.342	.342	.439*	-.010	.587**	.587**	.445*	.257	-.357	.257	.004	.702**
	Sig. (2-tailed)	.000		.000	.007	.848	.075	.138	.270	.022	.000	.094	.094	.028	.963	.002	.002	.026	.216	.080	.216	.984	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_3	Pearson Correlation	.668**	.738**	1	.120	.137	.137	-.430*	.519**	.763**	.689**	.547**	.404*	.153	.342	.565**	.282	.250	.250	-.383	.410*	.354	.754**
	Sig. (2-tailed)	.000	.000		.566	.515	.515	.032	.008	.000	.000	.005	.045	.465	.095	.003	.171	.229	.229	.059	.042	.083	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_4	Pearson Correlation	.519**	.529**	.120	1	-.120	.280	-.423*	.177	.177	.387	.220	.220	.603*	-.077	.109	.600**	.165	.165	-.388	.352	.035	.422*
	Sig. (2-tailed)	.008	.007	.566		.567	.175	.035	.397	.398	.056	.290	.290	.001	.714	.603	.002	.431	.431	.056	.084	.870	.036
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_5	Pearson Correlation	.280	-.040	.137	-.120	1	.500*	-.107	.316	.368	.250	.250	-.167	-.080	.391	.065	.140	.421*	.656**	-.175	.187	.162	.404*
	Sig. (2-tailed)	.175	.848	.515	.567		.011	.610	.124	.070	.228	.228	.426	.704	.053	.757	.504	.036	.000	.403	.370	.440	.045
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_6	Pearson Correlation	.480*	.363	.137	.280	.500*	1	-.107	.000	.368	.250	.042	-.167	.120	.090	.065	.315	.421*	.656**	-.175	-.047	.027	.404*
	Sig. (2-tailed)	.015	.075	.515	.175	.011		.610	1.000	.070	.228	.843	.426	.567	.668	.757	.125	.036	.000	.403	.824	.898	.045
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25

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Item_7	Pearson Correlation	-.423*	-.305	-.430*	-.423*	-.107	-.107	1	-.520**	-.740**	-.488*	-.488*	-.339	-.435*	-.370	-.042	-.515**	.248	-.087	.654**	-.756**	-.412*	-.503*
	Sig. (2-tailed)	.035	.138	.032	.035	.610	.610		.008	.000	.013	.013	.097	.030	.069	.843	.008	.233	.679	.000	.000	.041	.010
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_8	Pearson Correlation	.304	.229	.519**	.177	.316	.000	-.520**	1	.620**	.290	.553**	.026	.076	.723**	.350	.199	.118	.267	-.387	.563**	.443*	.611**
	Sig. (2-tailed)	.140	.270	.008	.397	.124	1.000	.008		.001	.160	.004	.900	.718	.000	.086	.340	.573	.198	.056	.003	.026	.001
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_9	Pearson Correlation	.545**	.455*	.763**	.177	.368	.368	-.740**	.620**	1	.628**	.501*	.245	.191	.568**	.303	.395	.040	.327	-.529**	.614**	.489*	.734**
	Sig. (2-tailed)	.005	.022	.000	.398	.070	.070	.000	.001		.001	.011	.237	.359	.003	.140	.051	.849	.110	.007	.001	.013	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_10	Pearson Correlation	.554**	.678**	.689**	.387	.250	.250	-.488*	.290	.628**	1	.653**	.653**	.614*	.311	.559**	.735**	.359	.359	-.578**	.554**	.422*	.856**
	Sig. (2-tailed)	.004	.000	.000	.056	.228	.228	.013	.160	.001		.000	.000	.001	.130	.004	.000	.078	.078	.002	.004	.035	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_11	Pearson Correlation	.387	.342	.547**	.220	.250	.042	-.488*	.553**	.501*	.653**	1	.653**	.447*	.562**	.423*	.298	.164	.359	-.335	.749**	.535**	.778**
	Sig. (2-tailed)	.056	.094	.005	.290	.228	.843	.013	.004	.011	.000		.000	.025	.003	.035	.149	.434	.078	.101	.000	.006	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_12	Pearson Correlation	.220	.342	.404*	.220	-.167	-.167	-.339	.026	.245	.653**	.653**	1	.447*	.186	.423*	.298	-.031	-.031	-.214	.554**	.310	.497*
	Sig. (2-tailed)	.290	.094	.045	.290	.426	.426	.097	.900	.237	.000	.000		.025	.374	.035	.149	.882	.882	.305	.004	.132	.011
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_13	Pearson Correlation	.282	.439*	.153	.603**	-.080	.120	-.435*	.076	.191	.614**	.447*	.447*	1	.077	.281	.802**	.210	.210	-.663**	.397*	.181	.492*
	Sig. (2-tailed)	.172	.028	.465	.001	.704	.567	.030	.718	.359	.001	.025	.025		.714	.173	.000	.314	.314	.000	.049	.386	.012
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_14	Pearson Correlation	.043	-.010	.342	-.077	.391	.090	-.370	.723**	.568**	.311	.562**	.186	.077	1	.368	.097	-.096	.186	-.218	.609**	.607**	.577**

