

## CHAPTER I INTRODUCTION

### A. Background of the Problem

English is an important language and becomes the international communication language. In Indonesia, English is the first foreign language and taught from the Kindergarten, Elementary School, Junior High School, and Senior High School as one of the compulsory subjects. In this condition, all of the students should have a good competence in English language learning which is marked by great achievement.

Learning is acquiring new, or modifying the existing knowledge, behaviors, skills, values, or preferences and may involve synthesizing different types of information. The ability to learn is possessed by humans, animals and some [machines](#). This statement is also supported by Wittrock that “learning is the process of acquiring relatively permanent change in understanding, attitude, knowledge, information, ability, and skill through experience.”<sup>1</sup> It means that learning is a successful performance on a specific task. According to the Dictionary of Education, achievement is successful accomplishment or performance in particular subjects, areas, or courses, usually by reasons of skill, hard work and interest. Achievement is typically summarized or measured in various types of grades, marks, scores or descriptive commentary.<sup>2</sup> From the both definition, learning achievement is

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<sup>1</sup>Gary D. Phye, *Handbook of Classroom Assessment*. (San Diego, California: Academic Press, Inc. 1990), p. 2

<sup>2</sup>John W. Cholin, *Dictionary of Education*. (USA: Greenwood Press, 2003), p. 256

knowledge gained or skills developed in the school subjects, usually designated by test scores or by marks assigned by teachers.

In teaching and learning process of English, there are many aspects that will influence the learning achievement. They are personality factors, psychological factors, and socio-culture factors. The writer is only focused on personality factors, especially for self-regulation. Alderman said that “Self-regulation is a social-cognitive phenomenon that also includes the environmental influence.”<sup>3</sup> The existence of self-regulation is very important for the students in learning English because self-regulation learners have a belief that effort will lead to increased success, and a strong sense of self-efficacy. Furthermore, the self regulation students will have vision in the future in learning English.

There are some goals of teaching English in the Junior High School level. One of them is that to communicate oral and written language to solve the daily problems. Based on School Based Curriculum of Junior High School, “communication is the ability of understanding, or produce an oral or written text that applied to the four skills of English, they are speaking, writing, reading, and listening.”<sup>4</sup> So, the teaching and learning English process in the Junior High School Level is expected to develop those skill in order to communicate and interact in English well.

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<sup>3</sup>M. Kay Alderman, *Motivation for Achievement*. (New Jersey: Lawrence Erlbaum Associations, Inc, 2004), p.134

<sup>4</sup>Badan Standar Nasional Pendidikan, *Standar Isi untuk Satuan Dasar dan Menengah.- Standar Kompetensi dan Kompetensi Dasar SMP/MTs*. (Jakarta: BSNP, 2006), p. 124

Islamic Junior High School Al-Qasimiyah Sorek 1 in Pelalawan regency is one of Islamic Junior high schools in which English should be studied as an obligatory subject. Based on the writers' preliminary research in Islamic Junior High School Al-Qasimiyah Sorek 1, English was taught twice a week with time duration 45 minutes. The teacher taught all the four of language skills such as listening, speaking, reading, and writing by using many strategies. In giving the material, the teacher used the reference books, suitable to their level. Moreover, the teacher always gave motivation to the students in the process of teaching and learning English.

This possibility describes that, ideally, the students at Islamic Junior High School Al-Qasimiyah Sorek 1 should be able reach high learning achievement of English, but in fact, the writer found several problems based on the observation and interview with the teacher of English of the second year of Islamic Junior High School Al-Qasimiyah Sorek 1 Pelalawan. The problem of the students can be seen in the following phenomena:

1. Some of the students are not able to concentrate well during the English learning process.
2. Some of the students have low interest in learning English.
3. Some of the students are not able to do homeworks and exercises that is given by the teacher.
4. Some of the students have low in both self-regulation and learning achievement.
5. Some of the students have low motivation in learning English.

6. Some of the students are difficult to reach the minimum passing grade of English.

To overcome the students' problems in learning English process needs the changing of the students' behaviour. The important thing to develop self-regulation is that the students should have visions for themselves. A vision for the future will increase their motivation and can influence their achievement in learning English and their learning habit.

