

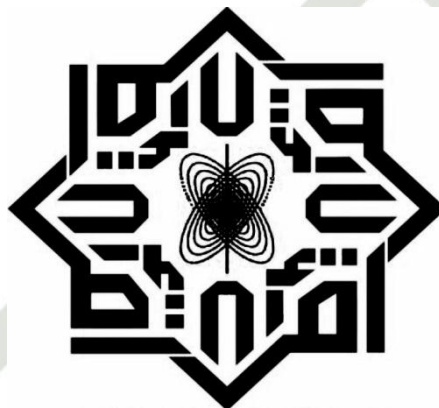
**THE CORRELATION OF THE STUDENTS' SELF REGULATION  
TOWARD ENGLISH LEARNING ACHIEVEMENT OF THE  
FIRST GRADE OF EKATAMA VOCATIONAL  
HIGH SCHOOL PEKABARU**

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State Islamic University of Sultan Syarif Kasim Riau

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RIAU PEKANBARU**

**1442 H/2021 M**

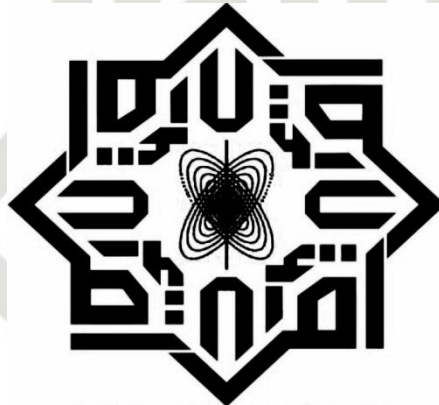
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TOWARD ENGLISH LEARNING ACHIEVEMENT OF THE  
FIRST GRADE OF EKATAMA VOCATIONAL  
HIGH SCHOOL PEKABARU**

Thesis

Submitted in Partial Fulfillment of the Requirements  
for Getting Bachelor Degree of Education  
(S.Pd.)



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The thesis entitled *The Correlation of the Students' Self-Regulation Toward English Learning Achievement of the First Geade of Ekatama Vocatiobal High School Pekanbaru*, is written by Khairani Syafrin, SIN. 11314205757. 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.

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**EXAMINER APPROVAL**

This thesis entitled The Correlation of The Students' Self-Regulation toward English Learning Achievement of The First Grade of EKATAMA VOCATIONAL HIGH SCHOOL PEKNABARU, is Khairani Syafrin, NIM. 11114205757. It has been accepted and approved by the final examination committee of the Undergraduate Degree at the Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau to fulfill one of the requirements for getting Undergraduate Degree (S.Pd) in English Education Department.

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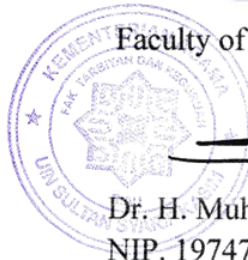
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Pekanbaru, August 09, 2020

The Researcher

Khairani Syafrin  
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**ABSTRAK**

**KHAIRANI SYAFRIN (2020): Hubungan Antara regulasi diri siswa terhadap prestasi belajar siswa di kelas satu di SMK Ekatama Pekanbaru**

Penelitian ini terdiri dari dua variabel, yaitu regulasi diri siswa dan prestasi belajar siswa. Penelitian ini digunakan untuk mengetahui hubungan antara regulasi diri siswa terhadap prestasi belajar siswa di SMK Ekatama Pekanbaru. Sedangkan rumusan masalahnya adalah adakah hubungan regulasi diri siswa dan prestasi belajar siswa di SMK Ekatama Pekanbaru. Subjek dalam penelitian ini adalah siswa kelas sepuluh SMK Ekatama Pekanbaru, sedangkan objeknya adalah hubungan antara regulasi diri siswa dengan prestasi belajar siswa. Populasinya adalah 42 orang siswa, karena menurut Sugiyono, populasi yang tidak sampai seratus orang maka semua populasi dapat dijadikan sampel. Metode pengumpulan data yang penulis gunakan pada penelitian ini adalah sebar angket dan juga dokumentasi rapor siswa. Untuk menganalisis data, peneliti menggunakan analisis *Product Moment Correlation on SPSS 22.0 version*. Hasil penelitian diperoleh nilai korelasi  $r$  sebesar 0,037 yang berarti terdapat hubungan yang sangat lemah antara self regulation dan learning achievement dan nilai signifikansi sebesar 0,817 > 0,05 menunjukkan tidak ada hubungan signifikan antara self regulation dan learning achievement. Berdasarkan hasil dan analisa data dapat disimpulkan bahwa tidak terdapat hubungan yang signifikan antara regulasi diri siswa terhadap prestasi belajar siswa di SMK Ekatama Pekanbaru.


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**ABSTRACT**

**KHAIRANI SYAFRIN (2020): The relationship between student self-regulation and student achievement in grade one at SMK Ekatama Pekanbaru**

This research consists of two variables, namely student self-regulation and student achievement. This study was used to determine the relationship between student self-regulation on student achievement at SMK Ekatama Pekanbaru. While the formulation of the problem is is there a relationship between student self-regulation and student achievement at SMK Ekatama Pekanbaru. Subjects in this study were tenth grade students of SMK Ekatama Pekanbaru, while the object was the relationship between student self-regulation and student achievement. The population is 42 students, because according to Sugiyono, the population is less than one hundred people, so all populations can be sampled. The data collection method that the writer uses in this research is to distribute questionnaires and also documentation of student reports. To analyze the data, the researchers used Product Moment Correlation on SPSS 22.0 version analysis. The results showed that the r correlation value was 0.037, which means that there was a very weak relationship between self regulation and learning achievement and a significance value of  $0.817 > 0.05$ , indicating that there was no significant relationship between self-regulation and learning achievement. Based on the results and data analysis, it can be concluded that there is no significant relationship between student self-regulation and student achievement at SMK Ekatama Pekanbaru.

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### ملخص

خيراني شفراني، (٢٠٢٠): علاقة بين التنظيم الذاتي لدى التلاميذ وإنجاز تعلم التلاميذ في الفصل الأول بمدرسة إيكاتاما الثانوية المهنية بكنبارو

يتكون هذا البحث من متغيرين، وهما التنظيم الذاتي لدى التلاميذ وإنجاز تعلم التلاميذ. تم استخدام هذا البحث لمعرفة علاقة بين التنظيم الذاتي لدى التلاميذ على إنجاز تعلم التلاميذ في الفصل الأول بمدرسة إيكاتاما الثانوية المهنية بكنبارو. وسؤال البحث هل هناك علاقة بين التنظيم الذاتي لدى التلاميذ وإنجاز تعلم التلاميذ في الفصل الأول بمدرسة إيكاتاما الثانوية المهنية بكنبارو. والأفراد تلاميذ الفصل العاشر بمدرسة إيكاتاما الثانوية المهنية بكنبارو، والموضوع هو علاقة بين التنظيم الذاتي لدى التلاميذ وإنجاز تعلم التلاميذ. والمجتمع ٤٢ تلميذاً، ووفقاً لسوغيونو، المجتمع الذي لا يصل إلى مائة شخص، فيمكن أخذ العينة من المجتمع كله. وطريقة جمع البيانات التي تستخدمها الباحثة هي الاستبيان من بطاقات تقرير التلاميذ. وتحليل البيانات، استخدمت الباحثة ارتباط لحظة المنتج ببرنامح الحزمة الإحصائية للعلوم الاجتماعية لإصدار ٢٢,٠. وتشير نتائج البحث المحسولة إلى أن قيمة الارتباط  $r$  هي ٠,٠٣٧، مما يعني أن هناك علاقة ضعيفة للغاية بين التنظيم الذاتي وإنجاز التعلم وقيمة أهمية هي ٠,٨١٧ < ٠,٠٥. وتشير إلى عدم علاقة كبيرة بين التنظيم الذاتي وإنجاز التعلم. استناداً إلى نتائج البيانات وتحليلها، يمكن الاستنتاج أن لا توجد علاقة كبيرة لدى التلاميذ وإنجاز تعلم التلاميذ في الفصل الأول بمدرسة إيكاتاما الثانوية المهنية بكنبارو.







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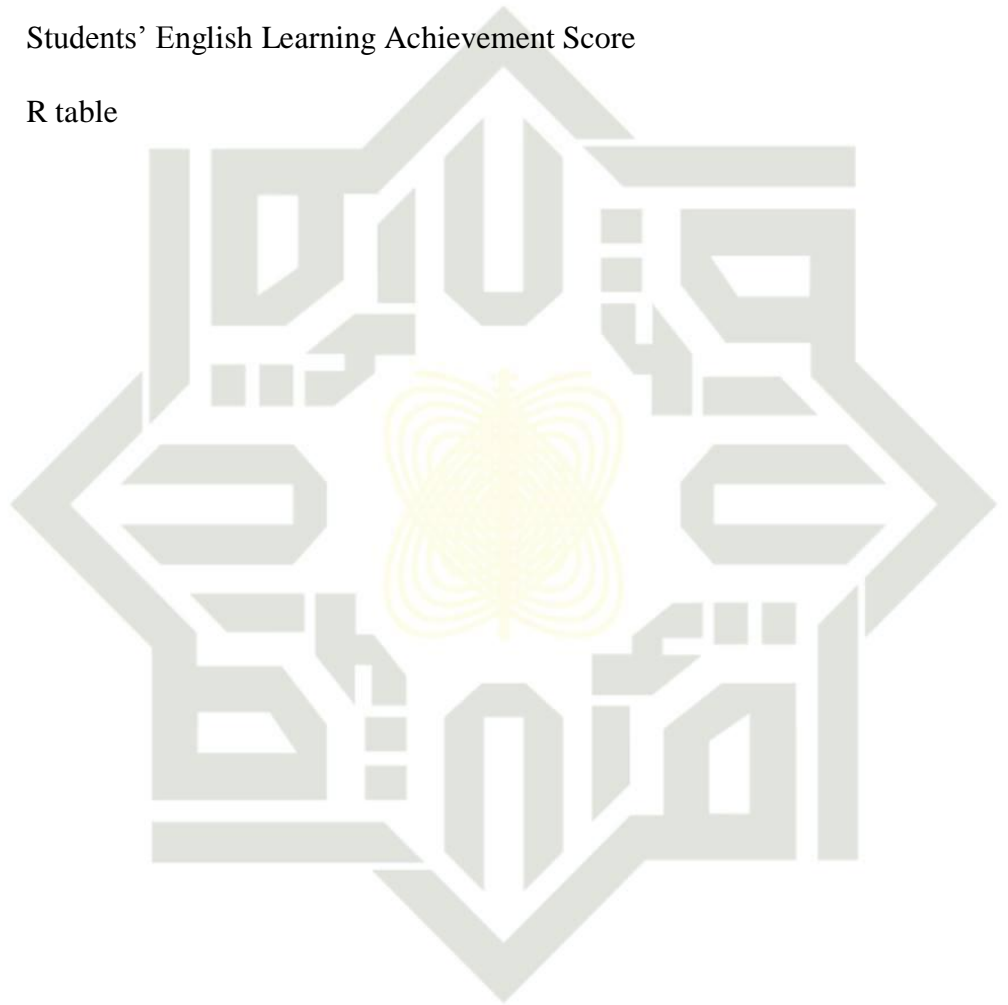


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## CHAPTER I INTRODUCTION

### A. Background

English was irresistibly the communication language around the globe has become a world language which everyone wants to learn (Mede and Uygun, 2014). In Indonesia, English was taught and used as a foreign language. In spite of the many years of English instruction in formal schooling, the outcome has not been satisfying. Very few high school graduates were able to communicate intelligibly in English. This sense of failure in the teaching of English as a foreign language may not be exclusively Indonesian and is associated with prevailing constraints shared by several other countries where English was taught as a foreign language. The achievement standard for English describes the learning expected of students at each year level. Teachers used the achievement standard during and at the end of a period of teaching to made on-balance judgments about the quality of learning students demonstrate. Cheng (2011) stated that self-regulation was best predictor of student academic achievement.

Self-regulation was the process of continuously monitoring progress toward a goal, checking outcomes, and redirecting unsuccessful efforts (Berk, 2003). Self-regulation was an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the environment

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(El-Hanawi, 2010). In order for students to be self-regulated they need to be aware of their own thought process, and be motivated to actively participate in their own learning process (Zimmerman, 2001).

Students with self-regulation would prepare themselves ready to study in the school. Example, the students studied the topic will be learnt and try to understood then go to the teacher while they found any difficulties. The used of self-regulation techniques asisted students in performing tasks more effectively and independently. In another word, self-regulation allowing students to take more active role in their education puts students in the driver's seat and in charge.

Ekatama Vocational High School has four majors for first grade, they were hospitality, culinary, administration and office and computer and network engineering. The first grade had 86 students. In term of English learning, they were focused on Speaking skill and they applied a student-centered. Meanwhile, based on the observation, the researcher found that some students were passively reacting to their teacher intructions. Students also less inniative for asking back after teacher's explanation. So that, teachers were hard to observed either the students understood or not. It showed that students were not aware of their inability in the process of learning process.

The study was very helpful in considering student's regulation in learning English language. It can gave the insights to English environment and student of English Education Department itself and expect to make

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many people successful in learning English language. From the phenomena above, the writer was interested in conducting a research entitled: “THE CORRELATION OF THE STUDENTS’ SELF-REGULATION TOWARD ENGLISH LEARNING ACHIEVEMENT OF THE FIRST GRADE OF EKATAMA VOCATIONAL HIGH SCHOOL PEKANBARU”.

## B. Problem

### 1. Identification of Problem

Corcening the effort to study about the students learning achievement, there might be some problems that could be idetified, such as:

- a. The correlation of the student’s self-regulation toward student’s english learning achievemnt of the first grade at ekatama vocational high school pekanbaru
- b. The relationship between students’ learning motivation and student’s english leaning achievement.

### 2. Limitation of the Problem

In reference to the identification of the problem stated above, thus, the researcher would focused on the correlation of the student’s self-regulation toward student’s English learning achievemnt of the first grade at ekatama vocational high school pekanbaru.

### 3. Formulation of the Problem

The problem of the rese arch are formulated as follow :

- a. How was the student’s self-regulation of the first grade of Ekatama Vocational High School Pekanbaru?

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- b. How was the students english learning achievement of first grade of Ekatama Vocational High School Pekanbaru?
- c. was there any a significant correlation between the student's self-regulation and their english learning achievement of the first grade of Ekatama Vocational High School Pekanbaru?

**C. Objective and Significance of the Research****1. Objective of the Research**

- a. To found out the student's self-regulation of the first grade of Ekatama Vocational High School Pekanbaru.
- b. To found out students english learning achievement of first grade of Ekatama Vocational High School Pekanbaru.
- c. To found out if there is a significant correlation between the student's self- regulation and their english learning achievement of the first grade of Ekatama Vocational High School Pekanbaru.

**2. Significance of the Research**

Related to the objectives of the research above, the significances of the researches are as follows:

- a. Hopefully this research was able to benefit the writer as a novice researcher in learning how to conduct a research.
- b. These research findings were also expected useful and valuable for both teachers and students of Ekatama Vocational High School Pekanbaru to be the focus of future following teaching and learning process.



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- c. Besides, these research findings were also expected to be positive and valuable information for those who are concerned in the world of teaching English as a foreign or second language.
- d. Finally, these research findings were expected to be practical and theoretical information to the development of the theories on language teaching in general.

#### D. Definiton of the Key Term

In order to avoid misunderstanding to the terms used in this research. Thus, the following terms are necessarily defined as follows:

##### 1. Correlation

Correlation was a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. In this case of only two variables, it mean that two 8 variables share common variance, or they co-vary together (Creswell, 2008). Besides, Franked & Wallen (2009) also pointed out that correlational study was when two or more variables are investigated about the relationship one another without any attempt to influence them.

##### 2. Self-Regulation

Self-regulation was one of the key concept in Bandura's Social Learning Theory and was described by Zimmerman (2000:14) as "self-regulated thoughts, feelings, and action that were planned and cyclically adapted to the attainment of personal goals

##### 3. Achievement



Achievement was the result of what an individual has learned from some educational experiences. In line with the statement above, Crystal (2008) defined achievement as predicates represent a type of process event which took place instantaneously. present In other words, learning achievement mean the result, the successfulness, the extent or ability, the progress in learning educational experiences that the individual indicate in relation with his/her educational learning.

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## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Framework

##### 1. Self-regulation

Introduced on an intense level in 1980s, self-regulation is a process through which students efficiently include their metacognitive skills into their own learning processes (Zimmerman, 2001), in which they set goals for themselves and take the responsibility of their own learning when achieving those goals (Turingan and Yang, 2009) and regulate and control their own cognition and behaviour (Pintrich, 2004). Winne (1996) defines self regulation as a type of education comprising of metacognition, internal motivation and strategies. Hence, self regulation is a process in which students set goals for themselves, choose suitable strategies in learning process and regulate their own behaviour when necessary, control their motivation, set their metacognitive skills to work and monitor and assesses their performance to direct their future learning.

Self-regulated learning is an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the environment. Berger, Kofman, Livneh and Henik (2007, P.257) point

out that the concept of self-regulation has received many different definitions within the literature, depending on the different theoretical perspectives under which it has been studied. The broader definition, as they argue, would be that self-regulation refers to "the ability to monitor and modulate cognition, emotion and behavior, to accomplish one's goal and/or to adapt to the cognitive and social demands of specific situations." This definition above does not refer to a single process, but to a group of monitoring mechanisms underlying the ability to self-regulate. Self-regulation of emotion can be distinguished from self-regulation of cognition, which might or might not include regulation of overt behavior.

According to Zimmerman (2002, p.65), self-regulation "is not a mental ability or an academic performance skill; rather it is the self-directive process by which learners transform their mental abilities into academic skills". Learning is viewed as an activity that students do for themselves in a proactive way rather than as a covert event that happens to them in reaction to teaching. Self-regulation refers to self-generated thoughts, feelings, and behaviors that are oriented to attaining goals. In addition, Wolters, Pintrich and Karabenick (2003, p.2) define self-regulated learning as "an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the

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environment". From this point of view, Nückles, Hübner and Renkl (2009, p.259) affirm that Self-regulated learning is the ability to control and influence one's learning processes positively. The learners take personal initiative, apply powerful strategies to attain individually valued learning goals and monitor their understanding in order to detect and eliminate possible comprehension problems.

Zimmerman (2002, p.66) stressed the following three characteristics of self-regulated learning:

1. First, self-regulation of learning involves more than detailed knowledge of a skill; it involves the self-awareness, self-motivation, and behavioral skill to implement that knowledge appropriately. For example, experts differ from non-experts in their application of knowledge at crucial times during learning performances, such as correcting specific deficiencies in technique.
2. Second, self-regulation of learning is not a single personal trait that individual students either possess or lack. Instead, it involves the selective use of specific processes that must be personally adapted to each learning task. The component skills include: (a) setting specific proximal goals for oneself, (b) adopting powerful strategies for attaining the goals, (c) monitoring one's performance selectively for signs of progress, (d) restructuring one's physical and social context to make it compatible with one's goals, (e) managing one's time use efficiently, (f) self-evaluating one's

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methods, (g) attributing causation to results, and (h) adapting future methods. A students' level of learning has been found to vary based on the presence or absence of these key self-regulatory processes.

3. Third, the self-motivated quality of self-regulated learners depends on several underlying beliefs, including perceived efficacy and intrinsic interest.

Furthermore, Zimmerman (2002, p.69) states that contrary to a commonly held belief, self-regulated learning is not asocial in nature and origin. Each self-regulatory process or belief, such as goal setting, strategy use, and self-evaluation, can be learned from instruction and modeling by parents, teachers, coaches, and peers. In fact, self-regulated students seek out help from others to improve their learning. What defines them as "self-regulated" is not their reliance on socially isolated methods of learning, but rather their personal initiative, perseverance, and adoptive skill. Self-regulated students focus on how they activate, alter, and sustain specific learning practices in social as well as solitary contexts.

#### 2. Characteristics of Self-Regulated Learner:

Harris, Santangelo and Graham (2008, P.397-398) point out that self-regulation assumes a prominent position in contemporary models of teaching and learning, and is a major focus in the new learning environments approach. Students who are self-regulated actively participate in their own learning, rather than relying solely on teachers,



parents, or other external change agents to impart knowledge. Self-regulated learners are described as self-starters who persist on instructional tasks, prevail over problems, and react appropriately to task performance outcomes. In contrast, students who lack self-regulation are self-handicapping typically have low efficacy for learning, avoid failure and damage to self-esteem by seeking easy tasks, procrastinating, or avoiding work all together. They more likely to exhibit impulsive behavior, set lower academic goals, inaccurately assess their abilities, engage in self-criticism, experience limited academic success, and give up easily. Difficulties with self-regulation can significantly and negatively effect students' emotional well being, self-esteem, and motivation.

The specific characteristics most often attributed to self-regulated learners concern their motivational beliefs or attitudes, their cognitive strategy use, and their metacognitive abilities (Wolters, 2003a, p.189). First, self-regulated learners possess a great deal of knowledge or skill concerning various cognitive strategies that, when used properly, increase students' learning. Second, self-regulated learners are metacognitively skilled; they are knowledgeable about the thinking and learning process and have the strategies to monitor and control important aspects of their learning behavior. Finally, these students exhibit an array of adaptive motivational beliefs and attitudes that include high levels of self-efficacy and an orientation toward mastery

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goals. Together, this constellation of beliefs, knowledge, and skills allows self-regulated learners to be independent students who actively manage their own learning across a variety of academic contexts (Wolters, 2003b, p.179).

According to Zimmerman (2002, p.66), self-regulated learners are proactive in their efforts to learn because they are aware of their strengths and limitations and because they are guided by personally set goals and task-related strategies, such as using an arithmetic addition strategy to check the accuracy of solutions to subtraction problems. These learners monitor their behavior in terms of their goals and self-reflect on their increasing effectiveness. This enhances their self-satisfaction and motivation to continue to improve their methods of learning. Because of their superior motivation and adaptive learning methods, self-regulated students are not only more likely to succeed academically but to view their futures optimistically.

Self-regulated learners engage recursively in a cycle of cognitive activities as they work through a given task. To begin, self-regulated learners analyze task demands (Butler, 2002, p.82). Self-regulated learners set task specific goals, which they use as a basis for selecting, adapting, or even inventing appropriate strategies to accomplish their objectives (Butler, 1996, p.2). Once self-regulated learners implement strategies, they monitor outcomes associated with strategy use. Effective learners self-evaluate by comparing progress against task

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criteria to generate judgments about how they are doing. If they perceive gaps between desired and actual performance, they adjust learning activities accordingly. Effective learners also interpret externally provided feedback (e.g., marks on tests, teacher or peer comments on writing) as they self-evaluate performance. They use feedback strategically to diagnose challenges. As with task analysis, monitoring is critical to effective self-regulation. This is because, during monitoring, students generate judgments about progress and make decisions that shape further learning activities (Butler, 2002, p.82). In sum, self-regulated learners actively manage their learning activities as they engage with a task, flexibly adapting their approaches as required. Further, self-regulated learners also adaptively employ motivation and volition control strategies to keep themselves on task when they become discouraged or encounter an obstacle (Butler, 1996, p.2)

### 3. Models, Phases, and processes of Self-Regulated Learning:

Multiple theoretical perspectives have informed research on the development of self-regulation and strategic performance, resulting in numerous intervention models (Zito, Adkins, Gavins, Harris, & Graham, 2007, p.77). Accordingly, there exist several different models of self-regulated learning that have been developed over the past two decades (Puustinen, & Pulkkinen, 2001, p.269). Among these models are Biggs' Model of Metalearning, Boekaerts' Model of Adaptable Learning,

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Borkowski's Process-oriented Model of Metacognition, Winne and Hadwin's Four Stage Model of Self-Regulated Learning, Pintrich's general framework for self-regulated learning, and Zimmerman's social cognitive view of academic self-regulation. Each of these models is outlined briefly below:

#### a. Biggs' Model of Metalearning

In his model of metalearning (then classified as a sophisticated form of metacognition), Biggs (1978, 1985) suggests that effective learning requires that students are aware of the task demands and that they exert control over their cognitive resources to meet these task demands. Biggs' three-stage model suggests three sets of factors that characterize students' learning: presage factors, process factors, and product variables. According to the model, the presage factors include personal factors such as prior knowledge, as well as situational factors such as teaching method, task demands and assessment demands. The process factors include such factors as motives, and the cognitive learning strategies used by the learner. The product variables in Biggs' model include factors such as performance on exams and recall. It should be noted that it is likely that more contemporary research would classify Biggs' model of "metalearning" as a model of self-regulated learning (Ross, Salisbury-Glennon, Guarino, Reed, & Marshall, 2003, p.192).

#### b. Boekaerts' Model of Adaptable Learning





Boekaerts' model of self-regulated learning is characterized as an interaction of cognitive, metacognitive and motivational processes, which work together during information processing. Boekaerts' model illustrates the relationship between these three categories of strategies: the first level consists of cognitive strategies, which refer directly to information processing. The second level relates to the use of metacognitive strategies aiming at the regulation of the learning process. The third level illustrates the maintenance of motivation, which is characterized by the willingness of independent goal setting, self-activation, as well as adaptive coping with success and failure (Dignath, Buettner, & Langfeldt, 2008, pp.103-104)

Puustinen and Pulkkinen (2001, pp.270-271) mention that Boekaerts (1992, 1995, 1996) developed a model of adaptable learning in the classroom, affording appraisal a central role in the SRL process. Appraisals were considered to be unique and they were assumed to direct students' behavior in the classroom. Boekaerts emphasizes the following characteristics of SRL: (a) the non-unitary character of the SRL process as SRL is assumed to necessitate interaction between diverse (e.g. metacognitive, motivational and emotional) control systems; (b) another aspect of importance is the distinction between optimal and non-optimal conditions for SRL to occur; (c) SRL does not necessarily proceed

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in a linear way through the different phases of the model, students may backtrack to a previous phase or they may bypass phases. Recently, Boekaerts and Niemivirta in 2000 put forward an extended and refined version of the model of adaptable learning which is centered round goal processes.