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	Sig. (2-tailed)	.837	.963	.095	.714	.053	.668	.069	.000	.003	.130	.003	.374	.714		.070	.645	.649	.373	.296	.001	.001	.003
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_17	Pearson Correlation	.370	.587*	.565**	.109	.065	.065	-.042	.350	.303	.559**	.423*	.423*	.281	.368	1	.283	.469*	.165	-.201	.317	-.077	.628**
	Sig. (2-tailed)	.069	.002	.003	.603	.757	.757	.843	.086	.140	.004	.035	.035	.173	.070		.171	.018	.432	.335	.123	.714	.001
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_18	Pearson Correlation	.460*	.587*	.282	.600**	.140	.315	-.515**	.199	.395	.735**	.298	.298	.802*	.097	.283	1	.387	.387	-.719**	.387	.193	.610**
	Sig. (2-tailed)	.021	.002	.171	.002	.504	.125	.008	.340	.051	.000	.149	.149	.000	.645	.171		.056	.056	.000	.056	.357	.001
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_19	Pearson Correlation	.352	.445*	.250	.165	.421*	.421*	.248	.118	.040	.359	.164	-.031	.210	-.096	.469*	.387	1	.781**	-.251	-.096	-.273	.437*
	Sig. (2-tailed)	.084	.026	.229	.431	.036	.036	.233	.573	.849	.078	.434	.882	.314	.649	.018	.056		.000	.226	.646	.187	.029
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_20	Pearson Correlation	.352	.257	.250	.165	.656**	.656**	-.087	.267	.327	.359	.359	-.031	.210	.186	.165	.387	.781**	1	-.388	.123	.106	.542**
	Sig. (2-tailed)	.084	.216	.229	.431	.000	.000	.679	.198	.110	.078	.078	.882	.314	.373	.432	.056	.000		.055	.559	.614	.005
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_21	Pearson Correlation	-.271	-.357	-.383	-.388	-.175	-.175	.654**	-.387	-.529**	-.578**	-.335	-.214	-.663**	-.218	-.201	-.719**	-.251	-.388	1	-.388	-.296	-.490*
	Sig. (2-tailed)	.190	.080	.059	.056	.403	.403	.000	.056	.007	.002	.101	.305	.000	.296	.335	.000	.226	.055		.055	.151	.013
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_22	Pearson Correlation	.352	.257	.410*	.352	.187	-.047	-.756**	.563**	.614**	.554**	.749**	.554**	.397*	.609**	.317	.387	-.096	.123	-.388	1	.359	.647**
	Sig. (2-tailed)	.084	.216	.042	.084	.370	.824	.000	.003	.001	.004	.000	.004	.049	.001	.123	.056	.646	.559	.055		.078	.000
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Item_23	Pearson Correlation	.035	.004	.354	.035	.162	.027	-.412*	.443*	.489*	.422*	.535**	.310	.181	.607**	-.077	.193	-.273	.106	-.296	.359	1	.463*
	Sig. (2-tailed)	.870	.984	.083	.870	.440	.898	.041	.026	.013	.035	.006	.132	.386	.001	.714	.357	.187	.614	.151	.078		.020

	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
	Pearson Correlation	.692**	.702**	.754**	.422*	.404*	.404*	-.503*	.611**	.734**	.856**	.778**	.497*	.492*	.577**	.628**	.610**	.437*	.542**	-.490*	.647**	.463*	1
Scale	Sig. (2-tailed)	.000	.000	.000	.036	.045	.045	.010	.001	.000	.000	.000	.011	.012	.003	.001	.001	.029	.005	.013	.000	.020	
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

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The Result of Questionnaire Reliability Test on the 4th Try Out

Case Processing Summary

		N	%
Cases	Valid	25	100.0
	Excluded[a]	0	.0
	Total	25	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.822	21

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The Result of Tendency Distribution of Self-Regulated

Statistics

Self-Regulated

N	Valid	25
	Missing	0
Mean		66.68
Std. Error of Mean		1.090
Median		65.00
Mode		61[a]
Std. Deviation		5.452
Variance		29.727
Range		16
Minimum		60
Maximum		76
Sum		1667

a. Multiple modes exist. The smallest value is shown

Self-Regulated

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	1	4.0	4.0	4.0
	61	4	16.0	16.0	20.0
	62	4	16.0	16.0	36.0
	63	1	4.0	4.0	40.0
	64	2	8.0	8.0	48.0
	65	1	4.0	4.0	52.0
	66	2	8.0	8.0	60.0
	68	1	4.0	4.0	64.0
	70	1	4.0	4.0	68.0
	71	2	8.0	8.0	76.0
	74	4	16.0	16.0	92.0
	75	1	4.0	4.0	96.0
	76	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

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The Result of Tendency Distribution of Metacognition

Statistics

Metacognition

N	Valid	25
	Missing	0
Mean		16.24
Std. Error of Mean		.357
Median		15.00
Mode		15
Std. Deviation		1.786
Variance		3.190
Range		6
Minimum		13
Maximum		19
Sum		406

Metacognition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	13	1	4.0	4.0	4.0
	14	1	4.0	4.0	8.0
	15	11	44.0	44.0	52.0
	16	2	8.0	8.0	60.0
	17	2	8.0	8.0	68.0
	18	4	16.0	16.0	84.0
	19	4	16.0	16.0	100.0
	Total	25	100.0	100.0	

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The Result of Tendency Distribution of Motivation

Statistics

Motivation

N	Valid	25
	Missing	0
Mean		32.24
Std. Error of Mean		.575
Median		32.00
Mode		29[a]
Std. Deviation		2.876
Variance		8.273
Range		8
Minimum		29
Maximum		37
Sum		806

a. Multiple modes exist. The smallest value is shown

Motivation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	29	6	24.0	24.0	24.0
	30	4	16.0	16.0	40.0
	31	2	8.0	8.0	48.0
	32	2	8.0	8.0	56.0
	33	3	12.0	12.0	68.0
	34	1	4.0	4.0	72.0
	36	6	24.0	24.0	96.0
	37	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

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The Result of Tendency Distribution of Behavior

Statistics

Behavior

N	Valid	25
	Missing	0
Mean		18.20
Std. Error of Mean		.337
Median		18.00
Mode		17
Std. Deviation		1.683
Variance		2.833
Range		6
Minimum		16
Maximum		22
Sum		455

Behavior

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	16	3	12.0	12.0	12.0
	17	9	36.0	36.0	48.0
	18	4	16.0	16.0	64.0
	20	8	32.0	32.0	96.0
	22	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

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The Result of Interval Class Calculation of Self-Regulated

Class Summed (K) = 1 + 3,3 log n

= 1 + 3,3 log 25

= 1 + 1,3979

= 5,662

= 5 ≈ 6

Range (R) = (Highest score – Lowest score)

= 76 – 60

= 16

Class Length (P) = $\frac{Range\ (R)}{Class\ Summed\ (K)}$

= $\frac{16}{5}$

= 3,2 ≈ 3

Mean Id eal (Mi) = $\frac{1}{2}$ × (Highest score + Lowest score)

= $\frac{1}{2}$ × (76 + 60)

= 68

Standard Deviation Ideal (SDi) = $\frac{1}{6}$ × (Highest score – Lowest score)

= $\frac{1}{6}$ × (76 – 60)

= 3

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The Result of Variable Tendency Determination of Self-Regulated

Very High = X > (Mi + 1 × SDi)

= X > (68 + 1 × 3,2)

= X > 71,2

High = (Mi + 1 × SDi) > X ≥ Mi

= (68 + 1 × 3,2) > X ≥ 68

= 71,2 > X ≥ 68

Low = Mi > X ≥ (Mi – 1 × SDi)

= 68 > X ≥ (68 – 1 × 3,2)

= 68 > X ≥ 64,8

Very Low = X < (Mi – 1 × SDi)