Furthermore, Boekaerts (2002; cited in Ainley, & Patrick, 2006, p.268) has argued that the key to understanding both the dynamics of self-regulated learning and how to create classroom environments that promote self-regulation, is to appreciate that self-regulation is about aptitude and about outcome. Aptitude involves making personal meaning by establishing connections between personal goals and the demands of achievement tasks as they are presented in context. Students connect with tasks that are perceived to be of value to them. Outcome is about the activation of scripts or action sequences that serve personal goals, scripts that are extended and elaborated by the learning process.

#### c. **Borkowski's Process-oriented Model of Metacognition**

According to Borkowski, successful integration of cognitive, motivational, personal and situational components underlies good information processing. Borkowski integrated these characteristics into a process-oriented model of metacognition. The most important individual element of the model is strategy selection and use. Links between personal and motivational variables and self-



regulation form the focus of Borkowski's model. Furthermore, Borkowski's model (1992, 1996) studies factors of successes and failures encountered in strategy generalization. Borkowski argues that successful generalization of previously learned skills and knowledge is based on these elements; self-regulation, or executive functioning, activates the cognitive system and allows strategic behavior to occur, whereas motivational factors and attributions provoke self-regulation in new and challenging situations. In addition, contextual factors such as parents, teachers and the learning environments created by them, as well as social collaboration with peers, are judged to be important in developing flexible, adaptive learning (Puustinen, & Pulkkinen, 2001, pp. 272-273).

**d. Winne and Hadwin's Four-stage Model of Self-regulated Learning**

Puustinen and Pulkkinen (2001, p.276) mention that according to Winne and Hadwin's model, SRL is defined as metacognitively guided behavior enabling students to adaptively regulate their use of cognitive tactics and strategies in the face of a task. Winne and Hadwin's model of SRL includes four distinct stages: (1) task definition, is characterized by the perceptions that students generate about the task, (2) goal setting and planning, (3) enacting tactics and strategies planned in stage two, (4)

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metacognitively adapting studying techniques for the future (Steffens, 2006, P.355). Each stage, Puustinen and Pulkkinen (2001, p.277) argue, is supposed to share the same general structure, referred to as the COPES (i.e. Conditions–Operations– Products– Evaluations–Standards). Conditions include information about the task conditions and cognitive conditions that influence how the task will be engaged. Operations are defined as the cognitive processes, tactics and strategies students engage in when faced with a task, and products refer to information created by operations in transforming conditions. Products can be internal (e.g. the inference drawn from an attribution) or external (i.e. observable behavior or performance). Evaluations consist of internal or external feedback about the products. Finally, standards are the criteria against which the products are monitored. Metacognitive monitoring is a central element in Winne’s model, producing internal feedback about the discrepancy between products and standards at each stage. That feedback further serves as a basis for future actions. The model is described as recursive, in that the products of earlier stages are assumed to update the conditions on which operations work during the next stage.

#### e. **Pintrich’s General Framework for SRL**

One of the major contributions Paul Pintrich made to the field of self-regulated learning was the conceptual framework he



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formulated. Pintrich synthesizes the work of a variety of self-regulation theorists into a general organizing framework. This framework suggests that SRL is composed of four phases, namely forethought, monitoring, control and reflection phases. For each phase, self-regulatory activities are listed in four separate areas, including cognitive, motivational and affective, behavioral and contextual areas. The framework is presented as a heuristic, since it is not supposed that all academic learning necessarily involves explicit self-regulation (Puustinen, & Pulkkinen 2001, p.274).

The four phases, Pintrich (2004, p.389) argues, do represent a general time-ordered sequence that individuals would go through as they perform a task, but there is no strong assumption that the phases are hierarchically or linearly structured such that earlier phases must always occur before later phases. In most models of self-regulated learning, monitoring, control, and reaction can occur simultaneously and dynamically as the individual progresses through the task, with the goals and plans being changed or updated on the basis of the feedback from the monitoring, control, and reaction processes.

Pintrich (2004, pp.387-388) assures that his General Framework of SRL model shares the following assumptions that are common to other models of self-regulation.



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1. One common assumption is the active, constructive assumption that follows from a general cognitive perspective. Under a SRL perspective, learners are viewed as active participants in the learning process. Learners are assumed to construct their own meanings, goals, and strategies from the information available in the “external” environment as well as information in their own minds (the “internal” environment).
2. A second assumption is the potential for control assumption. An SRL perspective assumes that learners can potentially monitor, control, and regulate certain aspects of their own cognition, motivation, and behavior as well as some features of their environments. This assumption does not mean that individuals will or can monitor and control their cognition, motivation, or behavior at all times or in all contexts.
3. A third general assumption is the goal, criterion, or standard assumption. SRL models of regulation assume that there is some type of goal, criterion, or standard against which comparisons are made in order to assess whether the learning process should continue or if some type of change is necessary.
4. A fourth general assumption of a SRL perspective is that self-regulatory activities are mediators between personal and contextual characteristics and actual achievement or performance. That is, it is not just individuals’ characteristics





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that influence achievement and learning directly, nor just the contextual characteristics of the classroom environment that shape achievement, but the individuals' self-regulation of their cognition, motivation, and behavior that mediate the relations between the person, context, and eventual achievement.

#### f. Zimmerman's Social Cognitive Model of Self-regulation

Based on Bandura's triadic model, Zimmerman (1989) formulated a social cognitive model of self-regulated learning that views self-regulation as the interaction of personal, behavioral, and environmental processes. Further expanding on this triadic model, Zimmerman (1998) asserts that from a social cognitive perspective, self-regulatory processes occur through three phases: forethought, performance or volitional control, and self-regulatory processes. Zimmerman (2002, p.67) points out that social learning psychologists view the structure of self-regulatory processes in terms of three cyclical phases. Zimmerman (1998) suggested a social cognitive model which was rich with respect to the processes which are considered at each stage. According to this model, self-regulation is achieved in cycles consisting of (1) forethought, (2) performance or volitional control, and (3) self-reflection. The processes that have been studied in each phase are shown in Figure 1, and the function of each process will be described next:



- a. Forethought phase: It refers to processes and beliefs that occur before efforts to learn. There are two major classes of forethought phase processes: task analysis and self-motivation. Task analysis involves goal setting and strategic planning. There is considerable evidence of increased academic success by learners who set specific proximal goals for themselves. Self-motivation stems from students' beliefs about learning, such as self-efficacy beliefs about having the personal capability to learn and outcome expectations about personal consequences of learning. Intrinsic interest refers to the students' valuing of the task skill for its own merits, and learning goal orientation refers to valuing the process of learning for its own merits.
- b. Performance phase: It refers to processes that occur during behavioral implementation. Performance phase processes fall into two major classes: self-control and self-observation. Self-control refers to the deployment of specific methods or strategies that were selected during the forethought phase. Among the key types of self-control methods that have been studied to date are the use of imagery, self-instruction, attention focusing, and task strategies. Self-observation refers to self-recording personal events or self-experimentation to find out the cause of these events. Self-monitoring, a covert

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form of self-observation, refers to one's cognitive tracking of personal functioning.

- c. Self-reflection phase: It refers to processes that occur after each learning effort. There are two major classes of self-reflection phase processes: self-judgment and self-reaction. One form of self-judgment, self-evaluation, refers to comparisons of self-observed performances against some standard, such as one's prior performance, another person's performance, or an absolute standard of performance. Another form of self-judgment involves causal attribution, which refers to beliefs about the cause of one's errors or successes. One form of self-reaction involves feelings of self-satisfaction and positive affect regarding one's performance. Increases in self-satisfaction enhance motivation, whereas decreases in self-satisfaction undermine further efforts to learn. Self-reactions also take the form of adaptive/ defensive responses. Defensive reactions refer to efforts to protect one's self-image by withdrawing or avoiding opportunities to learn and perform. In contrast, adaptive reactions refer to adjustments designed to increase the effectiveness of one's method of learning. This view of self-regulation is cyclical in that self-reflections from prior efforts to learn affect subsequent forethought processes.

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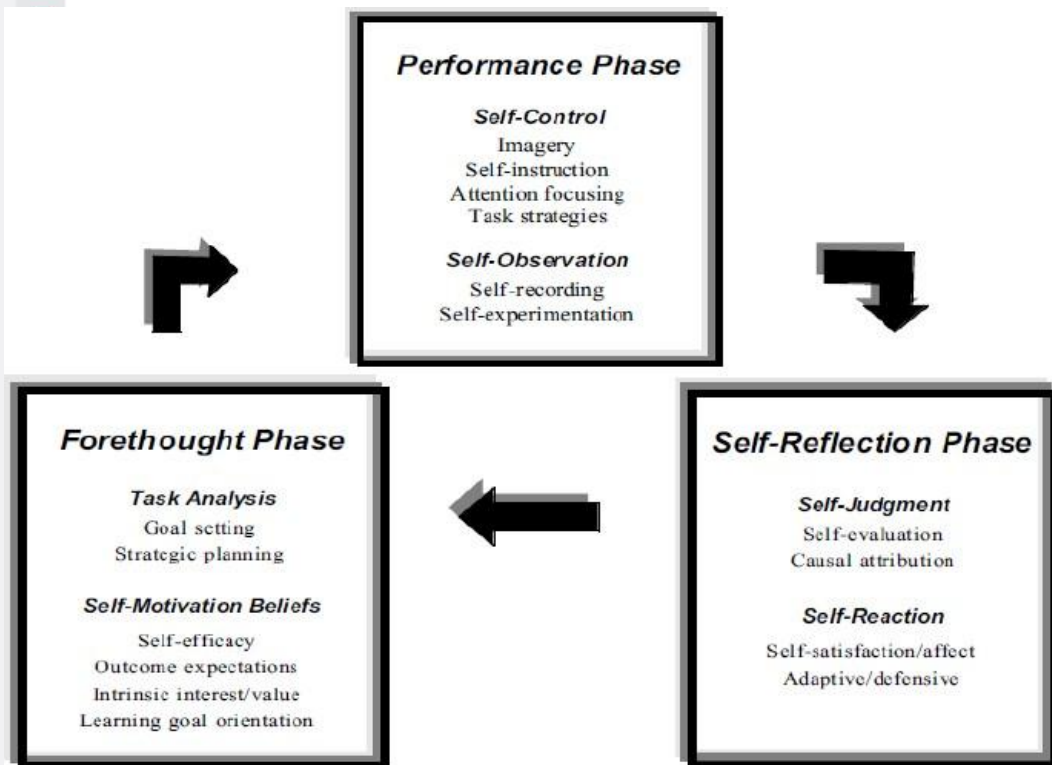


Figure 1. Phases and Subprocesses of Self-Regulation.

Source: Zimmerman (2002, p. 67)

In light of the growing evidence of the importance of self-regulatory processes in studying to students' success in school, Schunk and Zimmerman (1998, cited in Zimmerman, 1998, pp.82-84) developed a cyclical model of self-regulating academic studying. This model (see Figure 2) is cyclical because self-monitoring on each learning trial provides information that can change subsequent goals, strategies, or performance efforts. The cyclical model of self-regulating academic studying includes the following four steps:



- a. The first step of the cycle, self-evaluation and monitoring, occurs when students determine the effectiveness of their current study methods.
- b. When the areas of deficiency are identified, students can consider the second step in the cycle of self-regulation, goal setting and strategic planning. This involves setting a specific learning goal for oneself and selecting an appropriate strategy to attain it. The selection of an appropriate study strategy to attain the goal depends on students' repertoire of existing strategies and on access to teachers or peers who can describe a new strategy, demonstrate it, and explain its effectiveness.
- c. The third step in the cycle of self-regulated learning, strategy implementation and monitoring occurs when students try to execute a study strategy in structured contexts and monitor their accuracy in implementing it. Students need to focus on performing all aspects of the strategy just like a skilled model would.
- d. The fourth step in self-regulation, strategic outcome monitoring, occurs when students focus their attention on their studying outcomes in order to adapt their strategy to achieve optimal effectiveness. The quality of strategic outcome monitoring depends on one's routinization of the strategy, the

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specificity of one's outcome goals, and one's strategy attributions.

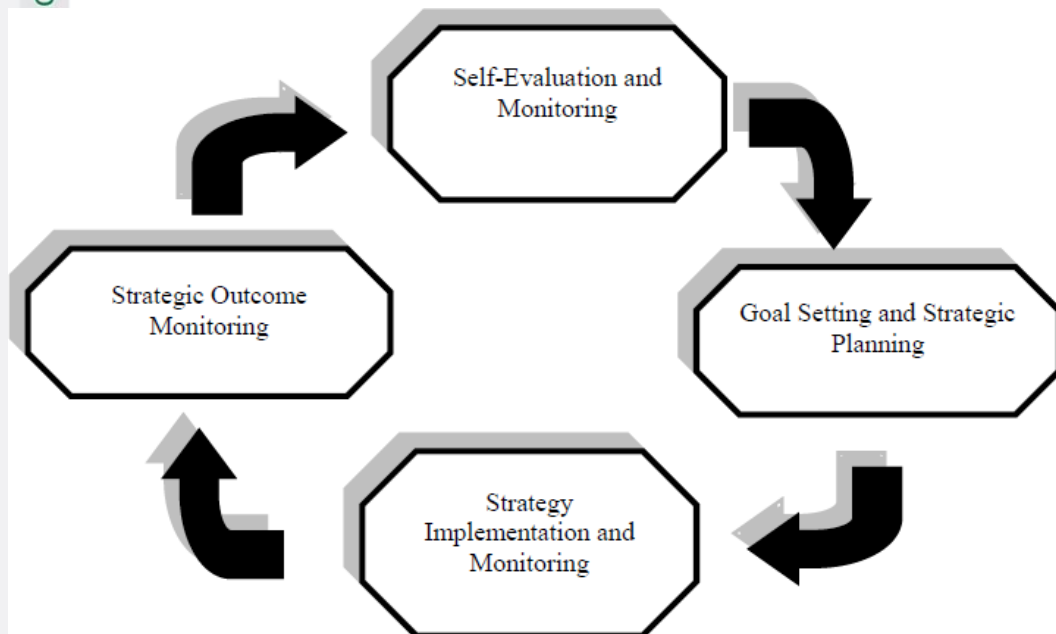


Figure (2): A cyclical model of self-regulated learning.

Source: Zimmerman (1998, p.83)

#### 4. Features of Educational Contexts that Promote SRL

Paris and Paris (2001, p.97-8) and Perry, Hutchinson and Thauberger (2007, p.28), agreed that there are some features of teaching and learning contexts that promote self-regulated learning. Each of these essential characteristics will be briefly discussed:

- i. Students and teacher function as a community of learners. The teaching and learning context is positive and encouraging. Students respect one another and take responsibility for their learning and behavior. Sharing and using ideas and strategies are considered





effective tactics for learning, and there is broad acceptance of and support for individuals' strengths and challenges.

- ii. Students and teacher are engaged in complex, cognitively demanding activities. Complex tasks address multiple goals, integrate reading and writing processes, carry on over multiple reading and writing periods, and result in the production of extended discourse. These tasks require students to think metacognitively and act strategically.
- iii. Students take control of learning by making choices, controlling challenge, and evaluating their work. Having choices and opportunities to control the degree of challenge posed by particular tasks increases students' interest in and commitment to tasks. They are more likely to persist when difficulties arise. Self-evaluation promotes awareness of the qualities of good reading and writing and provides opportunities for learners to analyze and align their behaviors with those good models.
- iv. Evaluation is non-threatening. It is embedded in ongoing activities, emphasizes processes as well as products, focuses on personal progress, and encourages students to view errors as opportunities to learn. Students are involved in generating evaluation criteria and, therefore, sense they have control over outcomes.
- v. Teacher provides instrumental support for students' learning, combining explicit instruction and extensive scaffolding to help

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students acquire the knowledge and they need to complete complex task independently and successfully, and tailoring support to meet the needs of individuals.

## 5. Learning Achievement

Learning is a process which the objective is to make a change in attitude, knowledge, habits, abilities and other purposes as a result of personal, experience. In line with the statement above, Kimble and Garnezyin (Brown, 2000) stated that learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice.

A successful learning process can be seen from the students, achievement. Achievement is the result of efforts that is done by students in a certain time. Pertaining with the idea above, Hornby in Brown (2000) stated that achievement is an action of achieving something with effort and skill. Moreover, students, learning achievement can be seen from their scores that involve their efforts in the attainment of knowledge of the subjects they are studying.

English learning achievement can be described as the result of English learning process that students get from the teacher in form of scores. The score is getting through tests that teacher made or a kind of standardized test. In this study, the achievement scores can help the researcher to describe how far the students, ability in English. The achievement scores also come from the calculation of some test that teacher has made for their students.

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The achievement tests measure present proficiency, mastery, and understanding of general and specific areas of knowledge (Kerlinger, 1979).

Based on the explanation above, the researcher concludes that achievement is outcomes of the students, learning in the form of knowledge, skill, and score in the certain period. The high achievement is not easy to be reached. It requires a process which involves the ability to reach it. In reaching the high achievement in learning, students need some factors such as matched learning styles and high motivation. So, achievement can be considered as measurable behavior in standardized series of tests in the form of scores that indicates whether a student has been successful or unsuccessful in mastering academic skills.

As the explanation above, the researcher has the understanding for this variable that students, English learning achievement is a result of students learning progress in English class. The achievement appears as the score that can be as description of students, success in learning.

## 6. Factors Influencing Students' English Achievement

Syah (2006) stated that there are three factors that influence students learning. The factors are as follows:

1. Internal factors, which consists of physical and spiritual of the students.
2. External factor, that is environmental conditions around students.

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3. Approach to learning that is the type of students,, learning effort which includes strategies and methods that students used to conduct learning activities.

Besides, Mlambo (2011) stated that there are numerous factors affecting academic performance in various centers of learning. He found that students,, effort, previous schooling, parents,, education, family income, self motivation, age of student, learning preference, class attendance and entry qualifications as factors that have significant on the students,, academic performance in various settings.

Based on the idea above, it is clear that one of the factors that influence students learning process is the students,,learning preferences. The way students use their preferred way in learning is called as learning style. When students feel comfortable with the way they learn, it will be easier for them to understand the material that is being learned. Finally, when students understand the material, it will affect their achievement too.

#### **7. The correlation between self regulation and learning achievement**

There have been many efforts made to enhance students,, learning achievements. It has always been the main concern of the teachers and parents to make their students and children successful learners. That is why many teachers are convinced to make their students succeed academically.

According to Zimmerman, who is the first scientist to mention the concept of self-regulation in educational psychology (Vardar, 2011), self-

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regulation skill is the best predictor of students' academic achievement (Cheng, 2011) and use of this skill facilitates learning (Srnemoglu, 2014).

Students with self-regulation skill do not regard learning as an activity which provided to them but as activity which they perform on their own (Zimmerman and Schunk, 1998). Such students are always active in their own learning process. As they are well aware of their own abilities, skills, advantages or disadvantages, they monitor themselves in the process of achieving the goals they have set and are aware of their improvement during the process and reregulate their own behaviours and cognition in accordance with their needs if necessary. According to Zimmerman and Schunk (1998), these students see academic learning as an experience that requires preparations, self-discipline, motivation, and behaviour and cognitive procedures. As well as performing successfully in achieving their goals, students with high self-regulation skill also excel at their lifelong learning skills after their educational lives. Such students perform well in developing creative projects in domains such as art, literature and science after having graduated from their school (Zimmerman, 2002). Research on the topic has shown that students with high cognitive skill and self-regulation skill and students who have developed awareness of these skills are more strategic and perform better than students who are not aware of these skills (Schraw and Dennison 1994 in Tonbuloglu and Aslan, 2013).

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Based on the experts,, explanation above, the researcher concludes that one of the most affected factors which influence students,, achievements is self-regulation of the students" itself.

## B. The Relevant Research

As a matter of fact, there are a lot of previous researchers regarding this topic, one of which was conducted by Abdullah Ardguzel and Ali Orhan. The design of his research was a Descriptive survey method. The title of his research was "The Relation Between English Learning Students"s Level of Sel-Regulation and Metacognitive Skills and Their English Academic Achievements in Faculty of Education in, Turkey". The research was conducted in 2017 at Duze University. In his research, he found that there is a relationship positive and significant relationship was revealed between students' self-regulation skills and acedemic achievement in the English lesson. The second research was conducted by Young Ah Cho and Younsu Kim. The design of their research was an correlational research. The title of their research was "The Relationship between Self-efficacy Belief and Self- regulate Learning Strategies in Korean EFL Learners ". The research was conducted in 2019 at the Gwangju University. In their research, they found that there were significant differences among groups with respect to self-regulated learning strategy use. Succesful learners more often employed self-regulatory skills than any other one, such as as self-evaluation, organization and transformation, record keeping and monitoring, goal setting and planning, review of record, and interpretation guessing factors. Additionally, a positive correlation was found between self-efficacy and self-regulation.

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In conclusion, me as a researcher for my thesis has the same topic with the above researcher that was self-regulation and English learning achievement, but for Abdullah Adguzel and Ali Orhan they also discussed and related about metacognitive skills in their research and for Young Ah and Youngsu Kim they discussed and related self-efficacy as a X variable for the research. I hope my thesis and the others researchs can gave you insight about self-regulation and english learning achievement.

### C. The Operational Concept

Operational concept is a main element to avoid misunderstanding and misinterpretation in scientific research because a concept is a diagram to operate the abstract in this research plan to measure. This research consists of two variables, variable X is the self-regulation at the first grade of Ekatama Vocational High School Pekanbaru, and variable Y is the students' English Learning Achievement. The Correlation between self-regulation and English Learning Achievement. The indicators are operationally conceptualized as follows:

Variable X (self-regulation) students with self-regulation skill do not regard learning as an activity which is provided to them but as an activity which they perform on their own (Zimmerman and Schunk, 1998). Such students are always active in their own learning process. As they well aware of their own ability, skills, they monitor themselves in the process of achieving the goals they have set and are aware of their needs if necessary.

- a. Students has the ability to make appropriate decisions and strategy in learning.

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- b. Students set attainable goals and take appropriate actions to achieve these goals, utilizing their resources while remaining aware of their limitations.
  - c. Students show control over their psychological processes and the ability to adapt to their environment.
  - d. Students should monitor their achievement and their failure and evaluate themselves.
- The indicators of variable Y (students' learning achievement) are as follows:
- a. The students achieve their standard minimum score of 75.
  - b. The students have an ability to convey or explain the topic given by teachers.
  - c. The students have an ability to speaking.
  - d. The students answer oral question spontaneously

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## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This research used quantitative approach and the design employed was correlational research. Cresswell (2008:60) stated that correlational research design was procedures in quantitative research in which investigators measured the degree of association (relationship) between two or more variables or sets of scores or measures a relationship between two variables without the researcher controlling either of them. It aimed to found out whether there was either. This research consisted of two variables. The first was students' self-regulation as the independent variable (X) and the second was the students' learning achievement as the dependent variable (Y).

In accordance, the researcher really wanted to know whether the correlations between those two variables were really existed or not. Recall two goals of science were to describe and to predict and the correlational research strategy allows researchers to achieve both of these goals. Thus, the most appropriate research design that will be used in order to answer whether or not students' self-regulation has correlation to English learning achievement of first grade of Ekatama Vocational High School Pekanbaru will be correlational design.





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## **B. Location and Time of Research**

### **1. Time of the Research**

This research was conducted in June 2019/2020 of academic year. It was coincided with second semester of the first grade students of Ekatama Vocational High School Pekanbaru.

### **2. Location of the Research**

This research was conducted at the first grade of Ekatama Vocational High School Pekanbaru. It was located on Surabaya street number 56 Tangkerang Selatan Bukit Raya.

## **C. Subject and Object of the Research**

The subject of this research was the first grade of Ekatama Vocational High School Pekanbaru in 2019-2020 academic years. While the object of this research was the correlation between students' self-regulation and English learning achievement of first grade of Ekatama Vocational High School Pekanbaru.

## **D. Population and Sample of the Research**

### **1. Population of the Research**

In this research, the population was the first grade students coming from Ekatama Vocational High School Pekanbaru. The total numbers of this population were 42 students. Bellow was the number of the population in academic year 2019-2020.

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**Table III.1**  
**The Population of Students of Ekatama Vocational High School, Pekanbaru**

No.	Class/Major	Number of the Students
1.	Hospitality Class I	10
2.	Hospitality Class II	10
3.	Culinary Class	9
4.	Administration and Office Class	9
5.	Computer and Network Engineering Class	4
	<b>TOTAL</b>	<b>42</b>

**2. Sample**

Sampling was a way to be taken with a sampling which really fits into the overall object of research. Considering the representative of the sample, the researcher would take the total sampling. Total sampling was a sampling technique where the number of samples was equal to the population (Sugiyono, 2007). According to Sugiyono (2007), when the population does not reach 100 then all of the population is used as sample.