= X < (68 – 1 × 3,2)

= X < 64,8

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The Result of Variable Tendency Determination of Metacognition

Mean Ideal (Mi) $= \frac{1}{2} \times$ (Highest score + Lowest score)

$= \frac{1}{2} \times (19 + 13)$

$= 16$

Standard Deviation Ideal (SDi) $= \frac{1}{6} \times$ (Highest score – Lowest score)

$= \frac{1}{6} \times (19 - 13)$

$= 1$

Very High $= X > (Mi + 1 \times SDi)$

$= X > (16 + 1 \times 1)$

$= X > 17$

High $= (Mi + 1 \times SDi) > X \geq Mi$

$= (16 + 1 \times 1) > X \geq 16$

$= 17 > X \geq 16$

Low $= Mi > X \geq (Mi - 1 \times SDi)$

$= 16 > X \geq (16 - 1 \times 1)$

$= 16 > X \geq 15$

Very Low $= X < (Mi - 1 \times SDi)$

$= X < (16 - 1 \times 1)$

$= X < 15$

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The Result of Variable Tendency Determination of Motivation

Mean Ideal (Mi) $= \frac{1}{2} \times$ (Highest score + Lowest score)

$= \frac{1}{2} \times (37 + 29)$

$= 33$

Standard Deviation Ideal (SDi) $= \frac{1}{6} \times$ (Highest score – Lowest score)

$= \frac{1}{6} \times (37 - 29)$

$= 1{,}33$

Very High $= X > (Mi + 1 \times SDi)$

$= X > (33 + 1 \times 1{,}33)$

$= X > 34{,}33$

High $= (Mi + 1 \times SDi) > X \geq Mi$

$= (33 + 1 \times 1{,}33) > X \geq 33$

$= 34{,}33 > X \geq 33$

Low $= Mi > X \geq (Mi - 1 \times SDi)$

$= 33 > X \geq (33 - 1 \times 1{,}33)$

$= 33 > X \geq 31{,}67$

Very Low $= X < (Mi - 1 \times SDi)$

$= X < (33 - 1 \times 1{,}33)$

$= X < 31{,}67$

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The Result of Variable Tendency Determination of Behavior

Mean Ideal (Mi) $= \frac{1}{2} \times$ (Highest score + Lowest score)

$= \frac{1}{2} \times (22 + 16)$

$= 19$

Standard Deviation Ideal (SDi) $= \frac{1}{6} \times$ (Highest score – Lowest score)

$= \frac{1}{6} \times (22 - 16)$

$= 1$

Very High $= X > (Mi + 1 \times SDi)$

$= X > (19 + 1 \times 1)$

$= X > 20$

High $= (Mi + 1 \times SDi) > X \geq Mi$

$= (19 + 1 \times 1) > X \geq 19$

$= 20 > X \geq 19$

Low $= Mi > X \geq (Mi - 1 \times SDi)$

$= 19 > X \geq (19 - 1 \times 1)$

$= 19 > X \geq 18$

Very Low $= X < (Mi - 1 \times SDi)$

$= X < (19 - 1 \times 1)$

$= X < 18$

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Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/5867/2020 Pekanbaru,25 Juni 2020
Sifat : Biasa
Lampiran : -
Hal : ***Pembimbing Skripsi (Perpanjangan)***

Kepada
Yth. Harum Natasha, M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warhmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : APRILITA
NIM : 11614200842
Jurusan : Pendidikan Bahasa Inggris
Judul : The Portrait Of Students' Self-Regulated Learning In Learning English at Vocational High School Telkom Pekanbaru
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

W a s s a l a m
an. Dekan
Wakil Dekan I

Dr. Drs. Alimuddin, M.Ag.
NIP. 19660924 199503 1 002

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

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Fax. (0761) 561647 Web: www.ftk.uinsuska.ac.id, E-mail: ftktk_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/2486/2020 Pekanbaru, 10 Maret 2020
Sifat : Biasa
Lamp. : -
Hal : ***Mohon Izin Melakukan PraRiset***