**E. Technique of Collecting Data**

To collect data from sample on this research, the writer used two techniques as follows:

**1. Questionnaire**

According to Creswell (2008) questionnaire was a form used in a survey design that participant in a study complete some questions and then return it back to the researcher. In order to get data of the students's self- regulation the researcher used a set of questionnaire. The participants had to select the response on the scale that reflects their

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beliefs or opinions about the statement. The participants were given 20 statements. Every statement represents some kinds of self-regulation.

**Tabel III. 2**  
**Alternative score for self-regulation**

No	Option	Score
1	Strongly disagree	1
2	Disagree	2
3	Neutral	3
4	Agree	4
5	Strongly agree	5

**Tabel III. 3**  
**Blueprint of Self-Regulated Learning (SRL)**

Variabel	Indikator	Sub-indikator	Variabel	Indikator
Self-regulated Learning (SRL)	Perencanaan ( <i>Forethought</i> )	Menentukan strategi belajar yang akan Digunakan	1, 2, 3, 4, 5,	5
		Merasa memiliki Kewajiban menyelesaikan tugas sekolah	6, 7, 8.	3
		Mengatur diri untuk persiapan Belajar	9, 10, 11.	3
	Pelaksanaan ( <i>Performance/Altitional Control</i> )	Menerapkan strategi kognitif dan metakognitif	12.	1
		Memonitor dan Mengontrol emosi dan Motivasi	13, 14, 15, 16, 17.	5
		Melakukan Kegiatan	18.	1
	Evaluasi	Memilih strategi untuk mengatasi kegagalan dalam Belajar	19.	1
		Meninjau kembali hasil pekerjaan sendiri	20	1
		Jumlah	20	20



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**2. Documentation**

Documentation was one of research instruments that use documents' record (written archive such as books, documents, journals and so on) to get data. According to Soukhanov (2007) documentation is a record or the collecting, synopsising, and coding of printed material for future reference. In this research, the researcher used list of students' scores that were documented by teacher to get the data of students' English achievement.

The student's English achievement was obtained through the examination conducted by the school.

**Table III. 4 Category of Achievement Score**  
**Score Category**

Score	Category
80 – 100	Very high
66 – 79	High
56 – 65	Medium
46 – 55	Low
0 – 45	Very low

(Anas Sudijono, 2006)

**F. Validity and Reliability**

To obtain the data from the respondents, the researcher made try out the questionnaire to determine the validity and reliability of the instruments.

**a. Validity**

Regarding Creswell (2008) says that validity is the individual's scores from an instrument that makes sense, meaningful; enable you, as the researcher, to draw good conclusions from the sample you are studying to the population. It means that validity is the



extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment. This research constructed validity. According to Ary (2010) found construct validity focuses on test scores as a measure of a psychological construct. The psychological constructs such as intelligence, motivation, anxiety or critical thinking are hypothetical qualities or characteristics that have been “constructed” to account for observed behavior.

To analyze the validity of data, the writer used SPSS 22.0 version. From the analysis on the item values was found the score and total score. The researcher compared  $r_{item}$  to  $r_{table}$ . The  $r_{item}$  was higher than  $r_{table}$  at significant level 5%. If the value of  $r_{item}$  on the analysis less than  $r_{table}$ , it can be concluded that these items were not significantly correlated with the total score (declared invalid) and must be removed or corrected.

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**Table III.5**  
**Analysis of Questionnaire Validity**

No	Item	r Item	r Table	Validity
1	Item 1	0.669	0.344	Valid
2	Item 2	0.631	0.344	Valid
3	Item 3	0.648	0.344	Valid
4	Item 4	0.747	0.344	Valid
5	Item 5	0.800	0.344	Valid
6	Item 6	0.602	0.344	Valid
7	Item 7	0.420	0.344	Valid
8	Item 8	0.641	0.344	Valid
9	Item 9	0.666	0.344	Valid
10	Item 10	0.453	0.344	Valid
11	Item 11	0.809	0.344	Valid
12	Item 12	0.623	0.344	Valid
13	Item 13	0.505	0.344	Valid
14	Item 14	0.618	0.344	Valid
15	Item 15	0.801	0.344	Valid
16	Item 16	0.456	0.344	Valid
17	Item 17	0.421	0.344	Valid
18	Item 18	0.809	0.344	Valid
19	Item 19	0.616	0.344	Valid
20	Item 20	0.674	0.344	Valid

**b. Reliability**

Reliability has to do with accuracy of measurement. This kind of accuracy was reflected in obtaining the similar results when measurement was repeated on different occasion or with different instruments or by different person. The characteristic of reliability is sometimes termed consistency (Brown, 2003). The reliability test used in this research was internal consistency reliability. According to Creswell (2008), internal consistency reliability is the instrument administered once; using one version of the instrument and each participant in the study completes the instrument. The table below



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is the categories of reliability test used in determining the level of reliability of the tests.

**Table III. 6**  
**The Level of Reliability**

No	Reliability	Level of Reliability
1	>90	Very high
2	0.80 – 0.90	High
3	0.70-0.79	Reliable
4	0.60-0.69	Marginally/minimally
5	<0.60	Unacceptable low

(Cohen, Manion, & Morrison, 2007)

To obtain the reliability of the questionnaire given, the researcher used SPSS 22.0 program to find out whether the questionnaire was reliable or not. Below is the table of reliability test:

**Table III. 7**  
**Cronbach's Alpha Table**

Reliability Statistics	
Cronbach's Alpha	N of Items
,753	21

From the table above, it can be seen that the value of Cronbach's Alpha is 0.753. Because the Cronbach's Alpha is bigger than 0.6 so it means that the questionnaire items were reliable, in which the value of internal consistency was  $0.759 > 0.344$ . So, the reliability of questionnaire was acceptable and it is categorized into reliable.

#### G Technique of Analyzing Data

In the research, data analysis was the most useful activity and needs accurately counted. In this research, all data were gained from the result of questionnaire in the form of number. In order to analyze the questionnaire and find out students' self-regulation preference, the researcher used



Microsoft Excel. All data were analyzed quantitatively. The numerical data were obtained from the subjects' self-regulation and their English achievement (documentation of students' final score).

After all the data already gathered, firstly, the researcher tabulated them into the tables which made the readers easier to understand. Secondly, knowing the correlation between the two involved variables, researcher used Pearson Product Moment Correlation on SPSS 22.0 version program.

According to Hartono (2008), product moment correlation technique is used when the two types of the data correlated are interval. Besides, it is used to find out the correlation between two parametric variables and linear relationship between students' self regulation and their English learning achievement at the first grade students of Ekatama Vocational High School 2 Pekanbaru, Riau.

In this research, the researcher wanted to find positive linear correlation. Singh (2006) also pointed out that correlation between two or more quantifiable variables could be positive or negative. He said that it was positive correlation when an increase (or decrease) of a variable is followed by an increase (or decrease) of the other.

Thirdly, the researcher took a conclusion based on the result showed by SPSS 22.0 program if the null hypothesis was rejected or accepted. This was a formula of the technique of analyzing of data:

$$R = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$$

Rxy: Pearson Corellation Coefficient

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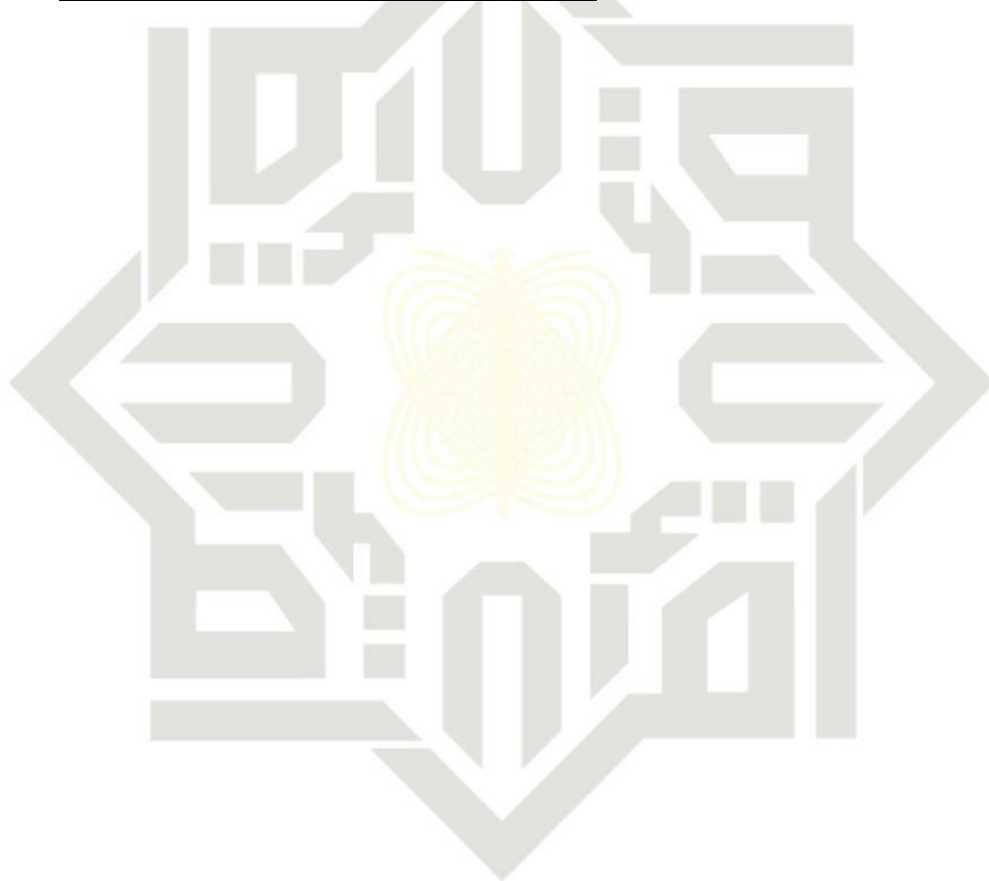
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N: Samples

X: independent variable (Self-Regulation)

Y: dependent variable (English Achievement)

Coefficient interval	level
0,80-1,000	Very strong
0,60-0,799	Strong
0,40-0,599	Enough
0,20-0,399	Weak
0,00-0,199	Very weak



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## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A Conclusion

This research was conducted to find out whether there is a significant correlation between students' self-regulation and their English learning achievement. Based on what has been discussed, presented and analyzed in the previous chapter, the researcher concludes that:

1. The percentage of self-regulation from the 42 students of the first grade at Ekatama vocational high school showed that 13 students were at very high category and these were 30.9 %, 22 students were at high category and the percentage was 52.3 %, 7 students were high enough and the percentage was 16.7 %. It can be concluded that most of the students had high category in self-regulation.
2. The percentage of students' English learning achievement score showed that 28 students were at high category and was 33.3 %, 14 students were at very high category and the percentage was 66.6 %.
3. The analysis for students' self-regulation and their English learning achievement showed less significant. The score did correlate but not that significant. The coefficient correlation in this research was 0.037 means that there was very low correlation of those variables. So that, many consideration used by teacher in giving report score as English learning achievement beside self-regulation.



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## B. Suggestion

### 1. Suggestion for the Teachers

Teachers should help students to develop their self-regulation by taking role for the students both in the classroom and in the environment. So, the teacher should guide the self-regulation of the students both in learning process in the classroom or in other activities.

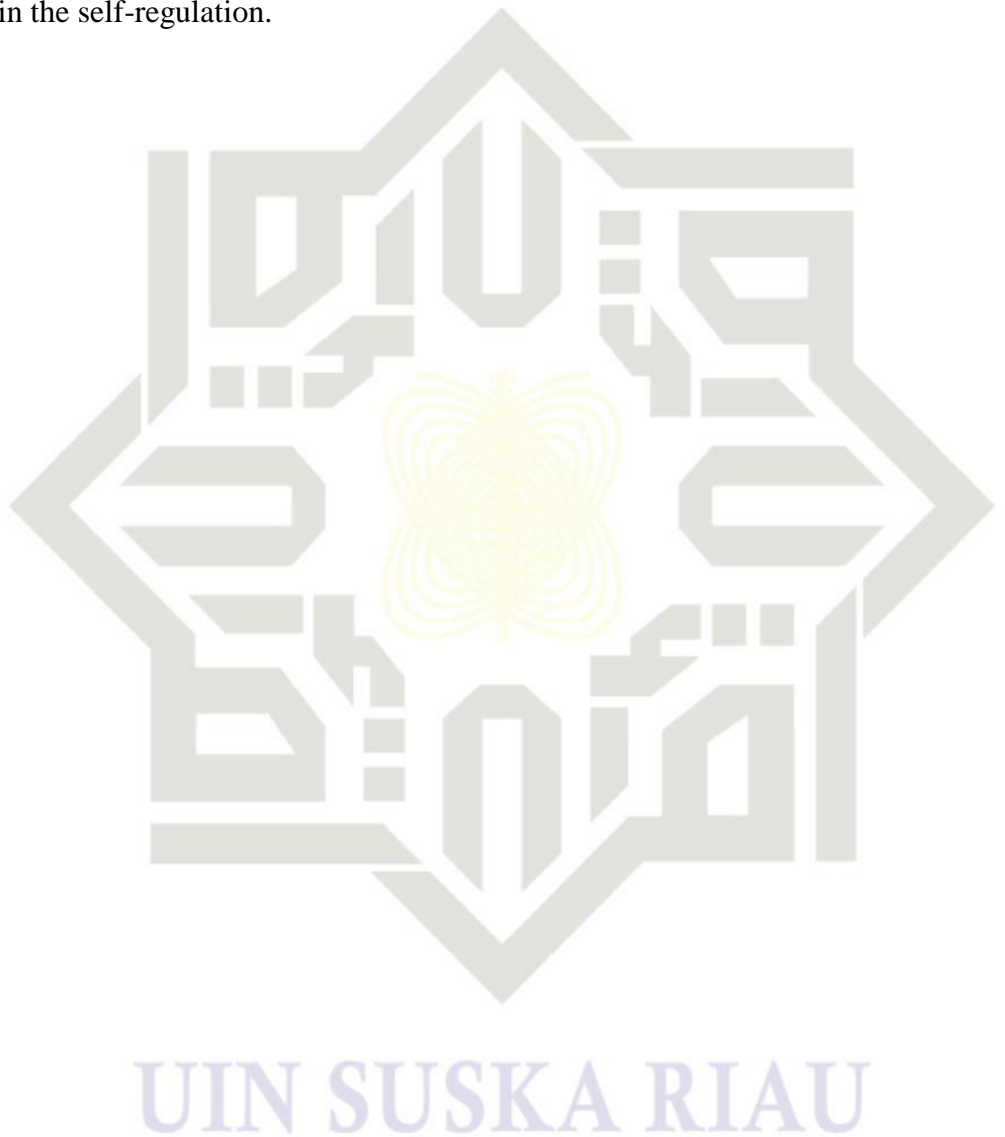
Some things that can be done by teachers include:

- a. Develop students' motivation and try to feel what students feel. For example, if students feel bored during the learning process, teachers should make the atmosphere more fun by changing the way they learn.
- b. Help students to find solutions in every problem they face. It can create closeness between teachers and students. So, indirectly the students can appreciate and pay attention to what is delivered by the teacher in the learning process. Hopefully, their learning outcomes can be optimal.
- c. Provide a positive response to each student's behavior and avoid negative responses to them.

### 2. Suggestion for the Students

Students should take aware in learning and study especially English subject and don't be afraid of communicating with each other both with the teacher and friends, don't worry about sharing with others if face some problems and dont get moody if your English skill is still

common. Moreover, looking the current situation self-reglation is really usefull for the students. Because students have much spare time do not waste time by doing useless activities. Then, the recent curriculum students should morw actives in learning and studying so use this time to train the self-regulation.



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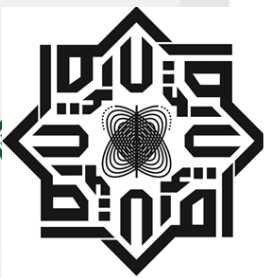
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- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## REFERENCES

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Pengkutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
2. Dilang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Un 04/F.II.4/PP.00.9/9394/2020

Pekanbaru, 27 Agustus 2020

Biasa

-

**Pembimbing Skripsi (Perpanjangan)**

Kepada

Yth. Rizky Gushendra, S.Pd., M.Ed

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 : KHAIRANI SYAFRIN

NIM : 11314205757

Jurusan : Pendidikan Bahasa Inggris

Judul : THE CORRELATION OF THE STUDENTS' SELF REGULATION  
TOWARD ENGLISH LEARNING ACHIEVEMENT OF THE FIRST  
GRADE OF EKATAMA VOCATIONAL HIGH SCHOOL PEKANBARU

Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Reaksi 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: eftak\_uinsuska@yahoo.co.id

: Un 04/F.II.4/PP.00.9/4426/2020

Pekanbaru, 17 April 2020

: Biasa

: **Mohon Izin Melakukan PraRiset**

Kepada  
 Yth. Kepala Sekolah  
 SMK EKATAMA PEKANBARU  
 di Tempat

*Assalamu'alaikum warahmatullahi wabarakatuh*

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

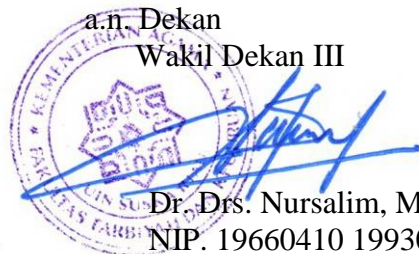
Nama : KHAIRANI SYAFRIN  
 NIM : 11314205757  
 Semester/Tahun : XIV (Empat Belas)/ 2020  
 Program Studi : Pendidikan Bahasa Inggris  
 Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset 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.

a.n. Dekan  
 Wakil Dekan III



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





# YAYASAN PENDIDIKAN EKATAMA SMK EKATAMA PEKANBARU

**KELOMPOK (SENI, KERAJINAN DAN PARIWISATA), (TEKNIK KOMPUTER DAN INFORMATIKA)  
DAN (BISNIS MANAJEMEN)**

JL. SURABAYA NO. 56-96 Tangkerang Selatan Telp. (0761) 31122, 33350 KOTA PEKANBARU  
AKREDITASI : B (83,00) SK BAN-S/M No. : Mk. 007183



## SURAT KETERANGAN

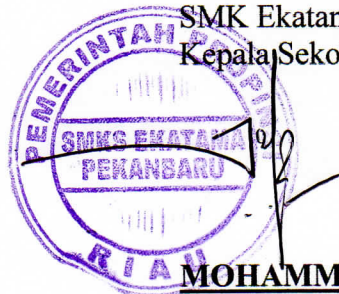
Nomor : 043/I09/SMK.E/DI-1/IV/2020

Berkenaan dengan Surat dari Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau Nomor : Un.04/F.II.4/PP.00.9/4426/2020 tentang Permohonan Izin Melakukan Prariset. Kepala Sekolah Menengah Kejuruan (SMK) Ekatama menerangkan nama dibawah ini :

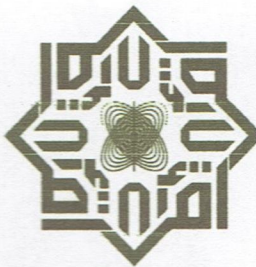
Nama : **KHAIRANI SYAFRIN**  
NIM : 11314205757  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan  
Jenjang : S1

Diterima untuk melakukan Prariset di Sekolah Menengah Kejuruan (SMK) Ekatama Pekanbaru.  
Demikian Surat Keterangan ini ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Pekanbaru, 21 April 2020  
SMK Ekatama Pekanbaru  
Kepala Sekolah



**MOHAMMAD JEFRY, S. Kom, MM**  
NRP. 992001002-1



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Nomor : Un.04/F.II/PP.00.9/6588/2020  
Sifat : Biasa  
Lamp. : 1 (Satu) Proposal  
Hal : *Mohon Izin Melakukan Riset*

Pekanbaru, 09 Juli 2020 M

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

*Assalamu 'alaikum warahmatullahi wabarakatuh*

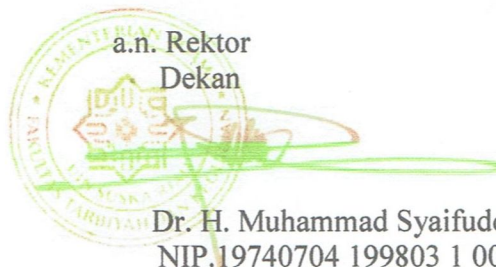
Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : KHAIRANI SYAFRIN  
NIM : 11314205757  
Semester/Tahun : XIV (Empat Belas)/ 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 CORRELATION OF THE STUDENT'S SELF REGULATION TOWARD STUDENTS ENGLISH LEARNING ACHIEVEMENT OF THE FIRST GRADE OF EKA TAMA VOCATIONAL HIGH SCHOOL PEKANBARU**  
Lokasi Penelitian : SMK EKA TAMA PEKANBARU  
Waktu Penelitian : 3 Bulan (09 Juli 2020 s.d 09 Oktober 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








**PENGESAHAN PERBAIKAN  
 UJIAN PROPOSAL**

Nama Mahasiswa : Khairani Syafrin  
 Nomor Induk Mahasiswa : 11314205757  
 Hari/Tanggal Ujian : Rabu/ 22 April 2020  
 Judul Proposal Ujian : **THE CORRELATION OF THE STUDENTS' SELF  
 REGULATION TOWARD ENGLISH LEARNING ACHIEVEMENT OF THE FIRST  
 GRADE OF EKATAMA VOCATIONAL HIGH SCHOOL 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

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

Pekanbaru, 22 April 2020  
 Peserta Ujian Proposal

  
**KHAIRANI SYAFRIN**  
 NIM. 11314205757








**PENGESAHAN PERBAIKAN  
 UJIAN PROPOSAL**

Nama Mahasiswa : Khairani Syafrin  
 Nomor Induk Mahasiswa : 11314205757  
 Hari/Tanggal Ujian : Rabu/ 22 April 2020  
 Judul Proposal Ujian : **THE CORRELATION OF THE STUDENTS' SELF  
 REGULATION TOWARD ENGLISH LEARNING ACHIEVEMENT OF THE FIRST  
 GRADE OF EKATAMA VOCATIONAL HIGH SCHOOL PEKANBARU**

Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang  
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Mengetahui  
 a.n. Dekan  
 Wakil Dekan I

  
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 NIP. 19660924 199503 1 002

Pekanbaru, 22 April 2020  
 Peserta Ujian Proposal

  
**KHAIRANI SYAFRIN**  
 NIM. 11314205757



### Students' Questionnaire Score of Self-Regulation

		ITEM																				X	Y
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20				
4	4	4	4	3	4	2	4	4	4	4	4	4	2	4	4	4	4	4	4	2	71	80	
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5	5	5	5	4	5	3	5	5	5	4	5	5	3	5	5	5	5	4	3	3	88	83	
5	5	5	5	3	3	5	2	5	5	5	5	5	5	5	5	5	5	5	5	5	88	86	
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5	5	4	5	4	3	3	4	4	4	4	4	4	3	4	5	5	5	4	3	3	79	83	
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4	4	5	4	4	4	4	4	5	4	4	5	5	4	5	4	4	4	4	4	4	81	88	
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3	4	4	3	4	2	1	3	4	4	4	5	4	1	4	3	3	4	4	1	1	64	75	
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3	3	3	3	2	3	1	3	4	4	3	4	4	1	4	3	3	3	3	1	1	57	75	

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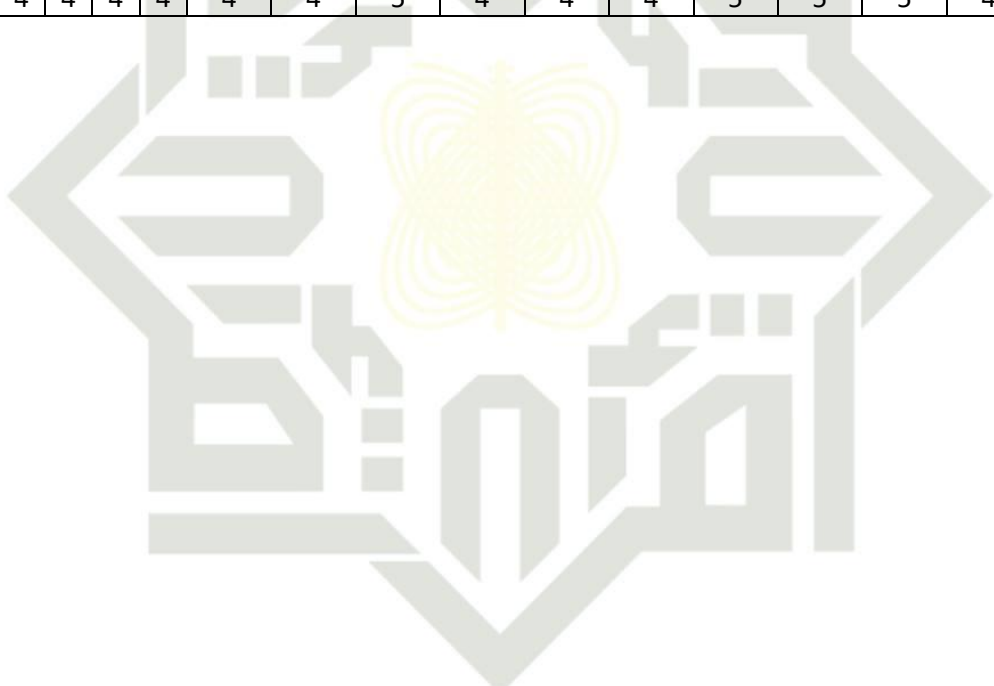
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2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa ijin dari penerbit.



26	4	4	4	4	2	4	1	3	3	3	3	4	3	1	3	4	4	4	3	1	61	76
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Hak Cipta Diindungi Undang-Undang

- 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 tanpa





R TABLE

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3550	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541
31	0.2913	0.3440	0.4032	0.4421	0.5465
32	0.2869	0.3388	0.3972	0.4357	0.5392
33	0.2826	0.3338	0.3916	0.4296	0.5322
34	0.2785	0.3291	0.3862	0.4238	0.5254
35	0.2746	0.3246	0.3810	0.4182	0.5189

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<b>36</b>	0.2709	0.3202	0.3760	0.4128	0.5126
<b>37</b>	0.2673	0.3160	0.3712	0.4076	0.5066
<b>38</b>	0.2638	0.3120	0.3665	0.4026	0.5007
<b>39</b>	0.2605	0.3081	0.3621	0.3978	0.4950
<b>40</b>	0.2573	0.3044	0.3578	0.3932	0.4896
<b>41</b>	0.2542	0.3008	0.3536	0.3887	0.4843
<b>42</b>	0.2512	0.2973	0.3496	0.3843	0.4791



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**SELF IDENTITY  
(IDENTITAS DIR)**

Name : \_\_\_\_\_  
 Class : \_\_\_\_\_ Major : \_\_\_\_\_  
 No Absent : \_\_\_\_\_  
 Gender : \_\_\_\_\_  
 Age : \_\_\_\_\_ Year \_\_\_\_\_ Month \_\_\_\_\_

No.	Pertanyaan	Jawaban			
		SS	S	TS	STS
1	Saya menetapkan tujuan atau target nilai yang ingin dicapai. ( <i>determine the goals or targets to be achieved</i> )				
2	Saya menyiapkan strategi belajar dalam menyelesaikan tugas. ( <i>I prepare a learning strategy for completing assignments</i> )				
3	Saya memilih teman untuk diajak berdiskusi. ( <i>I choose a friend to discuss</i> )				
4	Saya menata atau memetakan penggunaan waktu belajar. ( <i>I organize or map the use of study time</i> )				
5	Saya menyelesaikan tugas asal jadi. ( <i>I complete the tassk without checking back</i> )				
6	Saya belajar sesuka hati atau jika ada mood. ( <i>I study based on my my mood</i> )				
	Saya merasa mampu dapat mengerjakan tugas yang diberikan oleh guru. ( <i>I can do a task given by teacher</i> )				
	Saya yakin bisa mendapat nilai baik. ( <i>I'm sure can achieve a perfect score</i> )				
	Saya memiliki rasa ingin tahu yang besar dalam pelajaran. ( <i>I have a big curiosity in learning</i> )				
	Saya bersemangat belajar apabila diberi penghargaan. ( <i>I'm so excitedto study if i get the reward</i> )				
	Saya mengatur lingkungan belajar agar bisa berkonsentrasi . ( <i>I arrange the enviroment to get concentration in studying</i> )				
	Saya mempersiapkan buku pelajaran untuk esok hari. ( <i>I prepare the books for tommorow class</i> )				
	Saya menambah waktu belajar untuk meningkatkan nilai. ( <i>I add my study schedule in to get more score</i> )				

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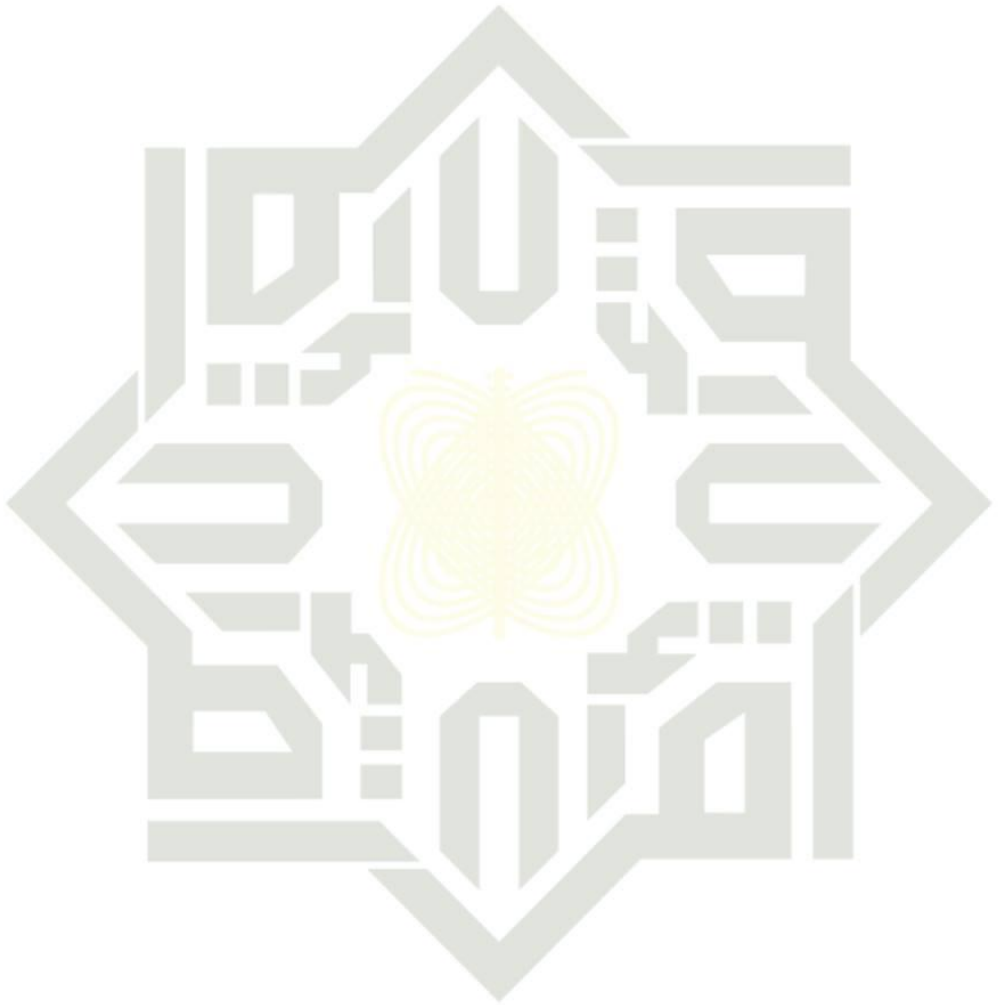
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14	Saya acuh (tidak peduli) dengan lingkungan yang mengganggu belajar. ( <i>I'm not care with noisy enviroment in studying</i> )			
15	Saya memperhatikan guru pada saat proses pembelajaran berlangsung. ( <i>I focus on teracher's explanations</i> )			
16	Saya mencatat hal-hal penting yang dijelaskan oleh guru. ( <i>I take a note from teachers's explanation</i> )			
17	Saya meringkas materi pelajaran agar mudah dipahami. ( <i>I resume the leason to get understood</i> )			



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37	Saya merasa puas ketika nilai yang dicapai sesuai target. ( <i>I'm satisfied with my score</i> )				
38	Saya bangga dapat mengerjakan tugas sendiri. ( <i>I'm proud of to do my own task</i> )				
39	Saya memeriksa kembali tugas atau pekerjaan sebelum dikumpulkan kepada guru. ( <i>I check the task before submit it</i> )				
40	Saya mengumpulkan tugas tanpa mengoreksi terlebih dahulu ( <i>I submit the task without checking and correcting</i> )				

*Selamat Mengerjakan ..*



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## Blueprint of *Self-Regulated Learning* (SRL)

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*Self-regulated Learning* (SRL)

Variabel	Indikator	Sub-indikator	Nomor Item	Jml
Self-regulated Learning (SRL)	Perencanaan ( <i>Forethought</i> )	Menentukan strategi belajar yang akan digunakan	1, 2, 3, 4, 5, 6,	6
		Merasa memiliki kewajiban menyelesaikan tugas sekolah	7,8, 9, 10	4
		Mengatur diri untuk persiapan belajar	11, 12. 13, 14. 15	5
	Pelaksanaan ( <i>Performance/ Volitional Control</i> )	Menerapkan strategi kognitif dan metakognitif	16. 17. 18. 19. 20, 21	6
		Memonitor dan mengontrol emosi dan motivasi	22, 23, 24, 25, 26, 27, 28	7
		Melakukan kegiatan	29. 30, 31, 32, 33	5
	Evaluasi	Memilih strategi untuk mengatasi kegagalan dalam belajar	34, 35, 36, 37, 38	5
		Merasa mampu mengevaluasi hasil belajar	39	1
		Meninjau kembali hasil pekerjaan sendiri	40	1
		Jumlah	40	40

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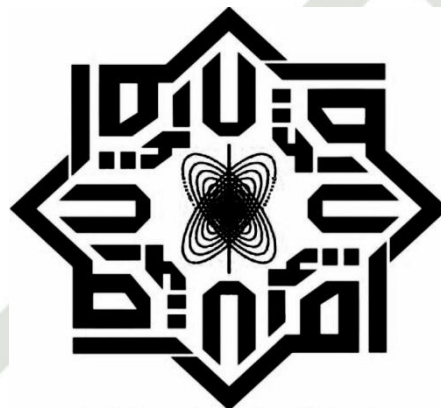
## CURRICULUM VITAE

**Khairani Syafrin** was born on August 16<sup>th</sup> 1995 in Pekanbaru. She is the third of four children of beloved couple Syafaruddin and Kafrina. She lives at Pekanbaru. She has finished her study at State Elementary School 011 Balam Sukajadi at 2007. After that in 2007, she continued her study at Padang Panjang in Nurul Ikhlas islamic boarding school and finished in 2010. Then, in 2010, she continued her study at Man 1 Pekanbaru finished it in 2013. Next, in 2013, she continued her study at State Islamic University of Sultan Syarif Kasim Riau and finished it in 2020, precisely on August 10<sup>th</sup> 2020.

In finishing her study at the University to fulfill the requirements for Undergraduate Degree in English Education, she conducted a research from May 2020 by the thesis entitled *“The Correlation Of The Students’ Self Regulation Toward English Learning Achievement Of The First Grade Of Ekatama Vocational High School Pekanbaru”*.

Then, his thesis was finally accepted and approved by the final examination committee for the award of Undergraduate Degree of Education on August 10<sup>th</sup> 2021 after he successfully passed in the final examination. She finish her study with IPK 3.27 and appropriate to get Undergraduate Degree (S.Pd.)

**THE CORRELATION OF THE STUDENTS' SELF REGULATION  
TOWARD ENGLISH LEARNING ACHIEVEMENT OF THE  
FIRST GRADE OF EKATAMA VOCATIONAL  
HIGH SCHOOL PEKABARU**



**UIN SUSKA RIAU**

**BY**

**KHAIRANI SYAFRIN**

**SIN.11314205757**

**UIN SUSKA RIAU**

**FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM  
RIAU PEKANBARU**

**1442 H/2021 M**

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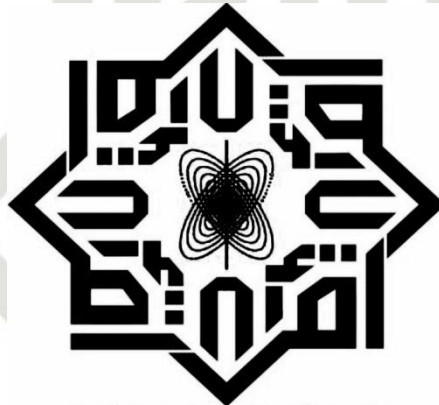
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**THE CORRELATION OF THE STUDENTS' SELF REGULATION  
TOWARD ENGLISH LEARNING ACHIEVEMENT OF THE  
FIRST GRADE OF EKATAMA VOCATIONAL  
HIGH SCHOOL PEKABARU**

Thesis

Submitted in Partial Fulfillment of the Requirements  
for Getting Bachelor Degree of Education  
(S.Pd.)



**UIN SUSKA RIAU**

By

**KHAIRANI SYAFRIN**

**SIN.11314205757**

**DEPARTMENT OF ENGLISH EDUCATION  
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STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM  
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**SUPERVISOR APPROVAL**

The thesis entitled *The Correlation of the Students' Self-Regulation Toward English Learning Achievement of the First Geade of Ekatama Vocatiobal High School Pekanbaru*, is written by Khairani Syafrin, SIN. 11314205757. 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, Dzulhijh 07<sup>th</sup>, 1441H  
Juli 28<sup>rd</sup>, 2020M

Approved by

The Head of English  
Education Department

Drs. Samsi Hasan, M.H.Sc.

Supervisor

Rizky Gushendra, M.Ed.

UIN SUSKA RIAU



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## EXAMINER APPROVAL

This thesis entitled The Correlation of The Students' Self-Regulation toward English Learning Achievement of The First Grade of EKATAMA VOCATIONAL HIGH SCHOOL PEKNABARU, is Khairani Syafrin, NIM. 11114205757. It has been accepted and approved by the final examination committee of the Undergraduate Degree at the Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau to fulfill one of the requirements for getting Undergraduate Degree (S.Pd) in English Education Department.

Pekanbaru, Zulhijjah 20<sup>nd</sup>, 1441 H  
August 10<sup>nd</sup>, 2020 M

Examination Committee

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Examiner II

Kurnia Budiyanti, M.Pd.

Examiner III

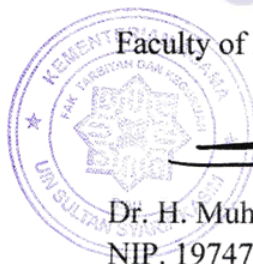
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2. Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag., the Dean of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif



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3. Kasim Riau. The Vice Dean I, Dr. Drs. Alimuddin, M.Ag., the Vice Dean II, Dr. Dra. Rohani, M.Pd., and the Vice Dean III, Dr. Drs. Nursalim, M.Pd. Drs. Samsi Hasan, M.H. Sc., the Head of English Education Department and Cut Raudatul Misky, M.Pd., the secretary of English Education Department who have given me correction, suggestion and guidance in completing this thesis.
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7. Sir Drs. Heprinus, who gave me the information about the place where I should did the research.
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9. My best friends from Man 1 Pekanbaru; Ica, Nyaw, Anggi, Mutiara, Qurqur, Kazain, Rizka. Who always remind me support and care from the beginning to the end of this research.
10. My beloved classmates of H 2013; Eka, Afri, Dewi, Rina, Novi, Rumi, Gisel, Santi, Intan, Mufthi, Ila, Rifka, Hesti, Widya, Sity, Fitri, Rani, Dinda, Richard, Fahmi and Fajri. Thanks your for best experience and I am glad to know you all. See you on top guys.
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12. All people who gave given me the great support in conducting and finishing this thesis, it cannot be written one by one. Thanks, all.  
 Finally, the researcher really realizes that there are many weaknesses in this thesis. Therefore, constructive critiques and suggestion are needed in order to improve this thesis." May Allah Almighty bless you, bless me, and bless us"

Pekanbaru, August 09, 2020

The Researcher

Khairani Syafrin  
SIN. 11314205757




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**ABSTRAK**
**KHAIRANI SYAFRIN (2020): Hubungan Antara regulasi diri siswa terhadap prestasi belajar siswa di kelas satu di SMK Ekatama Pekanbaru**

Penelitian ini terdiri dari dua variabel, yaitu regulasi diri siswa dan prestasi belajar siswa. Penelitian ini digunakan untuk mengetahui hubungan antara regulasi diri siswa terhadap prestasi belajar siswa di SMK Ekatama Pekanbaru. Sedangkan rumusan masalahnya adalah adakah hubungan regulasi diri siswa dan prestasi belajar siswa di SMK Ekatama Pekanbaru. Subjek dalam penelitian ini adalah siswa kelas sepuluh SMK Ekatama Pekanbaru, sedangkan objeknya adalah hubungan antara regulasi diri siswa dengan prestasi belajar siswa. Populasinya adalah 42 orang siswa, karena menurut Sugiyono, populasi yang tidak sampai seratus orang maka semua populasi dapat dijadikan sampel. Metode pengumpulan data yang penulis gunakan pada penelitian ini adalah sebar angket dan juga dokumentasi rapor siswa. Untuk menganalisis data, peneliti menggunakan analisis *Product Moment Correlation* on *SPSS 22.0 version*. Hasil penelitian diperoleh nilai korelasi  $r$  sebesar 0,037 yang berarti terdapat hubungan yang sangat lemah antara self regulation dan learning achievement dan nilai signifikansi sebesar 0,817 > 0,05 menunjukkan tidak ada hubungan signifikan antara self regulation dan learning achievement. Berdasarkan hasil dan analisa data dapat disimpulkan bahwa tidak terdapat hubungan yang signifikan antara regulasi diri siswa terhadap prestasi belajar siswa di SMK Ekatama Pekanbaru.


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**ABSTRACT**

**KHAIRANI SYAFRIN (2020): The relationship between student self-regulation and student achievement in grade one at SMK Ekatama Pekanbaru**

This research consists of two variables, namely student self-regulation and student achievement. This study was used to determine the relationship between student self-regulation on student achievement at SMK Ekatama Pekanbaru. While the formulation of the problem is is there a relationship between student self-regulation and student achievement at SMK Ekatama Pekanbaru. Subjects in this study were tenth grade students of SMK Ekatama Pekanbaru, while the object was the relationship between student self-regulation and student achievement. The population is 42 students, because according to Sugiyono, the population is less than one hundred people, so all populations can be sampled. The data collection method that the writer uses in this research is to distribute questionnaires and also documentation of student reports. To analyze the data, the researchers used Product Moment Correlation on SPSS 22.0 version analysis. The results showed that the r correlation value was 0.037, which means that there was a very weak relationship between self regulation and learning achievement and a significance value of  $0.817 > 0.05$ , indicating that there was no significant relationship between self-regulation and learning achievement. Based on the results and data analysis, it can be concluded that there is no significant relationship between student self-regulation and student achievement at SMK Ekatama Pekanbaru.

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### ملخص

خيراني شفراني، (٢٠٢٠): علاقة بين التنظيم الذاتي لدى التلاميذ وإنجاز تعلم التلاميذ في الفصل الأول بمدرسة إيكاتاما الثانوية المهنية بكنبارو

يتكون هذا البحث من متغيرين، وهما التنظيم الذاتي لدى التلاميذ وإنجاز تعلم التلاميذ. تم استخدام هذا البحث لمعرفة علاقة بين التنظيم الذاتي لدى التلاميذ على إنجاز تعلم التلاميذ في الفصل الأول بمدرسة إيكاتاما الثانوية المهنية بكنبارو. وسؤال البحث هل هناك علاقة بين التنظيم الذاتي لدى التلاميذ وإنجاز تعلم التلاميذ في الفصل الأول بمدرسة إيكاتاما الثانوية المهنية بكنبارو. والأفراد تلاميذ الفصل العاشر بمدرسة إيكاتاما الثانوية المهنية بكنبارو، والموضوع هو علاقة بين التنظيم الذاتي لدى التلاميذ وإنجاز تعلم التلاميذ. والمجتمع ٤٢ تلميذاً، ووفقاً لسوغيونو، المجتمع الذي لا يصل إلى مائة شخص، فيمكن أخذ العينة من المجتمع كله. وطريقة جمع البيانات التي تستخدمها الباحثة هي الاستبيان من بطاقات تقرير التلاميذ. وتحليل البيانات، استخدمت الباحثة ارتباط لحظة المنتج ببرنامح الحزمة الإحصائية للعلوم الاجتماعية لإصدار ٢٢,٠. وتشير نتائج البحث المحسولة إلى أن قيمة الارتباط  $r$  هي ٠,٠٣٧، مما يعني أن هناك علاقة ضعيفة للغاية بين التنظيم الذاتي وإنجاز التعلم وقيمة أهمية هي ٠,٨١٧ < ٠,٠٥. وتشير إلى عدم علاقة كبيرة بين التنظيم الذاتي وإنجاز التعلم. استناداً إلى نتائج البيانات وتحليلها، يمكن الاستنتاج أن لا توجد علاقة كبيرة لدى التلاميذ وإنجاز تعلم التلاميذ في الفصل الأول بمدرسة إيكاتاما الثانوية المهنية بكنبارو.







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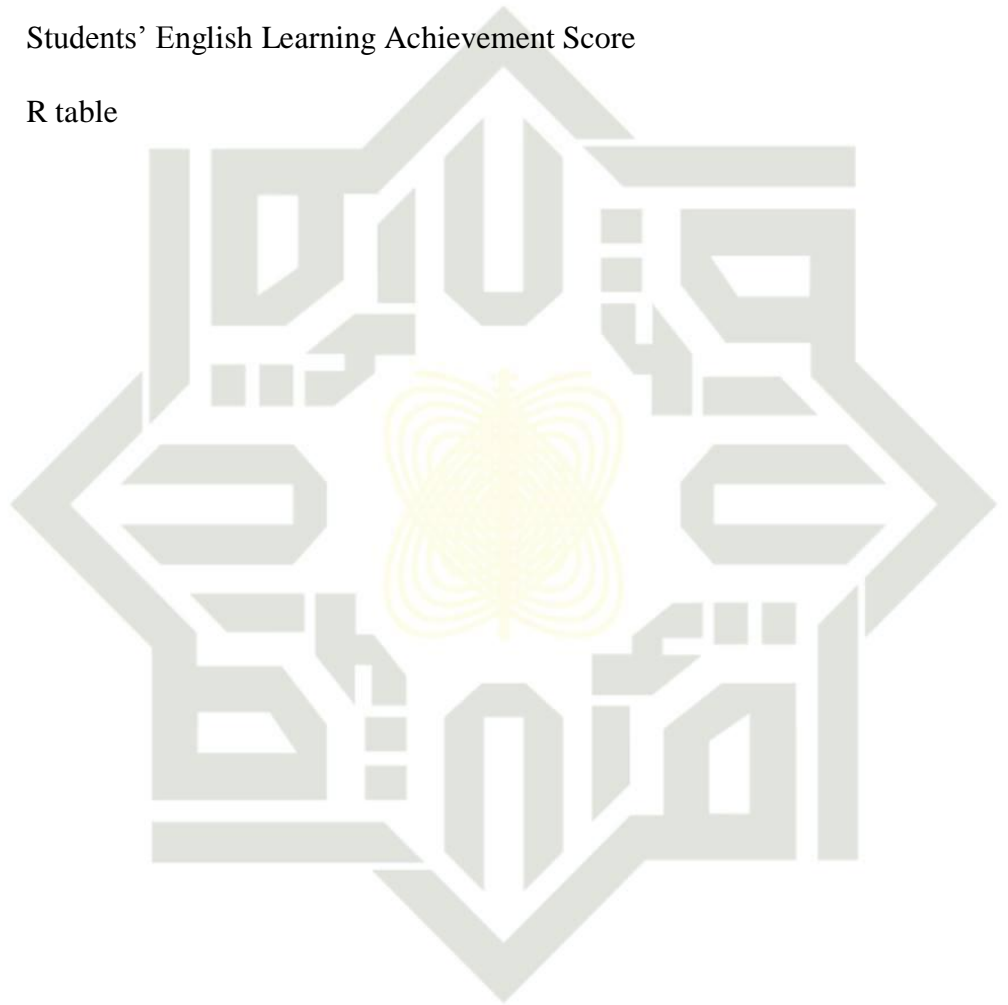


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## CHAPTER I INTRODUCTION

### A. Background

English was irresistibly the communication language around the globe has become a world language which everyone wants to learn (Mede and Uygun, 2014). In Indonesia, English was taught and used as a foreign language. In spite of the many years of English instruction in formal schooling, the outcome has not been satisfying. Very few high school graduates were able to communicate intelligibly in English. This sense of failure in the teaching of English as a foreign language may not be exclusively Indonesian and is associated with prevailing constraints shared by several other countries where English was taught as a foreign language. The achievement standard for English describes the learning expected of students at each year level. Teachers used the achievement standard during and at the end of a period of teaching to made on-balance judgments about the quality of learning students demonstrate. Cheng (2011) stated that self-regulation was best predictor of student academic achievement.

Self-regulation was the process of continuously monitoring progress toward a goal, checking outcomes, and redirecting unsuccessful efforts (Berk, 2003). Self-regulation was an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the environment

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(El-Hanawi, 2010). In order for students to be self-regulated they need to be aware of their own thought process, and be motivated to actively participate in their own learning process (Zimmerman, 2001).

Students with self-regulation would prepare themselves ready to study in the school. Example, the students studied the topic will be learnt and try to understood then go to the teacher while they found any difficulties. The used of self-regulation techniques asisted students in performing tasks more effectively and independently. In another word, self-regulation allowing students to take more active role in their education puts students in the driver's seat and in charge.

Ekatama Vocational High School has four majors for first grade, they were hospitality, culinary, administration and office and computer and network engineering. The first grade had 86 students. In term of English learning, they were focused on Speaking skill and they applied a student-centered. Meanwhile, based on the observation, the researcher found that some students were passively reacting to their teacher intructions. Students also less inniative for asking back after teacher's explanation. So that, teachers were hard to observed either the students understood or not. It showed that students were not aware of their inability in the process of learning process.

The study was very helpful in considering student's regulation in learning English language. It can gave the insights to English environment and student of English Education Department itself and expect to make

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many people successful in learning English language. From the phenomena above, the writer was interested in conducting a research entitled: “THE CORRELATION OF THE STUDENTS’ SELF-REGULATION TOWARD ENGLISH LEARNING ACHIEVEMENT OF THE FIRST GRADE OF EKATAMA VOCATIONAL HIGH SCHOOL PEKANBARU”.