Kepada
Yth. Kepala Sekolah
SMK TELKOM PEKANBARU
di
Tempat

Assalamu'alaikum warhmatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: APRILITA
NIM	: 11614200842
Semester/Tahun	: VIII (Delapan)/ 2020
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Pranset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

an. Dekan
Wakil Dekan III

Dr. Drs. Nursalim, M.Pd
NIP. 19660410 199303 1 005

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YAYASAN ISLAM RIAU
SEKOLAH MENENGAH KEJURUAN (SMK) TELKOM
PEKANBARU

Alamat : Jl. Melati - Jl. Eamka No. 5, Kec. Tampan, 1 Km Dari Stadion Utama - Pekanbaru
Telepon : (0761) 589186 Fax. (0761) 589186 - Email : smktelkomku@yahoo.com

Pekanbaru, 11 Juni 2020

Nomor : 071/SMK-T/YIR/VI/2020
Perihal : *Izin Melakukan Pra Riset*

Yth. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau
di
Pekanbaru

Dengan hormat,

Menindak lanjuti surat saudara Nomor: Un.04/F.II.4/PP.00.9/2486/2020 tanggal 10 Maret 2020 tentang Mohon izin melakukan Pra-Riset atas nama :

Nama	: APRILITA
NIM	: 11614200842
Semester/Tahun	: VIII (Delapan) 2020
Program Study	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

Maka dengan ini kami memberikan izin guna mendapatkan data yang berhubungan dengan Program Study yang bersangkutan dan dalam pelaksanaan Pra Riset tersebut kami beri waktu kepada yang bersangkutan selama 2 minggu sejak surat ini dikeluarkan.

Demikianlah surat ini kami sampaikan atas perhatian dan kerjasama saudara kami ucapkan terima kasih.

Kepala Sekolah

Muhammad Faisal, S.Pd

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Nomor : Un.04/F.II/PP.00.9/5399/2020 Pekanbaru,15 Juni 2020 M Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : ***Mohon Izin Melakukan Riset***

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di- Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : APRILITA NIM
: 11614200842
Semester/Tahun : VIII (Delapan)/ 2020
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : THE PORTRAIT OF STUDENTS' SELF-REGULATED LEARNING IN LEARNING ENGLISH AT VOCATIONAL HIGH SCHOOL TELKOM PEKANBARU Lokasi Penelitian : SMK TELKOM PEKANBARU
Waktu Penelitian : 3 Bulan (15 Juni 2020 s.d 15 September 2020)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Rektor
Dekan

Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag.
NIP.19740704 199803 1 001

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Rektor UIN Suska Riau

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PEMERINTAH PROVINSI RIAU

DINAS PENDIDIKAN

JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553
PEKANBARU

Pekanbaru, 19 Juni 2020

No : 071/Disdik/1 3/2020/ 5626
Sifat : Biasa
Lampiran :
Hal : **Izin Riset / Penelitian**

Kepada
Yth Kepala SMK TELKOM Pekanbaru

di-
Pekanbaru

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor 503/DPMPTSP/NON IZIN-RISET/33151 Tanggal 15 Juni 2020 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama	APRILITA
NIM	11614200842
Program Studi	PENDIDIKAN BAHASA INGGRIS
Jenjang	S1
Alamat	PEKANBARU
Judul Penelitian	THE PORTRAIT OF STUDENTS' SELF-REGULATED LEARNING IN LEARNING ENGLISH AT VOCATIONAL HIGH SCHOOL TELKOM PEKANBARU
Lokasi Penelitian	SMK TELKOM Pekanbaru

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian.
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN
PROVINSI RIAU
SEKRETARIS

AHYU SUHENDRA, SE
Pembina
NIP. 19711209 200012 1 006

Tembusan
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

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Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **P E K A N B A R U**
Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/33151
TENTANG

PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : U.504/F.II/PP.00.9/5399/2020 Tanggal 15 Juni 2020**, dengan ini memberikan rekomendasi kepada:

1. Nama	:	**APRILITA**
2. NIM / KTP	:	11614200842
3. Program Studi	:	PENDIDIKAN BAHASA INGGRIS
4. Jenjang	:	S1
5. Alamat	:	PEKANBARU
6. Judul Penelitian	:	**THE PORTRAIT OF STUDENTS' SELF-REGULATED LEARNING IN LEARNING ENGLISH AT VOCATIONAL HIGH SCHOOL TELKOM PEKANBARU**
7. Lokasi Penelitian	:	SEKOLAH MENENGAH KEJURUAN (SMK) TELKOM PEKANBARU

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 18 Juni 2020

Ditandatangani Secara Elektronik Melalui :
Sistem Informasi Manajemen Pelayanan (SIMPEL)