## B. Problem

### 1. Identification of Problem

Corcening the effort to study about the students learning achievement, there might be some problems that could be idetified, such as:

- a. The correlation of the student’s self-regulation toward student’s english learning achievemnt of the first grade at ekatama vocational high school pekanbaru
- b. The relationship between students’ learning motivation and student’s english leaning achievement.

### 2. Limitation of the Problem

In reference to the identification of the problem stated above, thus, the researcher would focused on the correlation of the student’s self-regulation toward student’s English learning achievemnt of the first grade at ekatama vocational high school pekanbaru.

### 3. Formulation of the Problem

The problem of the rese arch are formulated as follow :

- a. How was the student’s self-regulation of the first grade of Ekatama Vocational High School Pekanbaru?

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- b. How was the students english learning achievement of first grade of Ekatama Vocational High School Pekanbaru?
- c. was there any a significant correlation between the student's self-regulation and their english learning achievement of the first grade of Ekatama Vocational High School Pekanbaru?

**C. Objective and Significance of the Research****1. Objective of the Research**

- a. To found out the student's self-regulation of the first grade of Ekatama Vocational High School Pekanbaru.
- b. To found out students english learning achievement of first grade of Ekatama Vocational High School Pekanbaru.
- c. To found out if there is a significant correlation between the student's self- regulation and their english learning achievement of the first grade of Ekatama Vocational High School Pekanbaru.

**2. Significance of the Research**

Related to the objectives of the research above, the significances of the researches are as follows:

- a. Hopefully this research was able to benefit the writer as a novice researcher in learning how to conduct a research.
- b. These research findings were also expected useful and valuable for both teachers and students of Ekatama Vocational High School Pekanbaru to be the focus of future following teaching and learning process.



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- c. Besides, these research findings were also expected to be positive and valuable information for those who are concerned in the world of teaching English as a foreign or second language.
- d. Finally, these research findings were expected to be practical and theoretical information to the development of the theories on language teaching in general.

#### D. Definiton of the Key Term

In order to avoid misunderstanding to the terms used in this research. Thus, the following terms are necessarily defined as follows:

##### 1. Correlation

Correlation was a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. In this case of only two variables, it mean that two 8 variables share common variance, or they co-vary together (Creswell, 2008). Besides, Franked & Wallen (2009) also pointed out that correlational study was when two or more variables are investigated about the relationship one another without any attempt to influence them.

##### 2. Self-Regulation

Self-regulation was one of the key concept in Bandura's Social Learning Theory and was described by Zimmerman (2000:14) as "self-regulated thoughts, feelings, and action that were planned and cyclically adapted to the attainment of personal goals

##### 3. Achievement



Achievement was the result of what an individual has learned from some educational experiences. In line with the statement above, Crystal (2008) defined achievement as predicates represent a type of process event which took place instantaneously. present In other words, learning achievement mean the result, the successfulness, the extent or ability, the progress in learning educational experiences that the individual indicate in relation with his/her educational learning.

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## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Framework

##### 1. Self-regulation

Introduced on an intense level in 1980s, self-regulation is a process through which students efficiently include their metacognitive skills into their own learning processes (Zimmerman, 2001), in which they set goals for themselves and take the responsibility of their own learning when achieving those goals (Turingan and Yang, 2009) and regulate and control their own cognition and behaviour (Pintrich, 2004). Winne (1996) defines self regulation as a type of education comprising of metacognition, internal motivation and strategies. Hence, self regulation is a process in which students set goals for themselves, choose suitable strategies in learning process and regulate their own behaviour when necessary, control their motivation, set their metacognitive skills to work and monitor and assesses their performance to direct their future learning.

Self-regulated learning is an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the environment. Berger, Kofman, Livneh and Henik (2007, P.257) point

out that the concept of self-regulation has received many different definitions within the literature, depending on the different theoretical perspectives under which it has been studied. The broader definition, as they argue, would be that self-regulation refers to "the ability to monitor and modulate cognition, emotion and behavior, to accomplish one's goal and/or to adapt to the cognitive and social demands of specific situations." This definition above does not refer to a single process, but to a group of monitoring mechanisms underlying the ability to self-regulate. Self-regulation of emotion can be distinguished from self-regulation of cognition, which might or might not include regulation of overt behavior.

According to Zimmerman (2002, p.65), self-regulation "is not a mental ability or an academic performance skill; rather it is the self-directive process by which learners transform their mental abilities into academic skills". Learning is viewed as an activity that students do for themselves in a proactive way rather than as a covert event that happens to them in reaction to teaching. Self-regulation refers to self-generated thoughts, feelings, and behaviors that are oriented to attaining goals. In addition, Wolters, Pintrich and Karabenick (2003, p.2) define self-regulated learning as "an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the

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environment". From this point of view, Nückles, Hübner and Renkl (2009, p.259) affirm that Self-regulated learning is the ability to control and influence one's learning processes positively. The learners take personal initiative, apply powerful strategies to attain individually valued learning goals and monitor their understanding in order to detect and eliminate possible comprehension problems.

Zimmerman (2002, p.66) stressed the following three characteristics of self-regulated learning:

1. First, self-regulation of learning involves more than detailed knowledge of a skill; it involves the self-awareness, self-motivation, and behavioral skill to implement that knowledge appropriately. For example, experts differ from non-experts in their application of knowledge at crucial times during learning performances, such as correcting specific deficiencies in technique.
2. Second, self-regulation of learning is not a single personal trait that individual students either possess or lack. Instead, it involves the selective use of specific processes that must be personally adapted to each learning task. The component skills include: (a) setting specific proximal goals for oneself, (b) adopting powerful strategies for attaining the goals, (c) monitoring one's performance selectively for signs of progress, (d) restructuring one's physical and social context to make it compatible with one's goals, (e) managing one's time use efficiently, (f) self-evaluating one's

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methods, (g) attributing causation to results, and (h) adapting future methods. A students' level of learning has been found to vary based on the presence or absence of these key self-regulatory processes.

3. Third, the self-motivated quality of self-regulated learners depends on several underlying beliefs, including perceived efficacy and intrinsic interest.

Furthermore, Zimmerman (2002, p.69) states that contrary to a commonly held belief, self-regulated learning is not asocial in nature and origin. Each self-regulatory process or belief, such as goal setting, strategy use, and self-evaluation, can be learned from instruction and modeling by parents, teachers, coaches, and peers. In fact, self-regulated students seek out help from others to improve their learning. What defines them as "self-regulated" is not their reliance on socially isolated methods of learning, but rather their personal initiative, perseverance, and adoptive skill. Self-regulated students focus on how they activate, alter, and sustain specific learning practices in social as well as solitary contexts.

#### 2. Characteristics of Self-Regulated Learner:

Harris, Santangelo and Graham (2008, P.397-398) point out that self-regulation assumes a prominent position in contemporary models of teaching and learning, and is a major focus in the new learning environments approach. Students who are self-regulated actively participate in their own learning, rather than relying solely on teachers,



parents, or other external change agents to impart knowledge. Self-regulated learners are described as self-starters who persist on instructional tasks, prevail over problems, and react appropriately to task performance outcomes. In contrast, students who lack self-regulation are self-handicapping typically have low efficacy for learning, avoid failure and damage to self-esteem by seeking easy tasks, procrastinating, or avoiding work all together. They more likely to exhibit impulsive behavior, set lower academic goals, inaccurately assess their abilities, engage in self-criticism, experience limited academic success, and give up easily. Difficulties with self-regulation can significantly and negatively effect students' emotional well being, self-esteem, and motivation.

The specific characteristics most often attributed to self-regulated learners concern their motivational beliefs or attitudes, their cognitive strategy use, and their metacognitive abilities (Wolters, 2003a, p.189). First, self-regulated learners possess a great deal of knowledge or skill concerning various cognitive strategies that, when used properly, increase students' learning. Second, self-regulated learners are metacognitively skilled; they are knowledgeable about the thinking and learning process and have the strategies to monitor and control important aspects of their learning behavior. Finally, these students exhibit an array of adaptive motivational beliefs and attitudes that include high levels of self-efficacy and an orientation toward mastery

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goals. Together, this constellation of beliefs, knowledge, and skills allows self-regulated learners to be independent students who actively manage their own learning across a variety of academic contexts (Wolters, 2003b, p.179).

According to Zimmerman (2002, p.66), self-regulated learners are proactive in their efforts to learn because they are aware of their strengths and limitations and because they are guided by personally set goals and task-related strategies, such as using an arithmetic addition strategy to check the accuracy of solutions to subtraction problems. These learners monitor their behavior in terms of their goals and self-reflect on their increasing effectiveness. This enhances their self-satisfaction and motivation to continue to improve their methods of learning. Because of their superior motivation and adaptive learning methods, self-regulated students are not only more likely to succeed academically but to view their futures optimistically.

Self-regulated learners engage recursively in a cycle of cognitive activities as they work through a given task. To begin, self-regulated learners analyze task demands (Butler, 2002, p.82). Self-regulated learners set task specific goals, which they use as a basis for selecting, adapting, or even inventing appropriate strategies to accomplish their objectives (Butler, 1996, p.2). Once self-regulated learners implement strategies, they monitor outcomes associated with strategy use. Effective learners self-evaluate by comparing progress against task

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criteria to generate judgments about how they are doing. If they perceive gaps between desired and actual performance, they adjust learning activities accordingly. Effective learners also interpret externally provided feedback (e.g., marks on tests, teacher or peer comments on writing) as they self-evaluate performance. They use feedback strategically to diagnose challenges. As with task analysis, monitoring is critical to effective self-regulation. This is because, during monitoring, students generate judgments about progress and make decisions that shape further learning activities (Butler, 2002, p.82). In sum, self-regulated learners actively manage their learning activities as they engage with a task, flexibly adapting their approaches as required. Further, self-regulated learners also adaptively employ motivation and volition control strategies to keep themselves on task when they become discouraged or encounter an obstacle (Butler, 1996, p.2)

### 3. Models, Phases, and processes of Self-Regulated Learning:

Multiple theoretical perspectives have informed research on the development of self-regulation and strategic performance, resulting in numerous intervention models (Zito, Adkins, Gavins, Harris, & Graham, 2007, p.77). Accordingly, there exist several different models of self-regulated learning that have been developed over the past two decades (Puustinen, & Pulkkinen, 2001, p.269). Among these models are Biggs' Model of Metalearning, Boekaerts' Model of Adaptable Learning,

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Borkowski's Process-oriented Model of Metacognition, Winne and Hadwin's Four Stage Model of Self-Regulated Learning, Pintrich's general framework for self-regulated learning, and Zimmerman's social cognitive view of academic self-regulation. Each of these models is outlined briefly below:

#### a. Biggs' Model of Metalearning

In his model of metalearning (then classified as a sophisticated form of metacognition), Biggs (1978, 1985) suggests that effective learning requires that students are aware of the task demands and that they exert control over their cognitive resources to meet these task demands. Biggs' three-stage model suggests three sets of factors that characterize students' learning: presage factors, process factors, and product variables. According to the model, the presage factors include personal factors such as prior knowledge, as well as situational factors such as teaching method, task demands and assessment demands. The process factors include such factors as motives, and the cognitive learning strategies used by the learner. The product variables in Biggs' model include factors such as performance on exams and recall. It should be noted that it is likely that more contemporary research would classify Biggs' model of "metalearning" as a model of self-regulated learning (Ross, Salisbury-Glennon, Guarino, Reed, & Marshall, 2003, p.192).

#### b. Boekaerts' Model of Adaptable Learning





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Boekaerts' model of self-regulated learning is characterized as an interaction of cognitive, metacognitive and motivational processes, which work together during information processing. Boekaerts' model illustrates the relationship between these three categories of strategies: the first level consists of cognitive strategies, which refer directly to information processing. The second level relates to the use of metacognitive strategies aiming at the regulation of the learning process. The third level illustrates the maintenance of motivation, which is characterized by the willingness of independent goal setting, self-activation, as well as adaptive coping with success and failure (Dignath, Buettner, & Langfeldt, 2008, pp.103-104)

Puustinen and Pulkkinen (2001, pp.270-271) mention that Boekaerts (1992, 1995, 1996) developed a model of adaptable learning in the classroom, affording appraisal a central role in the SRL process. Appraisals were considered to be unique and they were assumed to direct students' behavior in the classroom. Boekaerts emphasizes the following characteristics of SRL: (a) the non-unitary character of the SRL process as SRL is assumed to necessitate interaction between diverse (e.g. metacognitive, motivational and emotional) control systems; (b) another aspect of importance is the distinction between optimal and non-optimal conditions for SRL to occur; (c) SRL does not necessarily proceed



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in a linear way through the different phases of the model, students may backtrack to a previous phase or they may bypass phases. Recently, Boekaerts and Niemivirta in 2000 put forward an extended and refined version of the model of adaptable learning which is centered round goal processes.

Furthermore, Boekaerts (2002; cited in Ainley, & Patrick, 2006, p.268) has argued that the key to understanding both the dynamics of self-regulated learning and how to create classroom environments that promote self-regulation, is to appreciate that self-regulation is about aptitude and about outcome. Aptitude involves making personal meaning by establishing connections between personal goals and the demands of achievement tasks as they are presented in context. Students connect with tasks that are perceived to be of value to them. Outcome is about the activation of scripts or action sequences that serve personal goals, scripts that are extended and elaborated by the learning process.

#### c. **Borkowski's Process-oriented Model of Metacognition**

According to Borkowski, successful integration of cognitive, motivational, personal and situational components underlies good information processing. Borkowski integrated these characteristics into a process-oriented model of metacognition. The most important individual element of the model is strategy selection and use. Links between personal and motivational variables and self-



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regulation form the focus of Borkowski's model. Furthermore, Borkowski's model (1992, 1996) studies factors of successes and failures encountered in strategy generalization. Borkowski argues that successful generalization of previously learned skills and knowledge is based on these elements; self-regulation, or executive functioning, activates the cognitive system and allows strategic behavior to occur, whereas motivational factors and attributions provoke self-regulation in new and challenging situations. In addition, contextual factors such as parents, teachers and the learning environments created by them, as well as social collaboration with peers, are judged to be important in developing flexible, adaptive learning (Puustinen, & Pulkkinen, 2001, pp. 272-273).

#### d. Winne and Hadwin's Four-stage Model of Self-regulated Learning

Puustinen and Pulkkinen (2001, p.276) mention that according to Winne and Hadwin's model, SRL is defined as metacognitively guided behavior enabling students to adaptively regulate their use of cognitive tactics and strategies in the face of a task. Winne and Hadwin's model of SRL includes four distinct stages: (1) task definition, is characterized by the perceptions that students generate about the task, (2) goal setting and planning, (3) enacting tactics and strategies planned in stage two, (4)





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metacognitively adapting studying techniques for the future (Steffens, 2006, P.355). Each stage, Puustinen and Pulkkinen (2001, p.277) argue, is supposed to share the same general structure, referred to as the COPES (i.e. Conditions–Operations– Products– Evaluations–Standards). Conditions include information about the task conditions and cognitive conditions that influence how the task will be engaged. Operations are defined as the cognitive processes, tactics and strategies students engage in when faced with a task, and products refer to information created by operations in transforming conditions. Products can be internal (e.g. the inference drawn from an attribution) or external (i.e. observable behavior or performance). Evaluations consist of internal or external feedback about the products. Finally, standards are the criteria against which the products are monitored. Metacognitive monitoring is a central element in Winne’s model, producing internal feedback about the discrepancy between products and standards at each stage. That feedback further serves as a basis for future actions. The model is described as recursive, in that the products of earlier stages are assumed to update the conditions on which operations work during the next stage.

#### e. **Pintrich’s General Framework for SRL**

One of the major contributions Paul Pintrich made to the field of self-regulated learning was the conceptual framework he



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formulated. Pintrich synthesizes the work of a variety of self-regulation theorists into a general organizing framework. This framework suggests that SRL is composed of four phases, namely forethought, monitoring, control and reflection phases. For each phase, self-regulatory activities are listed in four separate areas, including cognitive, motivational and affective, behavioral and contextual areas. The framework is presented as a heuristic, since it is not supposed that all academic learning necessarily involves explicit self-regulation (Puustinen, & Pulkkinen 2001, p.274).

The four phases, Pintrich (2004, p.389) argues, do represent a general time-ordered sequence that individuals would go through as they perform a task, but there is no strong assumption that the phases are hierarchically or linearly structured such that earlier phases must always occur before later phases. In most models of self-regulated learning, monitoring, control, and reaction can occur simultaneously and dynamically as the individual progresses through the task, with the goals and plans being changed or updated on the basis of the feedback from the monitoring, control, and reaction processes.

Pintrich (2004, pp.387-388) assures that his General Framework of SRL model shares the following assumptions that are common to other models of self-regulation.



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1. One common assumption is the active, constructive assumption that follows from a general cognitive perspective. Under a SRL perspective, learners are viewed as active participants in the learning process. Learners are assumed to construct their own meanings, goals, and strategies from the information available in the “external” environment as well as information in their own minds (the “internal” environment).
2. A second assumption is the potential for control assumption. An SRL perspective assumes that learners can potentially monitor, control, and regulate certain aspects of their own cognition, motivation, and behavior as well as some features of their environments. This assumption does not mean that individuals will or can monitor and control their cognition, motivation, or behavior at all times or in all contexts.
3. A third general assumption is the goal, criterion, or standard assumption. SRL models of regulation assume that there is some type of goal, criterion, or standard against which comparisons are made in order to assess whether the learning process should continue or if some type of change is necessary.
4. A fourth general assumption of a SRL perspective is that self-regulatory activities are mediators between personal and contextual characteristics and actual achievement or performance. That is, it is not just individuals’ characteristics





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that influence achievement and learning directly, nor just the contextual characteristics of the classroom environment that shape achievement, but the individuals' self-regulation of their cognition, motivation, and behavior that mediate the relations between the person, context, and eventual achievement.

#### f. Zimmerman's Social Cognitive Model of Self-regulation

Based on Bandura's triadic model, Zimmerman (1989) formulated a social cognitive model of self-regulated learning that views self-regulation as the interaction of personal, behavioral, and environmental processes. Further expanding on this triadic model, Zimmerman (1998) asserts that from a social cognitive perspective, self-regulatory processes occur through three phases: forethought, performance or volitional control, and self-regulatory processes. Zimmerman (2002, p.67) points out that social learning psychologists view the structure of self-regulatory processes in terms of three cyclical phases. Zimmerman (1998) suggested a social cognitive model which was rich with respect to the processes which are considered at each stage. According to this model, self-regulation is achieved in cycles consisting of (1) forethought, (2) performance or volitional control, and (3) self-reflection. The processes that have been studied in each phase are shown in Figure 1, and the function of each process will be described next:



- a. Forethought phase: It refers to processes and beliefs that occur before efforts to learn. There are two major classes of forethought phase processes: task analysis and self-motivation. Task analysis involves goal setting and strategic planning. There is considerable evidence of increased academic success by learners who set specific proximal goals for themselves. Self-motivation stems from students' beliefs about learning, such as self-efficacy beliefs about having the personal capability to learn and outcome expectations about personal consequences of learning. Intrinsic interest refers to the students' valuing of the task skill for its own merits, and learning goal orientation refers to valuing the process of learning for its own merits.
- b. Performance phase: It refers to processes that occur during behavioral implementation. Performance phase processes fall into two major classes: self-control and self-observation. Self-control refers to the deployment of specific methods or strategies that were selected during the forethought phase. Among the key types of self-control methods that have been studied to date are the use of imagery, self-instruction, attention focusing, and task strategies. Self-observation refers to self-recording personal events or self-experimentation to find out the cause of these events. Self-monitoring, a covert

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form of self-observation, refers to one's cognitive tracking of personal functioning.

- c. Self-reflection phase: It refers to processes that occur after each learning effort. There are two major classes of self-reflection phase processes: self-judgment and self-reaction. One form of self-judgment, self-evaluation, refers to comparisons of self-observed performances against some standard, such as one's prior performance, another person's performance, or an absolute standard of performance. Another form of self-judgment involves causal attribution, which refers to beliefs about the cause of one's errors or successes. One form of self-reaction involves feelings of self-satisfaction and positive affect regarding one's performance. Increases in self-satisfaction enhance motivation, whereas decreases in self-satisfaction undermine further efforts to learn. Self-reactions also take the form of adaptive/ defensive responses. Defensive reactions refer to efforts to protect one's self-image by withdrawing or avoiding opportunities to learn and perform. In contrast, adaptive reactions refer to adjustments designed to increase the effectiveness of one's method of learning. This view of self-regulation is cyclical in that self-reflections from prior efforts to learn affect subsequent forethought processes.

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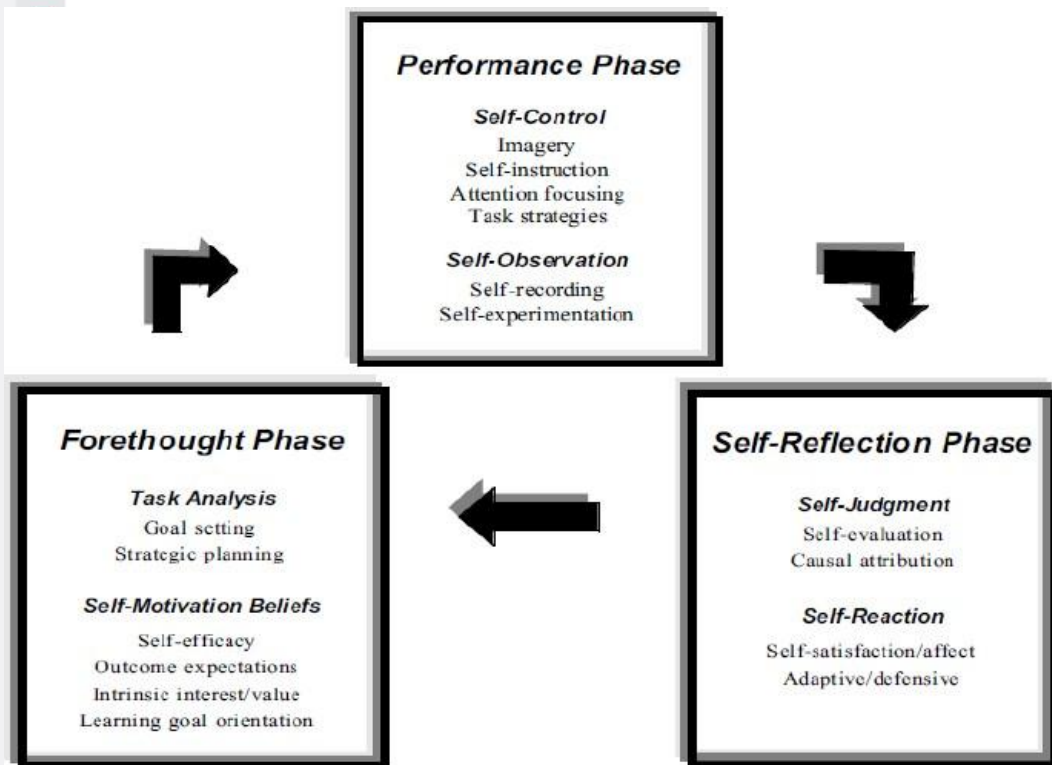


Figure 1. Phases and Subprocesses of Self-Regulation.

Source: Zimmerman (2002, p. 67)

In light of the growing evidence of the importance of self-regulatory processes in studying to students' success in school, Schunk and Zimmerman (1998, cited in Zimmerman, 1998, pp.82-84) developed a cyclical model of self-regulating academic studying. This model (see Figure 2) is cyclical because self-monitoring on each learning trial provides information that can change subsequent goals, strategies, or performance efforts. The cyclical model of self-regulating academic studying includes the following four steps:



- a. The first step of the cycle, self-evaluation and monitoring, occurs when students determine the effectiveness of their current study methods.
- b. When the areas of deficiency are identified, students can consider the second step in the cycle of self-regulation, goal setting and strategic planning. This involves setting a specific learning goal for oneself and selecting an appropriate strategy to attain it. The selection of an appropriate study strategy to attain the goal depends on students' repertoire of existing strategies and on access to teachers or peers who can describe a new strategy, demonstrate it, and explain its effectiveness.
- c. The third step in the cycle of self-regulated learning, strategy implementation and monitoring occurs when students try to execute a study strategy in structured contexts and monitor their accuracy in implementing it. Students need to focus on performing all aspects of the strategy just like a skilled model would.
- d. The fourth step in self-regulation, strategic outcome monitoring, occurs when students focus their attention on their studying outcomes in order to adapt their strategy to achieve optimal effectiveness. The quality of strategic outcome monitoring depends on one's routinization of the strategy, the

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specificity of one's outcome goals, and one's strategy attributions.

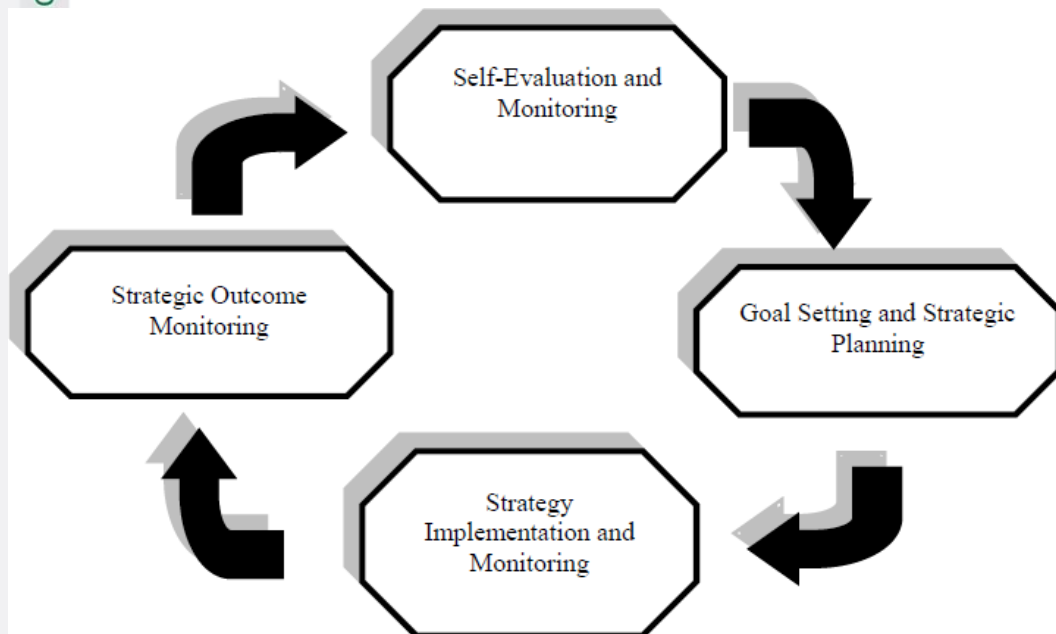


Figure (2): A cyclical model of self-regulated learning.

Source: Zimmerman (1998, p.83)

#### 4. Features of Educational Contexts that Promote SRL

Paris and Paris (2001, p.97-8) and Perry, Hutchinson and Thauberger (2007, p.28), agreed that there are some features of teaching and learning contexts that promote self-regulated learning. Each of these essential characteristics will be briefly discussed:

- i. Students and teacher function as a community of learners. The teaching and learning context is positive and encouraging. Students respect one another and take responsibility for their learning and behavior. Sharing and using ideas and strategies are considered





effective tactics for learning, and there is broad acceptance of and support for individuals' strengths and challenges.

- ii. Students and teacher are engaged in complex, cognitively demanding activities. Complex tasks address multiple goals, integrate reading and writing processes, carry on over multiple reading and writing periods, and result in the production of extended discourse. These tasks require students to think metacognitively and act strategically.
- iii. Students take control of learning by making choices, controlling challenge, and evaluating their work. Having choices and opportunities to control the degree of challenge posed by particular tasks increases students' interest in and commitment to tasks. They are more likely to persist when difficulties arise. Self-evaluation promotes awareness of the qualities of good reading and writing and provides opportunities for learners to analyze and align their behaviors with those good models.
- iv. Evaluation is non-threatening. It is embedded in ongoing activities, emphasizes processes as well as products, focuses on personal progress, and encourages students to view errors as opportunities to learn. Students are involved in generating evaluation criteria and, therefore, sense they have control over outcomes.
- v. Teacher provides instrumental support for students' learning, combining explicit instruction and extensive scaffolding to help

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students acquire the knowledge and they need to complete complex task independently and successfully, and tailoring support to meet the needs of individuals.

## 5. Learning Achievement

Learning is a process which the objective is to make a change in attitude, knowledge, habits, abilities and other purposes as a result of personal, experience. In line with the statement above, Kimble and Garnezyin (Brown, 2000) stated that learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice.

A successful learning process can be seen from the students, achievement. Achievement is the result of efforts that is done by students in a certain time. Pertaining with the idea above, Hornby in Brown (2000) stated that achievement is an action of achieving something with effort and skill. Moreover, students, learning achievement can be seen from their scores that involve their efforts in the attainment of knowledge of the subjects they are studying.

English learning achievement can be described as the result of English learning process that students get from the teacher in form of scores. The score is getting through tests that teacher made or a kind of standardized test. In this study, the achievement scores can help the researcher to describe how far the students, ability in English. The achievement scores also come from the calculation of some test that teacher has made for their students.

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The achievement tests measure present proficiency, mastery, and understanding of general and specific areas of knowledge (Kerlinger, 1979).

Based on the explanation above, the researcher concludes that achievement is outcomes of the students, learning in the form of knowledge, skill, and score in the certain period. The high achievement is not easy to be reached. It requires a process which involves the ability to reach it. In reaching the high achievement in learning, students need some factors such as matched learning styles and high motivation. So, achievement can be considered as measurable behavior in standardized series of tests in the form of scores that indicates whether a student has been successful or unsuccessful in mastering academic skills.

As the explanation above, the researcher has the understanding for this variable that students, English learning achievement is a result of students learning progress in English class. The achievement appears as the score that can be as description of students, success in learning.

## 6. Factors Influencing Students' English Achievement

Syah (2006) stated that there are three factors that influence students learning. The factors are as follows:

1. Internal factors, which consists of physical and spiritual of the students.
2. External factor, that is environmental conditions around students.

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3. Approach to learning that is the type of students,, learning effort which includes strategies and methods that students used to conduct learning activities.

Besides, Mlambo (2011) stated that there are numerous factors affecting academic performance in various centers of learning. He found that students,, effort, previous schooling, parents,, education, family income, self motivation, age of student, learning preference, class attendance and entry qualifications as factors that have significant on the students,, academic performance in various settings.

Based on the idea above, it is clear that one of the factors that influence students learning process is the students,,learning preferences. The way students use their preferred way in learning is called as learning style. When students feel comfortable with the way they learn, it will be easier for them to understand the material that is being learned. Finally, when students understand the material, it will affect their achievement too.

#### **7. The correlation between self regulation and learning achievement**

There have been many efforts made to enhance students,, learning achievements. It has always been the main concern of the teachers and parents to make their students and children successful learners. That is why many teachers are convinced to make their students succeed academically.

According to Zimmerman, who is the first scientist to mention the concept of self-regulation in educational psychology (Vardar, 2011), self-

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regulation skill is the best predictor of students' academic achievement (Cheng, 2011) and use of this skill facilitates learning (Srnemoglu, 2014).

Students with self-regulation skill do not regard learning as an activity which provided to them but as activity which they perform on their own (Zimmerman and Schunk, 1998). Such students are always active in their own learning process. As they are well aware of their own abilities, skills, advantages or disadvantages, they monitor themselves in the process of achieving the goals they have set and are aware of their improvement during the process and reregulate their own behaviours and cognition in accordance with their needs if necessary. According to Zimmerman and Schunk (1998), these students see academic learning as an experience that requires preparations, self-discipline, motivation, and behaviour and cognitive procedures. As well as performing successfully in achieving their goals, students with high self-regulation skill also excel at their lifelong learning skills after their educational lives. Such students perform well in developing creative projects in domains such as art, literature and science after having graduated from their school (Zimmerman, 2002). Research on the topic has shown that students with high cognitive skill and self-regulation skill and students who have developed awareness of these skills are more strategic and perform better than students who are not aware of these skills (Schraw and Dennison 1994 in Tonbuloglu and Aslan, 2013).

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Based on the experts,, explanation above, the researcher concludes that one of the most affected factors which influence students,, achievements is self-regulation of the students" itself.

## B. The Relevant Research

As a matter of fact, there are a lot of previous researchers regarding this topic, one of which was conducted by Abdullah Ardguzel and Ali Orhan. The design of his research was a Descriptive survey method. The title of his research was "The Relation Between English Learning Students"s Level of Sel-Regulation and Metacognitive Skills and Their English Academic Achievements in Faculty of Education in, Turkey". The research was conducted in 2017 at Duze University. In his research, he found that there is a relationship positive and significant relationship was revealed between students' self-regulation skills and acedemic achievement in the English lesson. The second research was conducted by Young Ah Cho and Younsu Kim. The design of their research was an correlational research. The title of their research was "The Relationship between Self-efficacy Belief and Self- regulate Learning Strategies in Korean EFL Learners ". The research was conducted in 2019 at the Gwangju University. In their research, they found that there were significant differences among groups with respect to self-regulated learning strategy use. Succesful learners more often employed self-regulatory skills than any other one, such as as self-evaluation, organization and transformation, record keeping and monitoring, goal setting and planning, review of record, and interpretation guessing factors. Additionally, a positive correlation was found between self-efficacy and self-regulation.

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In conclusion, me as a researcher for my thesis has the same topic with the above researcher that was self-regulation and English learning achievement, but for Abdullah Adguzel and Ali Orhan they also discussed and related about metacognitive skills in their research and for Young Ah and Youngsu Kim they discussed and related self-efficacy as a X variable for the research. I hope my thesis and the others researchs can gave you insight about self-regulation and english learning achievement.

### C. The Operational Concept

Operational concept is a main element to avoid misunderstanding and misinterpretation in scientific research because a concept is a diagram to operate the abstract in this research plan to measure. This research consists of two variables, variable X is the self-regulation at the first grade of Ekatama Vocational High School Pekanbaru, and variable Y is the students' English Learning Achievement. The Correlation between self-regulation and English Learning Achievement. The indicators are operationally conceptualized as follows:

Variable X (self-regulation) students with self-regulation skill do not regard learning as an activity which is provided to them but as an activity which they perform on their own (Zimmerman and Schunk, 1998). Such students are always active in their own learning process. As they well aware of their own ability, skills, they monitor themselves in the process of achieving the goals they have set and are aware of their needs if necessary.

- a. Students has the ability to make appropriate decisions and strategy in learning.

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- b. Students set attainable goals and take appropriate actions to achieve these goals, utilizing their resources while remaining aware of their limitations.
  - c. Students show control over their psychological processes and the ability to adapt to their environment.
  - d. Students should monitor their achievement and their failure and evaluate themselves.
- The indicators of variable Y (students' learning achievement) are as follows:
- a. The students achieve their standard minimum score of 75.
  - b. The students have an ability to convey or explain the topic given by teachers.
  - c. The students have an ability to speaking.
  - d. The students answer oral question spontaneously

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## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This research used quantitative approach and the design employed was correlational research. Cresswell (2008:60) stated that correlational research design was procedures in quantitative research in which investigators measured the degree of association (relationship) between two or more variables or sets of scores or measures a relationship between two variables without the researcher controlling either of them. It aimed to found out whether there was either. This research consisted of two variables. The first was students' self-regulation as the independent variable (X) and the second was the students' learning achievement as the dependent variable (Y).

In accordance, the researcher really wanted to know whether the correlations between those two variables were really existed or not. Recall two goals of science were to describe and to predict and the correlational research strategy allows researchers to achieve both of these goals. Thus, the most appropriate research design that will be used in order to answer whether or not students' self-regulation has correlation to English learning achievement of first grade of Ekatama Vocational High School Pekanbaru will be correlational design.





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## **B. Location and Time of Research**

### **1. Time of the Research**

This research was conducted in June 2019/2020 of academic year. It was coincided with second semester of the first grade students of Ekatama Vocational High School Pekanbaru.

### **2. Location of the Research**

This research was conducted at the first grade of Ekatama Vocational High School Pekanbaru. It was located on Surabaya street number 56 Tangkerang Selatan Bukit Raya.

## **C. Subject and Object of the Research**

The subject of this research was the first grade of Ekatama Vocational High School Pekanbaru in 2019-2020 academic years. While the object of this research was the correlation between students' self- regulation and English learning achievement of first grade of Ekatama Vocational High School Pekanbaru.

## **D. Population and Sample of the Research**

### **1. Population of the Research**

In this research, the population was the first grade students coming from Ekatama Vocational High School Pekanbaru. The total numbers of this population were 42 students. Bellow was the number of the population in academic year 2019-2020.

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**Table III.1**  
**The Population of Students of Ekatama Vocational High School, Pekanbaru**

No.	Class/Major	Number od the Students
1.	Hospitality Class I	10
2.	Hospitality Class II	10
3.	Culinary Class	9
4.	Administration and Office Class	9
5.	Computer and Network Engineering Class	4
	<b>TOTAL</b>	<b>42</b>

**2. Sample**

Sampling was a way to be taken with a sampling which really fits into the overall object of research. Considering the representative of the sample, the researcher would take the total sampling. Total sampling was a sampling technique where the number of samples was equal to the population (Sugiyono, 2007). According to Sugiyono (2007), when the population does not reach 100 then all of the population is used as sample.

**E. Technique of Collecting Data**

To collect data from sample on this research, the writer used two techniques as follows:

**1. Questionnaire**

According to Creswell (2008) questionnaire was a form used in a survey design that participant in a study complete some questions and then return it back to the researcher. In order to get data of the students's self- regulation the researcher used a set of questionnaire. The participants had to select the response on the scale that reflects their

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beliefs or opinions about the statement. The participants were given 20 statements. Every statement represents some kinds of self-regulation.

**Tabel III. 2**  
**Alternative score for self-regulation**

No	Option	Score
1	Strongly disagree	1
2	Disagree	2
3	Neutral	3
4	Agree	4
5	Strongly agree	5

**Tabel III. 3**  
**Blueprint of Self-Regulated Learning (SRL)**

Variabel	Indikator	Sub-indikator	Variabel	Indikator
Self-regulated Learning (SRL)	Perencanaan ( <i>Forethought</i> )	Menentukan strategi belajar yang akan Digunakan	1, 2, 3, 4, 5,	5
		Merasa memiliki Kewajiban menyelesaikan tugas sekolah	6, 7, 8.	3
		Mengatur diri untuk persiapan Belajar	9, 10, 11.	3
	Pelaksanaan ( <i>Performance/Altitional Control</i> )	Menerapkan strategi kognitif dan metakognitif	12.	1
		Memonitor dan Mengontrol emosi dan Motivasi	13, 14, 15, 16, 17.	5
		Melakukan Kegiatan	18.	1
	Evaluasi	Memilih strategi untuk mengatasi kegagalan dalam Belajar	19.	1
		Meninjau kembali hasil pekerjaan sendiri	20	1
		Jumlah	20	20



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**2. Documentation**

Documentation was one of research instruments that use documents' record (written archive such as books, documents, journals and so on) to get data. According to Soukhanov (2007) documentation is a record or the collecting, synopsising, and coding of printed material for future reference. In this research, the researcher used list of students' scores that were documented by teacher to get the data of students' English achievement.

The student's English achievement was obtained through the examination conducted by the school.

**Table III. 4 Category of Achievement Score**  
**Score Category**

Score	Category
80 – 100	Very high
66 – 79	High
56 – 65	Medium
46 – 55	Low
0 – 45	Very low

(Anas Sudijono, 2006)

**F. Validity and Reliability**

To obtain the data from the respondents, the researcher made try out the questionnaire to determine the validity and reliability of the instruments.

**a. Validity**

Regarding Creswell (2008) says that validity is the individual's scores from an instrument that makes sense, meaningful; enable you, as the researcher, to draw good conclusions from the sample you are studying to the population. It means that validity is the



extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment. This research constructed validity. According to Ary (2010) found construct validity focuses on test scores as a measure of a psychological construct. The psychological constructs such as intelligence, motivation, anxiety or critical thinking are hypothetical qualities or characteristics that have been “constructed” to account for observed behavior.

To analyze the validity of data, the writer used SPSS 22.0 version. From the analysis on the item values was found the score and total score. The researcher compared  $r_{item}$  to  $r_{table}$ . The  $r_{item}$  was higher than  $r_{table}$  at significant level 5%. If the value of  $r_{item}$  on the analysis less than  $r_{table}$ , it can be concluded that these items were not significantly correlated with the total score (declared invalid) and must be removed or corrected.

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**Table III.5**  
**Analysis of Questionnaire Validity**

No	Item	r Item	r Table	Validity
1	Item 1	0.669	0.344	Valid
2	Item 2	0.631	0.344	Valid
3	Item 3	0.648	0.344	Valid
4	Item 4	0.747	0.344	Valid
5	Item 5	0.800	0.344	Valid
6	Item 6	0.602	0.344	Valid
7	Item 7	0.420	0.344	Valid
8	Item 8	0.641	0.344	Valid
9	Item 9	0.666	0.344	Valid
10	Item 10	0.453	0.344	Valid
11	Item 11	0.809	0.344	Valid
12	Item 12	0.623	0.344	Valid
13	Item 13	0.505	0.344	Valid
14	Item 14	0.618	0.344	Valid
15	Item 15	0.801	0.344	Valid
16	Item 16	0.456	0.344	Valid
17	Item 17	0.421	0.344	Valid
18	Item 18	0.809	0.344	Valid
19	Item 19	0.616	0.344	Valid
20	Item 20	0.674	0.344	Valid

**b. Reliability**

Reliability has to do with accuracy of measurement. This kind of accuracy was reflected in obtaining the similar results when measurement was repeated on different occasion or with different instruments or by different person. The characteristic of reliability is sometimes termed consistency (Brown, 2003). The reliability test used in this research was internal consistency reliability. According to Creswell (2008), internal consistency reliability is the instrument administered once; using one version of the instrument and each participant in the study completes the instrument. The table below



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is the categories of reliability test used in determining the level of reliability of the tests.

**Table III. 6**  
**The Level of Reliability**

No	Reliability	Level of Reliability
1	>90	Very high
2	0.80 – 0.90	High
3	0.70-0.79	Reliable
4	0.60-0.69	Marginally/minimally
5	<0.60	Unacceptable low

(Cohen, Manion, & Morrison, 2007)

To obtain the reliability of the questionnaire given, the researcher used SPSS 22.0 program to find out whether the questionnaire was reliable or not. Below is the table of reliability test:

**Table III. 7**  
**Cronbach's Alpha Table**

Reliability Statistics	
Cronbach's Alpha	N of Items
,753	21

From the table above, it can be seen that the value of Cronbach's Alpha is 0.753. Because the Cronbach's Alpha is bigger than 0.6 so it means that the questionnaire items were reliable, in which the value of internal consistency was  $0.759 > 0.344$ . So, the reliability of questionnaire was acceptable and it is categorized into reliable.

#### G **Technique of Analyzing Data**

In the research, data analysis was the most useful activity and needs accurately counted. In this research, all data were gained from the result of questionnaire in the form of number. In order to analyze the questionnaire and find out students' self-regulation preference, the researcher used



Microsoft Excel. All data were analyzed quantitatively. The numerical data were obtained from the subjects' self-regulation and their English achievement (documentation of students' final score).

After all the data already gathered, firstly, the researcher tabulated them into the tables which made the readers easier to understand. Secondly, knowing the correlation between the two involved variables, researcher used Pearson Product Moment Correlation on SPSS 22.0 version program.

According to Hartono (2008), product moment correlation technique is used when the two types of the data correlated are interval. Besides, it is used to find out the correlation between two parametric variables and linear relationship between students' self regulation and their English learning achievement at the first grade students of Ekatama Vocational High School 2 Pekanbaru, Riau.

In this research, the researcher wanted to find positive linear correlation. Singh (2006) also pointed out that correlation between two or more quantifiable variables could be positive or negative. He said that it was positive correlation when an increase (or decrease) of a variable is followed by an increase (or decrease) of the other.

Thirdly, the researcher took a conclusion based on the result showed by SPSS 22.0 program if the null hypothesis was rejected or accepted. This was a formula of the technique of analyzing of data:

$$R = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$$

Rxy: Pearson Corellation Coefficient

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N: Samples

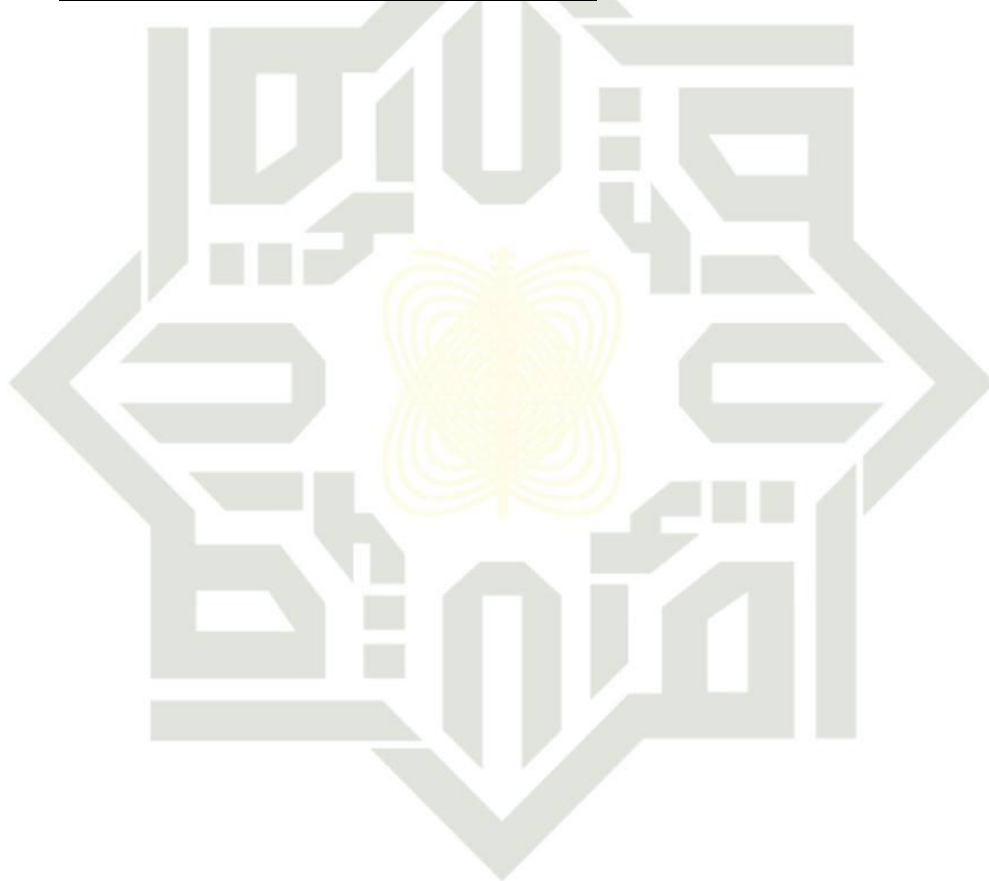
X: independent variable (Self-Regulation)

Y: dependent variable (English Achievement)

Coefficient interval	level
0,80-1,000	Very strong
0,60-0,799	Strong
0,40-0,599	Enough
0,20-0,399	Weak
0,00-0,199	Very weak

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UIN SUSKA RIAU



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## CHAPTER IV

### DATA PRESENTATION AND DATA ANALYSIS

#### A. Data Presentation

There were two instruments that were used in this research. They were questionnaire and documentation. Each instrument was used in the variable which has been determined. They were students' self-regulation and their English learning achievement. The following is the data presentation of this research.

##### 1. Data Presentation of Students' Self-Regulation

The data of the students' self-regulation were obtained from students' questionnaire scores consisting of 20 items of self-regulation questions. The descriptions of the data are as follows:

**TableIV.I**

I decide the goals or targets that to be achieved					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	1	2.4	2.4	2.4
	3.00	2	4.8	4.8	7.1
	4.00	25	59.5	59.5	66.7
	5.00	14	33.3	33.3	100.0
	Total	42	100,0	100,0	

Based on the table above, it is shown that 1 student (2.4%) answered disagree, 3 students (4.8%) answered neutral, 25 students (59.5%) answered agree and 14 (33.3 %) students answered strongly agree.

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Table. IV. 2

I prepare a learning strategy for completing assignments					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	2.4	2.4	2.4
	2.00	1	2.4	2.4	4.8
	3.00	7	16.7	16.7	21.4
	4.00	20	47.6	47.6	69.0
	5.00	13	31.0	31.0	100.0
	Total	42	100.0	100.0	

Based on the table above, it is shown that 1 student (2.4%) answered strongly disagree and 1 student (2.4%) answered disagree, 7 students (16.7%) answered neutral, 20 students (47.6%) answered agree and 13 students (31%) answered strongly agree.

TableIV.3

I choose a friend to discuss					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	1	2.4	2.4	2.4
	3.00	13	31.0	31.0	33.3
	4.00	14	33.3	33.3	66.7
	5.00	14	33.3	33.3	100.0
	Total	42	100,0	100,0	

Based on the table above, it is shown that 1 student (2.4%) answered disagree, 13 students (31%) answered neutral, 14 students (33.3%) answered agree and 14 (33.3 %) students answered strongly agree.

Table. IV. 4

I organize or map the use of study time					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	1	2.4	2.4	2.4
	3.00	10	23.8	23.8	26.2
	4.00	19	45.2	45.2	71.4
	5.00	12	28.6	28.6	100.0
	Total	42	100,0	100,0	

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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Based on the table above, it is shown that 1 student (2.4%) answered disagree, 10 students (23.8%) answered neutral, 19 students (45.2 %) answered agree and 12 students (28.6 %) answered strongly agree.

**Table IV.5**

<b>I complete the task without checking back</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	9	21.4	21.4	21.4
	3	14	33.3	33.3	54.8
	4	17	40.5	40.5	95.2
	5	2	4.8	4.8	100.0
	Total	42	100.0	100.0	

Based on the table above, it is shown that 9 students (21.4%) answered disagree, 14 students (31.3%) answered neutral, 17 students (40.5%) answered agree and 2 students (4.8%) answered strongly agree.

**Table IV.6**

<b>I can do a task given by teacher</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	4.8	4.8	4.8
	3	13	31.0	31.0	35.7
	4	21	50.0	50.0	85.7
	5	6	14.3	14.3	100.0
	Total	42	100.0	100.0	

Based on the table above, it is shown that 2 students (4.8%) answered strongly disagree and 1 student (2.4%) answered disagree, 7 students (16.7%) answered neutral, 20 students (47.6%) answered agree and 13 (31 %) students answered strongly agree.