DPM PTSP

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU PROVINSI RIAU

UIN SUSKA RIAU

Tembusan :
Disampaikan Kepada Yth :
1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

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Alamat: Jl. H.R. Soebrantas Km. 15 Tuah Madani Pekanbaru Kode Pos 28293 PO. BOX 1004 Telp. (0761) 561052 Fax. (0761) 561053

LAMPIRAN BERITA ACARA
UJIAN PROPOSAL

Nama Untuk Mahasiswa : Aprilita
No. Induk Mahasiswa : 11614200842
Hari/Tanggal : 22/4/2020
Judul Proposal Penelitian : The Portrait of Students SelfRegulated Learning in Learning English at National High School Telkom Pekanbaru.

NO	URAIAN PERBAIKAN
	- The purpose of relevant research - Revise the time schedule - Collecting data (The purpose of questionnaire) - Add validity and reliability

Pekanbaru,.....

Penguji I

Penguji II

Roswati, M.Pd

Robi Kurniawan, S.Pd. MA

Note:
Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing.

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FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

PENGESAHAN PERBAIKAN UJIAN PROPOSAL

Nama Mahasiswa : APRILITA
Nomor Induk Mahasiswa : 11614200842
Hari/Tanggal Ujian : RABU/ 22 APRIL 2020
Judul Proposal Ujian : THE PORTRAIT OF STUDENTS' SELF-REGULATED LEARNING IN LEARNING ENGLISH AT VOCATIONAL HIGH SCHOOL TELKOM PEKANBARU
Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang Dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1	ROSWATI, M. Pd.	PENGUJI I		
2	ROBI KURNIAWAN, MA	PENGUJI II		

Mengetahui
a.n. Dekan
Wakil Dekan I

Drs. Alimuddin, M.Ag.
NIP. 19660924 199503 1 002

Pekanbaru, 22 April 2020
Peserta Ujian Proposal

APRILITA
NIM. 11614200842

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KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA

Proposal yang dibimbing : Proposal
Seminar usul Penelitian
Ujian Penulisan Laporan Penelitian
Nama Pembimbing : Harum Natasha, M.Pd
Nomor Induk Pegawai (NIP) : 19820301 200901 2012
Nama Mahasiswa : Aprilita
Nomor Induk Mahasiswa : 11614200842
Kegiatan : Bimbingan Proposal

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	12/12/2019	Bab I - II		
2	19/12/2019	Bab I - II - III		
3	26/12/2019	Bab I - II - III		
4	27/12/2019	Acc Proposal Seminar		

Pekanbaru, 27 Desember 2019
Pembimbing,

HARUM NATASHA, M.Pd.

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KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA

1. Jenis yang dibimbing : SKRIPSI
   a. Seminar usul Penelitian :
   b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : HARUM NATASHA, M. Pd
   a. Nomor Induk Pegawai (NIP) : 198203012009012012
3. Nama Mahasiswa : APRILITA
4. Nomor Induk Mahasiswa : 11614200842
5. Kegiatan : BIMBINGAN SKRIPSI

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	14 juli 2020	Bab IV dan V		
2	16 Juli 2020	BAB IV dan BAB V		
3	18 JULI 2020	BAB IV dan V		
4	21 JULI 2020	ACC Munaqasyah		
5				
6				
7				

Pekanbaru, 21 Juli 2020
Pembimbing,

HARUM NATASHA, M. Pd.
NIP. 198203012009012012

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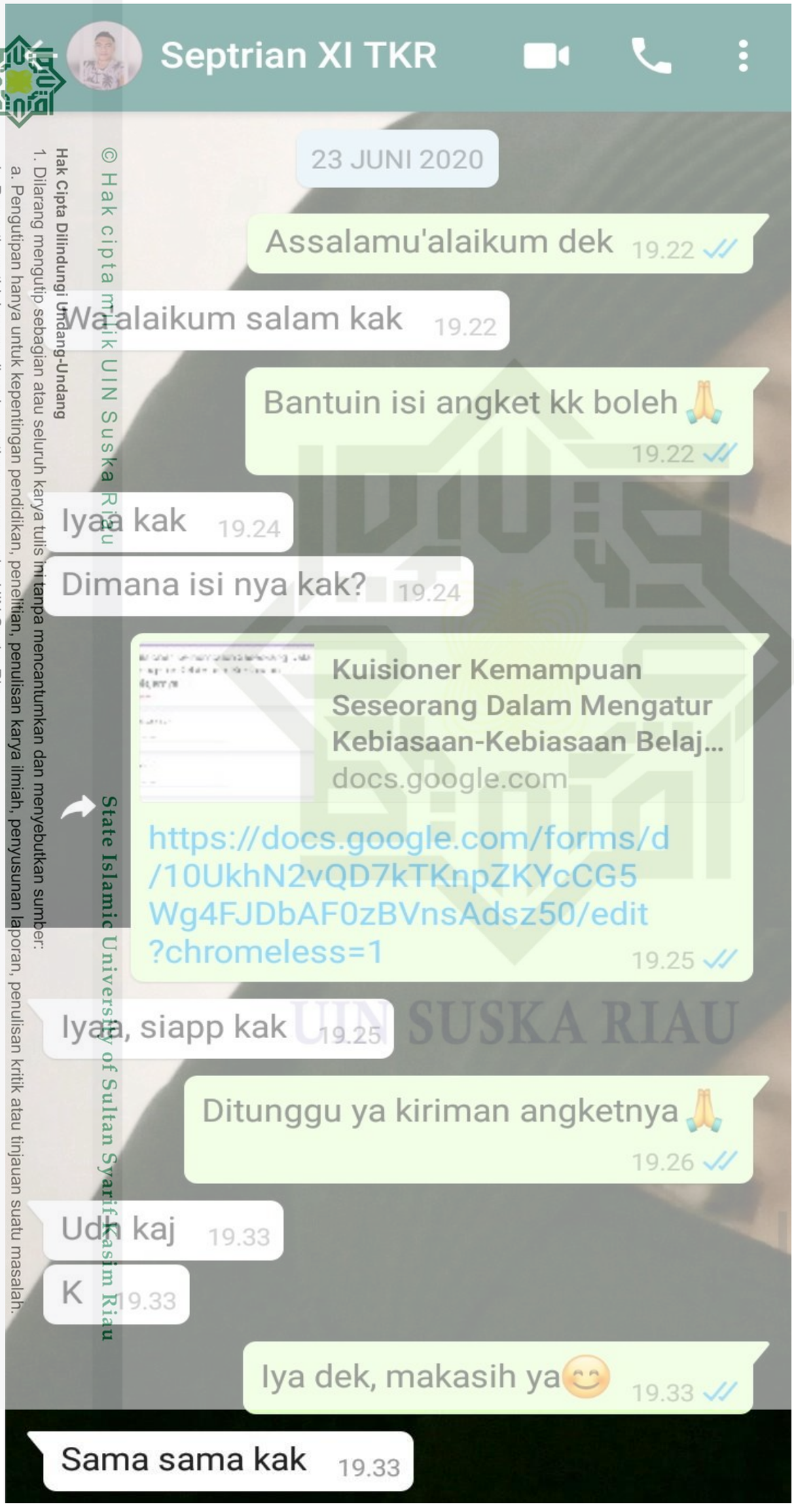

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BIOGRAPHY

Aprilita is the first daughter of Mr.Syopian Hadi and Mrs. Nurhayati. She was born in Pengalihan, April 21th, 1998. She lives at Pengalihan Keritang, Indragiri Hilir, Regency.

In 2010, She graduated from SDN 021 Pengalihan Keritang, Inhil. In 2013, She finished his study at Junior High School 04 Keritang and continued to State Senior High School Karya Pengalihan Keritang. She graduated from State Senior High School Karya Pengalihan Keritang 2016.

In 2016, he was accepted to become one of the students in Department of English Education, Faculty of Education and Teacher Training, UIN SUSKA RIAU. On July 2019, she did KKN (Kuliah Kerja Nyata) program in Sencalang, Inhil. Then, she did teaching practice (PPL) program at SMK Telkom Pekanbaru on September 2019.

She followed the final examination of his thesis which entitled, "The Portrait of Students` Self-Regulated Learning in Learning English at Vocational High School Telkom Pekanbaru" on Monday, 10th August 2020. She had passed her final examination and got Bachelor Degree of English Education Department in State Islamic University of Sultan Syarif Kasim Riau.

MOTTO

" Tidak ada kesuksesan yang instan, semua butuh perjuangan,
Janji Allah itu nyata semua akan indah pada waktunya
Do the best as you can and be your-self"

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