**Table IV.7**

<b>I'm sure can achieve a perfect score</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	11	26.2	26.2	26.2
	2	2	4.8	4.8	31.0
	3	13	31.0	31.0	61.9
	4	14	33.3	33.3	95.2
	5	2	4.8	4.8	100.0
	Total	42	100.0	100.0	



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Based on the table above, it is shown that 11 students (26.2%) answered strongly disagree, 2 students (4.8%) answered disagree, 13 students (31%) answered neutral, 14 students (33.3%) answered agree and 2 (4.8%) students answered strongly agree.

**Table IV.8**

<b>I'm sure can achieve a perfect score</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	2.4	2.4	2.4
	2	2	4.8	4.8	7.1
	3	7	16.7	16.7	23.8
	4	26	61.9	61.9	85.7
	5	6	14.3	14.3	100.0
	Total	42	100.0	100.0	

Based on the table above, it is shown that 1 student (2.4%) answered strongly disagree, 2 students (4.8%) answered disagree, 7 students (16.7%) answered neutral, 26 students (61.9%) answered agree and 6 students (14.3%) answered strongly agree.

**Table IV.9**

<b>I arrange the environment to get concentration in studying</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	9	21.4	21.4	21.4
	4	22	52.4	52.4	73.8
	5	11	26.2	26.2	100.0
	Total	42	100.0	100.0	

Based on the table above, it is shown that 9 students (21%) answered neutral, 22 students (52.4%) answered agree and 11 students (26.2%) answered strongly agree.

**Table IV.10**

<b>I add my study schedule in to get more score</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	7	16.7	16.7	16.7
	4	29	69.0	69.0	85.7
	5	6	14.3	14.3	100.0
	Total	42	100.0	100.0	

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Based on the table above, it is shown that 7 students (16.7%) answered neutral, 29 students (69%) answered agree and 6 students (14.3%) answered strongly agree.

**TableIV.11**

<b>I do not care with noisy enviroment in studying</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	11	26.2	26.2	26.2
	4	28	66.7	66.7	92.9
	5	3	7.1	7.1	100.0
	Total	42	100.0	100.0	

Based on the table above, it is shown that 11 students (26.2%) answered neutral, 28 students (66.7%) answered agree and 3 students (7.1%) answered strongly agree.

**TableIV.12**

<b>I take a note from teachers's explanation</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	4	9.5	9.5	9.5
	4	26	61.9	61.9	71.4
	5	12	28.6	28.6	100.0
	Total	42	100.0	100.0	

Based on the table above, it is shown that 4 students (9.5%) answered neutral, 26 students (61.9%) answered agree and 12 students (28.6%) answered strongly agree.

**TableIV. 13**

<b>I'm still excited in studying even i dont like the teacher and the topic</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	9	21.4	21.4	21.4
	4	22	52.4	52.4	73.8
	5	11	26.2	26.2	100.0
	Total	42	100.0	100.0	

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Based on the table above, it is shown that 9 students (21.4%) answered neutral, 22 students (52.4%) answered agree and 11 students (26.2%) answered strongly agree.

**Table XI. 14**

I turn off the phone in learning process					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	11	26.2	26.2	26.2
	2	2	4.8	4.8	31.0
	3	13	31.0	31.0	61.9
	4	14	33.3	33.3	95.2
	5	2	4.8	4.8	100.0
Total		42	100.0	100.0	

Based on the table above, it is shown that 11 students (26.2%) answered strongly disagree and 2 students (4.84%) answered disagree, 13 students (31%) answered neutral, 14 students (33.3%) answered agree and 2 students (4.8%) answered strongly agree.

**Table IV.15**

I keep studying even that topic is hard					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	9	21.4	21.4	21.4
	4	22	52.4	52.4	73.8
	5	11	26.2	26.2	100.0
	Total	42	100.0	100.0	

Based on the table above, it is shown that 9 students (21.4%) answered neutral, 22 students (52.4%) answered agree and 11 students (26.2%) answered strongly agree.

**Table IV.16**

I try to concentrate in learning process, even i got bored					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	10	23.8	23.8	23.8
	4	21	50.0	50.0	73.8
	5	11	26.2	26.2	100.0
	Total	42	100.0	100.0	



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Based on the table above, it is shown that 10 students (23.8%) answered neutral, 21 students (50%) answered agree and 11 students (26.2%) answered strongly agree.

**TableIV. 17**

<b>I prefer palyng than studying</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	7	16.7	16.7	16.7
	4	24	57.1	57.1	73.8
	5	11	26.2	26.2	100.0
	Total	42	100.0	100.0	

Based on the table above, it is shown that 7students (16.7%) answered neutral, 24 students (57.1%) answered agree and 11 students (46.2%) answered strongly agree.

**TableIV. 18**

<b>I go to the library to do a task and find more the sourcases</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	7	16.7	16.7	16/7
	4	23	54.8	54.8	71/4
	5	12	28.6	28.6	100/0
	Total	42	100.0	100.0	

Based on the table above, it is shown that 7 students (16.7%) answered neutral, 23 students (54.8%) answered agree and 12 students (28.6%) answered strongly agree.

**TableIV.19**

<b>I try to find out my failure in learning</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	11	26.2	26.2	26.2
	4	28	66.7	66.7	92.9
	5	3	7.1	7.1	100.0
	Total	42	100.0	100.0	

Based on the table above, it is shown that 11 students (26.2%) answered neutral, 28 students (66.7%) answered agree and 3 students (7.1%) answered strongly agree.

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**TableIV.20**

<b>I submit the task without checking and correcting</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	11	26.2	26.2	26.2
	2	2	4.8	4.8	31.0
	3	13	31.0	31.0	61.9
	4	14	33.3	33.3	95.2
	5	2	4.8	4.8	100.0
	Total	42	100.0	100.0	

Based on the table above, it is shown that 11 students (26.2%) answered strongly disagree and 2 students (4.8%) answered disagree, 13 students (31%) answered neutral, 14 students (33.3%) answered agree and 2 students (4.8%) answered strongly agree.

**TableIV. 21**  
**The Score of Students' Self-Regulation**

No	Students	Scores	Category
1	Students 01	54	High Enough
2	Students 02	55	High Enough
3	Students 03	56	High Enough
4	Students 04	56	High Enough
5	Students 05	57	High Enough
6	Students 06	57	High Enough
7	Students 07	57	High Enough
8	Students 08	61	High
9	Students 09	63	High
10	Students 10	64	High
11	Students 11	64	High
12	Students 12	65	High
13	Students 13	67	High
14	Students 14	68	High
15	Students 15	71	High
16	Students 16	73	High
17	Students 17	73	High
18	Students 18	74	High
19	Students 19	74	High
20	Students 20	75	High
21	Students 21	75	High
22	Students 22	76	High
23	Students 23	76	High
24	Students 24	77	High
25	Students 25	77	High
26	Students 26	77	High
27	Students 27	78	High
28	Students 28	79	High
29	Students 29	79	High
30	Students 30	80	Very High
31	Students 31	81	Very High
32	Students 32	81	Very High
33	Students 33	81	Very High
34	Students 34	83	Very High
35	Students 35	83	Very High
36	Students 36	84	Very High
37	Students 37	84	Very High
38	Students 38	85	Very High
39	Students 39	86	Very High
40	Students 40	87	Very High
41	Students 41	88	Very High
42	Students 42	88	Very High

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**Table IV. 22**  
**The frequency distribution of students' self-regulation**  
**by using questionnaire**

Self-Regulation					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	54	1	2.4	2.4	2.4
	55	1	2.4	2.4	4.8
	56	2	4.8	4.8	9.5
	57	3	7.1	7.1	16.7
	61	1	2.4	2.4	19.0
	63	1	2.4	2.4	21.4
	64	2	4.8	4.8	26.2
	65	1	2.4	2.4	28.6
	67	1	2.4	2.4	31.0
	68	1	2.4	2.4	33.3
	71	1	2.4	2.4	35.7
	73	2	4.8	4.8	40.5
	74	2	4.8	4.8	45.2
	75	2	4.8	4.8	50.0
	76	2	4.8	4.8	54.8
	77	3	7.1	7.1	61.9
	78	1	2.4	2.4	64.3
	79	2	4.8	4.8	69.0
	80	1	2.4	2.4	71.4
	81	3	7.1	7.1	78.6
83	2	4.8	4.8	83.3	
84	2	4.8	4.8	88.1	
85	1	2.4	2.4	90.5	
86	1	2.4	2.4	92.9	
87	1	2.4	2.4	95.2	
88	2	4.8	4.8	100.0	
	Total	42	100.0	100.0	

The detail information as figured out in the table above could be described as: the frequency of interval 54 was 1 student (2.4 %), the frequency of interval 55 was 1 student (2.4%), the frequency of interval 61 was 1 student (2.4%), the frequency of interval 63 was 1 student (2.4%), the frequency of interval 64 was 2 students (4.8%), the frequency of interval 68 was 1 student (2.4 %), the frequency of interval 71 was 1 student (2.4%), the frequency of interval 73 was 2 students (4.8%), the frequency of interval 74 was 2 students (4.8%) and the frequency of interval 75 was 2students (4.8%), the frequency of

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interval 76 was 2 students (4.8%), the frequency of interval 77 was 3 students (7.1%), the frequency of interval 78 was 1 students (2.4%), the frequency of interval 79 was 2 students (4.8%), the frequency of interval 80 was 1 student (2.4%), the frequency of interval 81 was 3 students (7.1%), the frequency of interval 83 was 2 students (4.8%) , the frequency of interval 84was 2 students (4.8%), the frequency of interval 85 was 1 students (2.4%), the frequency of interval 88 was 1 student (2.4%).

**Table IV.23**  
**The scale of students' self-regulation**

No	Score	Category
1	81-100	Very High
2	61-80	High
3	41-60	High Enough
4	21-40	Low
5	0-20	Very Low

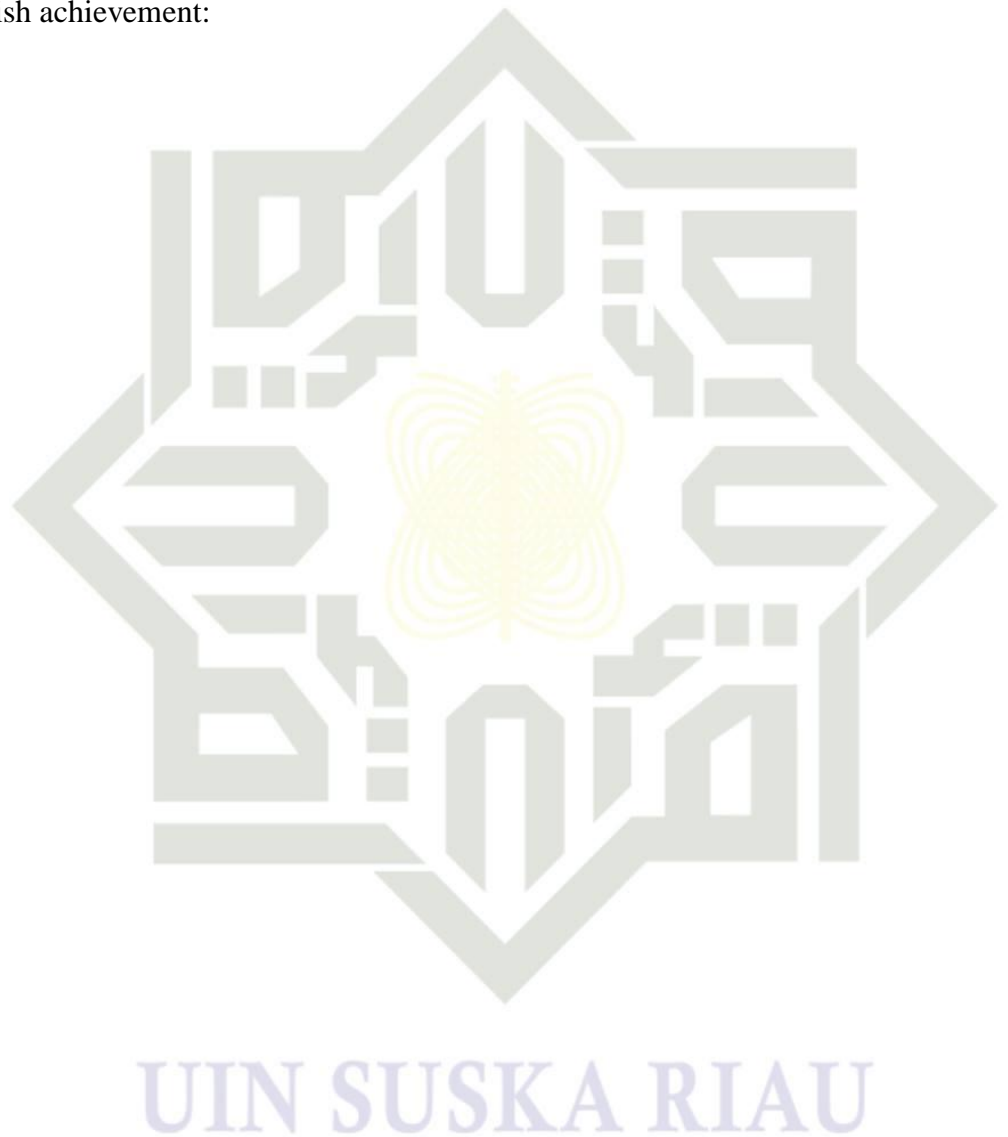
**Table IV.24**  
**The frequency of students' sore category of students' self-regulation**

Category	Frequency	Percentage (%)
Very High	13	31.0
High	22	52.3
High Enough	7	16.7
Low	-	-
Very Low	-	-
Total	42	100

From the table above, the percentage of students' self-regulation score shows that 13 students were at Very High category and the percentage was 30.9%, 22 students were at High category and the percentage was 52.3%. 7 students were at High Enough category and the percentage was 16.7%. It can be concluded that most of the students had High category in self-regulation.

## 2. Data Presentation of Students' English Learning Achievement

The researcher presents the data of students' English achievement score in the table IV.55. Based on the students' English scores collected by the teacher, the followings are the conclusion of the students' English achievement:



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**Table IV.25**  
**The score of students' English**  
**Learning Achievement**

No	Students	Scores	Category
1	Students 01	75	High
2	Students 02	75	High
3	Students 03	75	High
4	Students 04	75	High
5	Students 05	75	High
6	Students 06	75	High
7	Students 07	75	High
8	Students 08	75	High
9	Students 09	75	High
10	Students 10	76	High
11	Students 11	76	High
12	Students 12	76	High
13	Students 13	77	High
14	Students 14	77	High
15	Students 15	80	Very High
16	Students 16	80	Very High
17	Students 17	80	Very High
18	Students 18	80	Very High
19	Students 19	80	Very High
20	Students 20	81	Very High
21	Students 21	82	Very High
22	Students 22	82	Very High
23	Students 23	83	Very High
24	Students 24	83	Very High
25	Students 25	85	Very High
26	Students 26	85	Very High
27	Students 27	85	Very High
28	Students 28	86	Very High
29	Students 29	86	Very High
30	Students 30	86	Very High
31	Students 31	87	Very High
32	Students 32	87	Very High
33	Students 33	88	Very High
34	Students 34	88	Very High
35	Students 35	88	Very High
36	Students 36	88	Very High
37	Students 37	88	Very High
38	Students 38	88	Very High
39	Students 39	89	Very High
40	Students 40	89	Very High
41	Students 41	90	Very High
42	Students 42	90	Very High

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From the table above, there were 42 respondents. The calculation of total test of students' score was 3727. The mean of students' English learning achievement was 62.12. The frequency distribution of the students' English learning achievement score was calculated by using SPSS 22.0 as follows:

**Table IV.26**  
**The frequency distribution of students' English Learning Achievement**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	75,00	9	21.4	21.4	21.4
	76,00	3	7.1	7.1	28.6
	77,00	2	4.8	4.8	33.3
	80,00	5	11.9	11.9	45.2
	81,00	1	2.4	2.4	47.6
	82,00	2	4.8	4.8	52.4
	83,00	2	4.8	4.8	57.1
	85,00	3	7.1	7.1	64.3
	86,00	3	7.1	7.1	71.4
	87,00	2	4.8	4.8	76.2
	88,00	6	14.3	14.3	90.5
	89,00	2	4.8	4.8	95.2
	90,00	2	4.8	4.8	100.0
	Total	42	100.0	100.0	

The detail information as a figured out in the table above could be described as: the frequency of interval 75 was 9 students (21.4 %), the frequency of interval 76 was 3 students (7.1%), the frequency of interval 77 was 2 students (4.8 %), the frequency of interval 80 was 5 students (11.9 %), the frequency of interval 81 was 1 student (2.4%), the frequency of interval 82 was 2 students (4.8%), the frequency of interval 83 was 2 students (4.8%) and the frequency of interval 85 was 3 students (7.1%), the frequency of interval 86 was 3 students (7.1%), the frequency of interval 87 was 2 students (4.8%), the frequency of

interval 88 was 6 students (14.3%), the frequency of interval 89 was 2 students (4.8%), the frequency of interval 90 was 3 students (4.8%).

**Table IV.27**  
The scale of students' English learning achievement

Score	Category
80 – 100	Very high
66 – 79	High
56 – 65	Medium
46 – 55	Low
0 – 45	Very low

(Anas Sudijono, 2006)

**Table IV.28**  
The frequency and percentage of students' English learning achievement

Category	Frequency	Percentage (%)
Very High	28	66.6
High	14	33.3
Medium	-	-
Low	-	-
Very Low	-	-
Total	42	100

From the table above, the percentage of students' English learning achievement score showed that 28 students were at high category and the percentage was 33.3%. 14 students were at very high category and the percentage was 66.6%.

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### 3. The Students' Self-Regulation and Their English Learning Achievement

**Table IV.29**  
**The students' score of emotional intelligence and Their English learning achievement**

No	Students	Score	
		Students' Self-Regulation	Students' English learning achievement
1	Students 01	71	80
2	Students 02	78	82
3	Students 03	88	83
4	Students 04	88	86
5	Students 05	77	87
6	Students 06	77	88
7	Students 07	87	90
8	Students 08	79	89
9	Students 09	65	76
10	Students 10	73	81
11	Students 11	76	88
12	Students 12	83	85
13	Students 13	75	80
14	Students 14	79	83
15	Students 15	76	80
16	Students 16	81	88
17	Students 17	84	86
18	Students 18	77	86
19	Students 19	64	75
20	Students 20	56	75
21	Students 21	64	75
22	Students 22	68	77
23	Students 23	63	76
24	Students 24	67	77
25	Students 25	57	75
26	Students 26	61	76
27	Students 27	86	88
28	Students 28	54	75
29	Students 29	56	75
30	Students 30	55	75
31	Students 31	57	75
32	Students 32	83	87
33	Students 33	73	80
34	Students 34	74	80
35	Students 35	80	82
36	Students 36	81	89
37	Students 37	75	85
38	Students 38	74	85
39	Students 39	85	88
40	Students 40	57	75
41	Students 41	81	88
42	Students 42	84	90



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#### 4. The Normality test

According to siregar (2013) the normality test is used to know whether the distribution of the data is normal or not. Then, the researcher calculated it by using SPSS 22.0 for normality test. The following table shows the normality test for variable X “students’ self-regulation” and variable Y “students’ English learning achievement.”

**Table IV.30**  
Normality test of students’ self-regulation and their English learning achievement

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		42
Normal Parameters <sup>a,b</sup>	Mean	.000.0000
	Std. Deviation	2.49541762
Most Extreme Differences	Absolute	.093
	Positive	.093
	Negative	-.078
Test Statistic		.093
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Based on the table above, it was found that the Asymp.sig value of students’ self-regulation and their English learning achievement was 0.200 which was higher than 0.05. It can be concluded that the data distribution is normal.

#### 5. The Linearity Test

The linearity test is used to know whether between two variables has a significantly linearity relationship or not. Then, the researcher used SPSS 22.0 for linearity test. The following table shows the

linearity correlation between students' self-regulation and their English learning achievement.

**Table IV.31**  
**Test of linearity**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	933.474	1	933.474	146.249	.000 <sup>b</sup>
	Residual	255.311	40	6.383		
	Total	1188.786	41			

a. Dependent Variable: learning\_achievement  
b. Predictors: (Constant), self\_regulated

The table above shows that the significance is 0.000 which means  $0.000 \leq 0.05$ . It means that there is a linear correlation between students' self-regulation and their English learning achievement.

## B. Data Analysis

### 1. Descriptive statistic

From the score of students' self-regulation and their English learning achievement above, the researcher obtained the further analysis description from both of the variable. It is presented in the following table :

**Table IV.32**  
**Descriptive statistic of students' self-regulation and their English learning achievement**

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	Variance
learning_achievement	42	75.00	90.00	81.9286	5.38468	28995
self_regulated	42	54.00	88.00	73.0714	10.33675	106.848
Valid N (listwise)	42					

The table explains that the mean of the students' self-regulation was 73.0714. Based on the category of students' self-regulation at the first grade of Ekatama vocational high school was categorized into High

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level. The variance was 106.848 standard deviation was 10.33675, minimum score was 54.00 and maximum score was 88.

The table explains that the mean of the students' English learning achievement was 81.9286. Based on the category, the students' English learning achievement at the first grade of Ekatama Vocational High School Pekanbaru was categorized into Very High score. The variance was 28.995, standard deviation was 5.38468, minimum score was 75.00 and maximum score 90.

As stated before, the students' English learning achievement was marked through the score of documentation (final score). The researcher presents the score of each student that is categorized very high and high.

1. The students' scores that are categorized very high are 80, 81, 82, 83, 85, 86, 87, 88, 89, 90.
2. The students' scores that are categorized high are 75, 76, 77.

## 2. The Correlation Between Students' Emotional intelligence and Their English Learning Achievement

The result of the students' emotional intelligence and English learning achievement was analysed by using pearson correlation in SPSS 22.0 program.

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**Table IV.33**  
**Coefficient correlation**

No	Coefficient correlation	Interpretation
1	00.00 – 0.119	Very Low
2	0.20 – 0.399	Low
3	0.40 – 0.599	Medium
4	0.60 - 0.799	Strong
5	0.80 – 1.00	Very Strong

(Sugiyono, 2007)

And the result is presented in the following table :

**Table IV.34**  
**The Correlation Between Self-Regulation and English Learning Achievement of the First Grade of Ekatama Vocational High School Pekanbaru (Obtained from SPSS 22.0)**

Correlations			
		self_regulated	learning_achievement
self_regulated	Pearson Correlation	1	,037
	Sig. (2-tailed)		,817
	N	42	42
learning_achievement	Pearson Correlation	,037	1
	Sig. (2-tailed)	,817	
	N	42	42

Based on the table IV.20,  $r(\text{pearson correlation})$  was 0.037 and sig. (2-tailed) value was 0.817. since sig. (2-tailed) value  $>0.05$   $H_0$  was accepted. Besides, the analysis of pearson correlation can be interpreted by comparing  $r_{\text{observed}}$  and  $r_{\text{table}}$  as follows:

$$\begin{aligned} df &= N-2 \\ &= 42-2 \\ &= 40 \end{aligned}$$

40 is included in  $r_{\text{table}}$ . So, the value of  $r_{\text{table}}$  can be gained as follows:

$$r_{\text{table}} \text{ at the significance level of } 5\% = 0.3044$$

The analysis shows that:



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1.  $r_{\text{observed}} = 0.037$   $r_{\text{table}}$  at the significance level of 5% =. 0.3044 it means  $0.037 < 0.3044$ .  $H_a$  was rejected while  $H_0$  was accepted.

The analysis for students' self-regulation and their English learning achievement in Table IV. 34 above, it shows that less significant correlation was found on the students' self-regulation to their English learning achievement. It can be seen from the sig. (2-tailed) value. In the table above, (sig 2-tailed) was 0.817. it was bigger than 0.05 (sig-t  $\leq$  0.05). The result shows that the scores did correlate but that significance between students' self-regulation and their English learning achievement at the first grade of Ekatama Vocational High School Pekanbaru.

Furthermore, the table above also shows that the coefficient correlation in this research was 0.037. it means that there was very low correlation of those variables.

Based on the overall analysis above, the hypotheses  $H_0$  was accepted and  $H_a$  was rejected. So, it can be concluded that "There is a very low correlation but not that significance between students' self-regulation and their English learning achievement at the first grade of Ekatama Vocational High School Pekanbaru. So that, many consideration used by teacher in giving raport score as English learning achievement beside self-regulation.



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## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A Conclusion

This research was conducted to find out whether there is a significant correlation between students' self-regulation and their English learning achievement. Based on what has been discussed, presented and analyzed in the previous chapter, the researcher concludes that:

1. The percentage of self-regulation from the 42 students of the first grade at Ekatama vocational high school showed that 13 students were at very high category and these were 30.9 %, 22 students were at high category and the percentage was 52.3 %, 7 students were high enough and the percentage was 16.7 %. It can be concluded that most of the students had high category in self-regulation.
2. The percentage of students' English learning achievement score showed that 28 students were at high category and was 33.3 %, 14 students were at very high category and the percentage was 66.6 %.
3. The analysis for students' self-regulation and their English learning achievement showed less significant. The score did correlate but not that significant. The coefficient correlation in this research was 0.037 means that there was very low correlation of those variables. So that, many consideration used by teacher in giving report score as English learning achievement beside self-regulation.



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## B. Suggestion

### 1. Suggestion for the Teachers

Teachers should help students to develop their self-regulation by taking role for the students both in the classroom and in the environment. So, the teacher should guide the self-regulation of the students both in learning process in the classroom or in other activities.

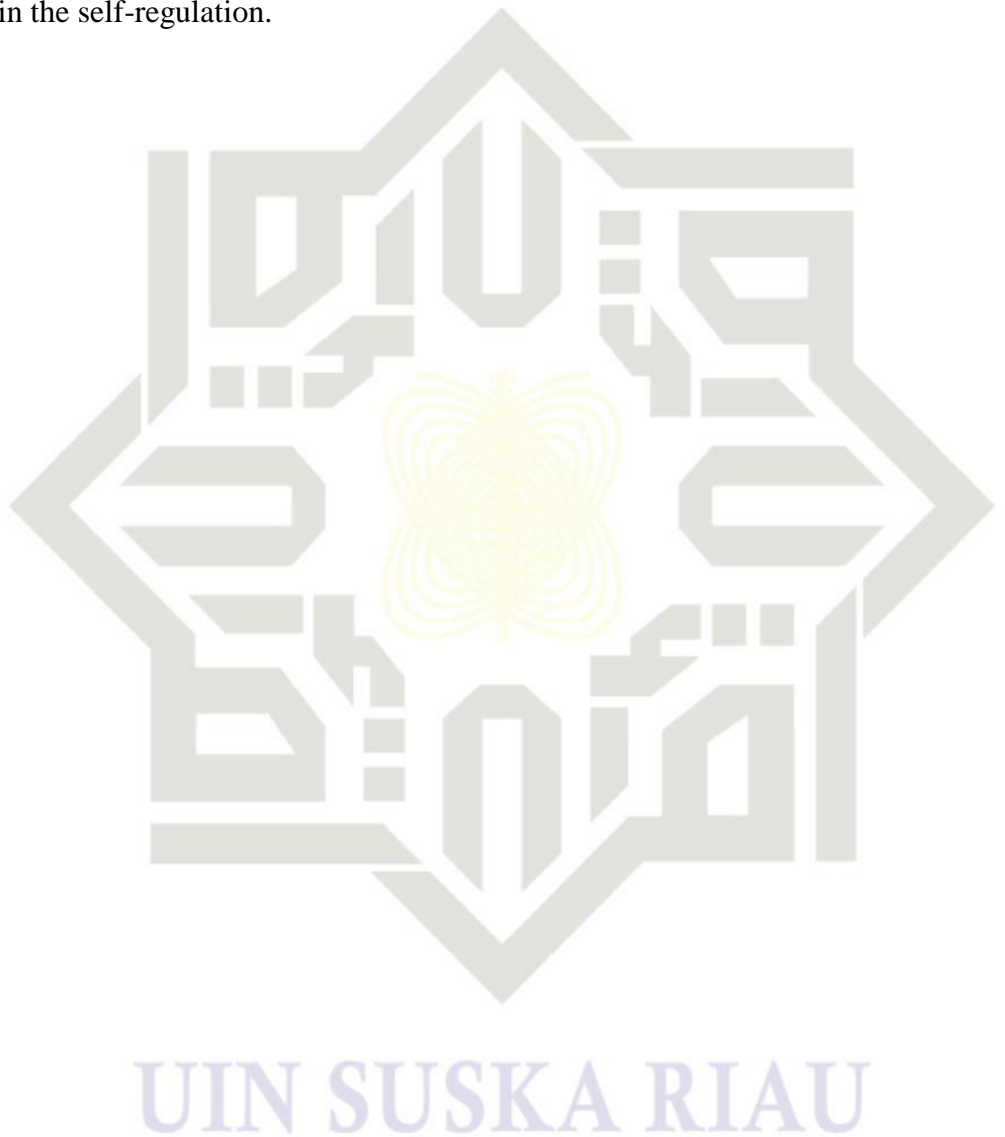
Some things that can be done by teachers include:

- a. Develop students' motivation and try to feel what students feel. For example, if students feel bored during the learning process, teachers should make the atmosphere more fun by changing the way they learn.
- b. Help students to find solutions in every problem they face. It can create closeness between teachers and students. So, indirectly the students can appreciate and pay attention to what is delivered by the teacher in the learning process. Hopefully, their learning outcomes can be optimal.
- c. Provide a positive response to each student's behavior and avoid negative responses to them.

### 2. Suggestion for the Students

Students should take aware in learning and study especially English subject and don't be afraid of communicating with each other both with the teacher and friends, don't worry about sharing with others if face some problems and dont get moody if your English skill is still

common. Moreover, looking the current situation self-reglation is really usefull for the students. Because students have much spare time do not waste time by doing useless activities. Then, the recent curriculum students should morw actives in learning and studying so use this time to train the self-regulation.

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1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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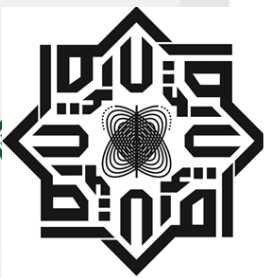
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## REFERENCES

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Cita Dilindungi Undang-Undang

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State Islamic University of Sultan Syarif Kasim Riau

Un 04/F.II.4/PP.00.9/9394/2020

Pekanbaru, 27 Agustus 2020

Biasa

**Pembimbing Skripsi (Perpanjangan)**

Kepada

Yth. Rizky Gushendra, S.Pd., M.Ed

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 : KHAIRANI SYAFRIN

NIM : 11314205757

Jurusan : Pendidikan Bahasa Inggris

Judul : THE CORRELATION OF THE STUDENTS' SELF REGULATION  
TOWARD ENGLISH LEARNING ACHIEVEMENT OF THE FIRST  
GRADE OF EKATAMA VOCATIONAL HIGH SCHOOL PEKANBARU

Waktu : 3 Bulan dihitung dari tanggal keluarnya surat bimbingan ini

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

Wassalam

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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: Un 04/F.II.4/PP.00.9/4426/2020

Pekanbaru, 17 April 2020

: Biasa

: **Mohon Izin Melakukan PraRiset**

Kepada  
Yth. Kepala Sekolah  
SMK EKATAMA PEKANBARU  
di Tempat

*Assalamu'alaikum warahmatullahi wabarakatuh*

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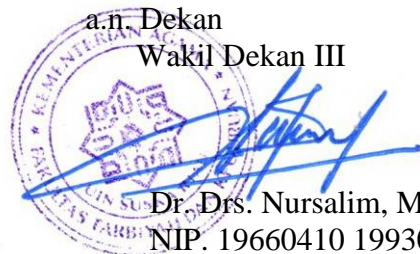
Nama : KHAIRANI SYAFRIN  
NIM : 11314205757  
Semester/Tahun : XIV (Empat Belas)/ 2020  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset 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.

a.n. Dekan  
Wakil Dekan III



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





# YAYASAN PENDIDIKAN EKATAMA SMK EKATAMA PEKANBARU

**KELOMPOK (SENI, KERAJINAN DAN PARIWISATA), (TEKNIK KOMPUTER DAN INFORMATIKA)  
DAN (BISNIS MANAJEMEN)**

JL. SURABAYA NO. 56-96 Tangkerang Selatan Telp. (0761) 31122, 33350 KOTA PEKANBARU  
AKREDITASI : B (83,00) SK BAN-S/M No. : Mk. 007183



## SURAT KETERANGAN

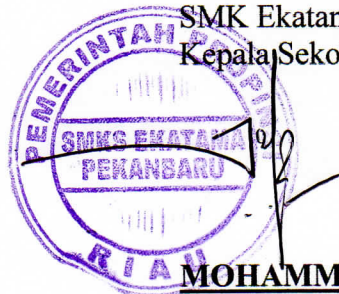
Nomor : 043/I09/SMK.E/DI-1/IV/2020

Berkenaan dengan Surat dari Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau Nomor : Un.04/F.II.4/PP.00.9/4426/2020 tentang Permohonan Izin Melakukan Prariset. Kepala Sekolah Menengah Kejuruan (SMK) Ekatama menerangkan nama dibawah ini :

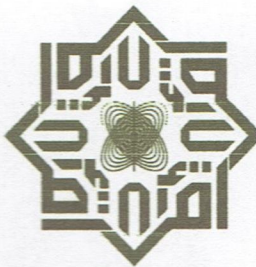
Nama : **KHAIRANI SYAFRIN**  
NIM : 11314205757  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan  
Jenjang : S1

Diterima untuk melakukan Prariset di Sekolah Menengah Kejuruan (SMK) Ekatama Pekanbaru.  
Demikian Surat Keterangan ini ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Pekanbaru, 21 April 2020  
SMK Ekatama Pekanbaru  
Kepala Sekolah



**MOHAMMAD JEFRY, S. Kom, MM**  
NRP. 992001002-1



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Nomor : Un.04/F.II/PP.00.9/6588/2020  
Sifat : Biasa  
Lamp. : 1 (Satu) Proposal  
Hal : *Mohon Izin Melakukan Riset*

Pekanbaru, 09 Juli 2020 M

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

*Assalamu 'alaikum warahmatullahi wabarakatuh*

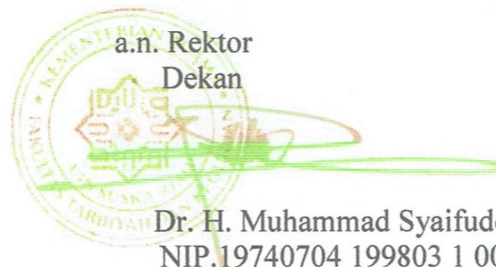
Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : KHAIRANI SYAFRIN  
NIM : 11314205757  
Semester/Tahun : XIV (Empat Belas)/ 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 CORRELATION OF THE STUDENT'S SELF REGULATION TOWARD STUDENTS ENGLISH LEARNING ACHIEVEMENT OF THE FIRST GRADE OF EKA TAMA VOCATIONAL HIGH SCHOOL PEKANBARU  
Lokasi Penelitian : SMK EKA TAMA PEKANBARU  
Waktu Penelitian : 3 Bulan (09 Juli 2020 s.d 09 Oktober 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








**PENGESAHAN PERBAIKAN  
 UJIAN PROPOSAL**

Nama Mahasiswa : Khairani Syafrin  
 Nomor Induk Mahasiswa : 11314205757  
 Hari/Tanggal Ujian : Rabu/ 22 April 2020  
 Judul Proposal Ujian : **THE CORRELATION OF THE STUDENTS' SELF  
 REGULATION TOWARD ENGLISH LEARNING ACHIEVEMENT OF THE FIRST  
 GRADE OF EKATAMA VOCATIONAL HIGH SCHOOL 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

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

Pekanbaru, 22 April 2020  
 Peserta Ujian Proposal

  
**KHAIRANI SYAFRIN**  
 NIM. 11314205757





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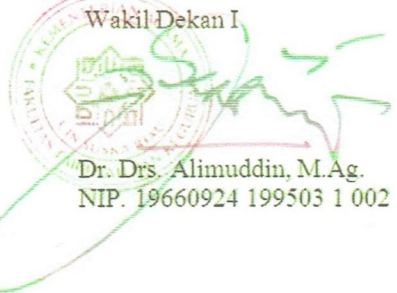
**PENGESAHAN PERBAIKAN  
UJIAN PROPOSAL**

Nama Mahasiswa : Khairani Syafrin  
Nomor Induk Mahasiswa : 11314205757  
Hari/Tanggal Ujian : Rabu/ 22 April 2020  
Judul Proposal Ujian : **THE CORRELATION OF THE STUDENTS' SELF  
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Mengetahui  
a.n. Dekan  
Wakil Dekan I

  
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NIP. 19660924 199503 1 002

Pekanbaru, 22 April 2020  
Peserta Ujian Proposal

  
KHAIRANI SYAFRIN  
NIM. 11314205757



Students' Questionnaire Score of Self-Regulation

		ITEM																				X	Y
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20				
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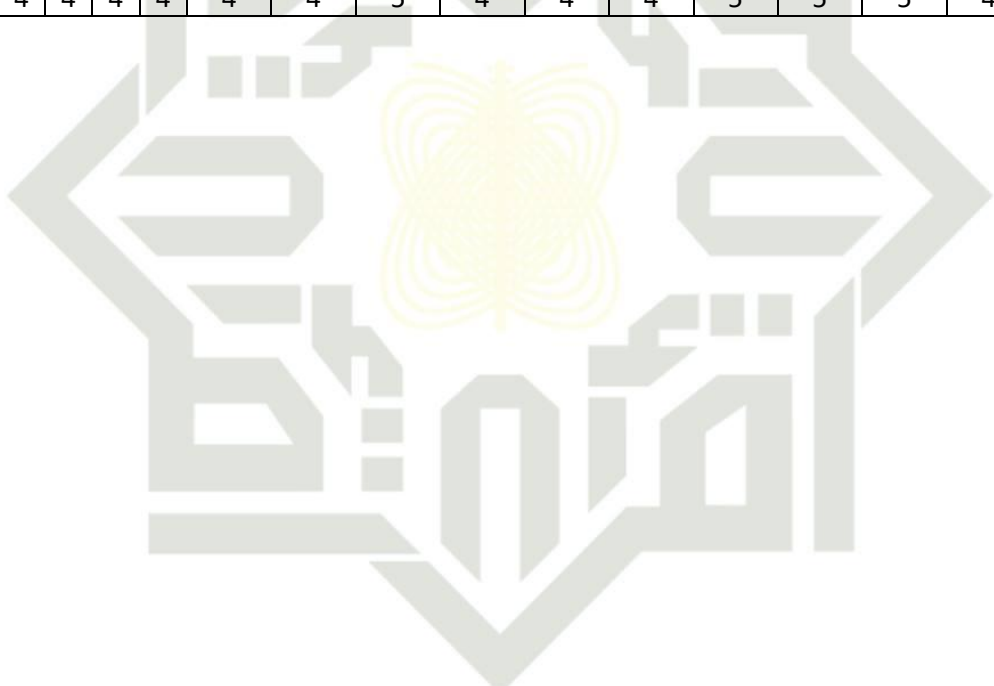
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26	4	4	4	4	2	4	1	3	3	3	3	4	3	1	3	4	4	4	3	1	61	76
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- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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R TABLE

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2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3550	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541
31	0.2913	0.3440	0.4032	0.4421	0.5465
32	0.2869	0.3388	0.3972	0.4357	0.5392
33	0.2826	0.3338	0.3916	0.4296	0.5322
34	0.2785	0.3291	0.3862	0.4238	0.5254
35	0.2746	0.3246	0.3810	0.4182	0.5189

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36	0.2709	0.3202	0.3760	0.4128	0.5126
37	0.2673	0.3160	0.3712	0.4076	0.5066
38	0.2638	0.3120	0.3665	0.4026	0.5007
39	0.2605	0.3081	0.3621	0.3978	0.4950
40	0.2573	0.3044	0.3578	0.3932	0.4896
41	0.2542	0.3008	0.3536	0.3887	0.4843
42	0.2512	0.2973	0.3496	0.3843	0.4791



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**SELF IDENTITY  
(IDENTITAS DIR)**

Name : \_\_\_\_\_  
 Class : \_\_\_\_\_ Major : \_\_\_\_\_  
 No Absent : \_\_\_\_\_  
 Gender : \_\_\_\_\_  
 Age : \_\_\_\_\_ Year \_\_\_\_\_ Month \_\_\_\_\_

No.	Pertanyaan	Jawaban			
		SS	S	TS	STS
1	Saya menetapkan tujuan atau target nilai yang ingin dicapai. ( <i>determine the goals or targets to be achieved</i> )				
2	Saya menyiapkan strategi belajar dalam menyelesaikan tugas. ( <i>I prepare a learning strategy for completing assignments</i> )				
3	Saya memilih teman untuk diajak berdiskusi. ( <i>I choose a friend to discuss</i> )				
4	Saya menata atau memetakan penggunaan waktu belajar. ( <i>I organize or map the use of study time</i> )				
5	Saya menyelesaikan tugas asal jadi. ( <i>I complete the tassk without checking back</i> )				
6	Saya belajar sesuka hati atau jika ada mood. ( <i>I study based on my my mood</i> )				
	Saya merasa mampu dapat mengerjakan tugas yang diberikan oleh guru. ( <i>I can do a task given by teacher</i> )				
	Saya yakin bisa mendapat nilai baik. ( <i>I'm sure can achieve a perfect score</i> )				
	Saya memiliki rasa ingin tahu yang besar dalam pelajaran. ( <i>I have a big curiosity in learning</i> )				
	Saya bersemangat belajar apabila diberi penghargaan. ( <i>I'm so excitedto study if i get the reward</i> )				
	Saya mengatur lingkungan belajar agar bisa berkonsentrasi . ( <i>I arrange the enviroment to get concentration in studying</i> )				
	Saya mempersiapkan buku pelajaran untuk esok hari. ( <i>I prepare the books for tommorow class</i> )				
	Saya menambah waktu belajar untuk meningkatkan nilai. ( <i>I add my study schedule in to get more score</i> )				

Hak Cipta Dilindungi Undang-Undang

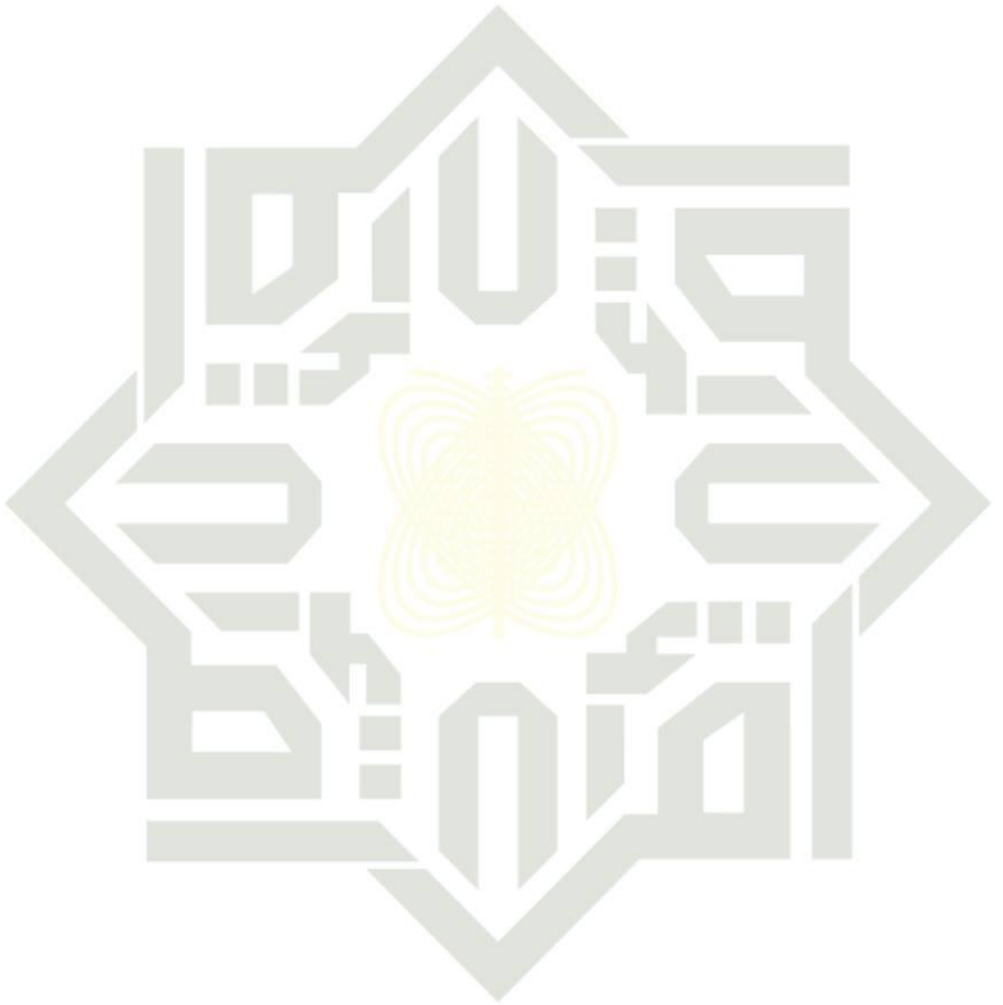
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14	Saya acuh (tidak peduli) dengan lingkungan yang mengganggu belajar. ( <i>I'm not care with noisy enviroment in studying</i> )			
15	Saya memperhatikan guru pada saat proses pembelajaran berlangsung. ( <i>I focus on teracher's explanations</i> )			
16	Saya mencatat hal-hal penting yang dijelaskan oleh guru. ( <i>I take a note from teachers's explanation</i> )			
17	Saya meringkas materi pelajaran agar mudah dipahami. ( <i>I resume the leason to get understood</i> )			



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18	© Hak	Saya meminta bantuan pada teman untuk menjelaskan materi yang belum dipahami. ( I ask help to my friends to explain the to topic i havent understand)			
19	© Hak	Saya “nge-blank” ketika proses pembelajaran. ( I got blanked in learnin process )			
20	© Hak	Saya hanya membaca buku pelajaran tanpa meringkas. ( I only reaf the book without make a summary )			
21	© Hak	Saya tetap memperhatikan pelajaran ketika keadaan kelas ramai. ( I'm still focus in learning while in noisy class )			
22	© Hak	Saya tetap bersemangat belajar walaupun tidak suka dengan guru atau mata pelajaran tersebut. ( I'm still excited in studying even i dont like the teacher and the topic )			
23	© Hak	Saya mematikan <i>handphone</i> pada saat belajar ( I turn off the phone in learning process )			
24	© Hak	Meskipun pelajaran tersebut sulit, saya tetap mempelajarinya. ( i keep study even that topic is hard )			
25	© Hak	Saya berusaha berkonsentrasi pada saat proses pembelajatrnan. , walaupun saya sedang jenuh atau bosan. ( I try to concentrate in laerning process, even i got bored )			
26	© Hak	Saya lebih senang bermain dibandingkan belajar. ( I prefer palying than studying )			
27	© Hak	Pada saat proses pembelajaran, saya pergi ke kantin. ( I will go to the canteen in learning process )			
28	© Hak	Saya memanfaatkan waktu luang untuk belajar. ( I use my spare time to study )			
29	© Hak	Saya mengunjungi perpustakaan untuk mengerjakan tugas dan mencari berbagai sumber. ( I go to the library to do a task and find more about sourcases )			
30	© Hak	Saya memanfaatkan internet sebagai sumber belajar. ( I use internet as my leason sources )			
31	© Hak	Saya mengumpulkan tugas tepat waktu. ( I submit my task on time )			
32	© Hak	Saya mengerjakan PR secara mendadak. ( I do my homework in sudden time )			
33	© Hak	Saya menyalin tugas atau pekerjaan milik teman. ( I copy my friend's task )			
34	© Hak	Nilai yang saya dapat sudah sesuai dengan harapan. ( I got my score as my hope )			
35	© Hak	Saya mencoba memahami penyebab kegagalan. ( I try to find out my failure in learning )			
36	© Hak	Cara belajar yang saya gunakan, tidak bisa memberikan nilai sesuai harapan. ( I dont get good score from my learning style )			

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37	Saya merasa puas ketika nilai yang dicapai sesuai target. ( <i>I'm satisfied with my score</i> )				
38	Saya bangga dapat mengerjakan tugas sendiri. ( <i>I'm proud of to do my own task</i> )				
39	Saya memeriksa kembali tugas atau pekerjaan sebelum dikumpulkan kepada guru. ( <i>I check the task before submit it</i> )				
40	Saya mengumpulkan tugas tanpa mengoreksi terlebih dahulu ( <i>I submit the task without checking and correcting</i> )				

*Selamat Mengerjakan ..*



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## Blueprint of *Self-Regulated Learning* (SRL)

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Variabel	Indikator	Sub-indikator	Nomor Item	Jml
Self-regulated Learning (SRL)	Perencanaan ( <i>Forethought</i> )	Menentukan strategi belajar yang akan digunakan	1, 2, 3, 4, 5, 6,	6
		Merasa memiliki kewajiban menyelesaikan tugas sekolah	7,8, 9, 10	4
		Mengatur diri untuk persiapan belajar	11, 12. 13, 14. 15	5
	Pelaksanaan ( <i>Performance/ Volitional Control</i> )	Menerapkan strategi kognitif dan metakognitif	16. 17. 18. 19. 20, 21	6
		Memonitor dan mengontrol emosi dan motivasi	22, 23, 24, 25, 26, 27, 28	7
		Melakukan kegiatan	29. 30, 31, 32, 33	5
	Evaluasi	Memilih strategi untuk mengatasi kegagalan dalam belajar	34, 35, 36, 37, 38	5
		Merasa mampu mengevaluasi hasil belajar	39	1
		Meninjau kembali hasil pekerjaan sendiri	40	1
		Jumlah	40	40



## CURRICULUM VITAE

**Khairani Syafrin** was born on August 16<sup>th</sup> 1995 in Pekanbaru. She is the third of four children of beloved couple Syafaruddin and Kafrina. She lives at Pekanbaru. She has finished her study at State Elementary School 011 Balam Sukajadi at 2007. After that in 2007, she continued her study at Padang Panjang in Nurul Ikhlas islamic boarding school and finished in 2010. Then, in 2010, she continued her study at Man 1 Pekanbaru finished it in 2013. Next, in 2013, she continued her study at State Islamic University of Sultan Syarif Kasim Riau and finished it in 2020, precisely on August 10<sup>th</sup> 2020.

In finishing her study at the University to fulfill the requirements for Undergraduate Degree in English Education, she conducted a research from May 2020 by the thesis entitled *“The Correlation Of The Students’ Self Regulation Toward English Learning Achievement Of The First Grade Of Ekatama Vocational High School Pekanbaru”*.

Then, his thesis was finally accepted and approved by the final examination committee for the award of Undergraduate Degree of Education on August 10<sup>th</sup> 2021 after he successfully passed in the final examination. She finish her study with IPK 3.27 and appropriate to get Undergraduate Degree (S.Pd.)