Based on the phenomena depicted above, it can be stated that some of the second year students are still problematic in terms of their achievement in learning English. Therefore, the writer is interested in conducting a research entitled: ***“The Correlation between Students’ Self Regulation and Their Achievement in Learning English at Islamic Junior High School Al-Qasimiyah Sorek 1 Pelalawan Regency”***

## **B. The Problem**

### **1. The Identification of the Problem**

Based on the background and the phenomena above, there are many problems that make the students difficult in improving their achievement in learning English. The problems of this research are identified on the following identifications:

- a. How is the students' motivation related to their achievement in learning English?
- b. How is the students' self-regulation related to their achievement in learning English?

- c. How is the students' time management in learning related to their achievement in learning English?
- d. How is the students' self-efficacy related to their achievement in learning English?
- e. How is the students' learning habit related to their achievement in learning English?

## **2. The Limitation of the Problem**

Based on the identification of the problem above, the writer needs to limit the problems. The writer focuses this research on the Students' Self Regulation and their Achievement in Learning English of the Second Year at Islamic Junior High School Al-Qasimiyah Sorek 1 Pelalawan Regency.

## **3. Formulation of the Problem**

Based on the limitation of the problem stated above, thus, the research questions of this research are formulated in the following questions:

- a. How is the students' self regulation at Islamic Junior High School Al-Qasimiyah Sorek 1 Pelalawan Regency?
- b. How is the students' achievement in learning English at Islamic Junior High School Al-Qasimiyah Sorek 1 Pelalawan Regency?
- c. How is the factors influence the students' self regulation at Islamic Junior High School Al-Qasimiyah Sorek 1 Pelalawan Regency?

- d. Is there any significant correlation between students' self-regulation and their achievement in learning English at Islamic Junior High School Al-Qasimiyah Sorek 1 Pelalawan Regency?

## **C. The Objective and Significance of the Research**

### **1. The Objectives of the Research**

The writer carry out this research for several objectives as stated below:

- a. To find out the students' self regulation at Islamic Junior High School Al-Qasimiyah Sorek 1 Pelalawan Regency.
- b. To find out the students' achievement in learning English at Islamic Junior High School Al-Qasimiyah Sorek 1 Pelalawan Regency.
- c. To find out whether or not there is a significant correlation between students' self regulation and their achievement in learning English at Islamic Junior High School Al-Qasimiyah Sorek 1 Pelalawan Regency.

### **2. The Significance of the Research**

- a. To fulfill the requirements of S1 degree of Education at English Department, Education and Teachers Training Faculty of State Islamic University of SUSKA Riau.
- b. The research findings are to give the valuable input to the teachers of English at Islamic Junior High School Al-Qasimiyah Sorek 1 especially, and all teachers generally as an attempt to improve the students' learning English achievement.

c. The writers' contribution for the Education and Teachers Training Faculty of State Islamic University of SUSKA Riau dealing with data will apply by the teacher in increasing students' learning English achievement at Islamic Junior High School of Al-Qasimiyah Sorek 1 Pelalawan Regency.

#### **D. Definition of the Term**

##### 1. Correlation

Correlation is correlating two different objects which are done by one same subject. It is a measurement of the strength of the relationship between two sets of the two variables data.<sup>5</sup> In this research, correlation is defined as the relationship between the students' self-regulation and their achievement in learning English at Islamic Junior High School Al-Qasimiyah Sorek 1 Pelalawan Regency.

##### 2. Self-Regulation

According to Monique, Self-Regulation is the self-generated thoughts, feelings, and actions that are planned and cyclically adapted to the attainment of personal goals.<sup>6</sup> Then, self-regulatory processes and accompanying beliefs fall into three cyclical phases: forethought, performance or volitional control, and self-reflection processes. It is like principles and motivations combined become one. The important thing to develop self-regulation is the students should have visions for

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<sup>5</sup>AS Hornby, *Oxford Advanced Learner's Dictionary*. (New York: Oxford University Press, 1999), p. 89

<sup>6</sup>Monique Boekaerts, et al, *Handbook of Self-Regulation*. (San Diego, California: Academic Press, 2000), p. 14

themselves. A vision for the future that they have, will increase their motivation and influence their achievement in learning English.

### 3. Learning

According to Wittrock, learning is the term we use to describe the processes involved in changing through experience. It is the process of acquiring relatively permanent change in understanding, attitude, knowledge, information, ability, and skill through experience.<sup>7</sup> In this case, learning is the process of getting experience and knowledge in some ways.

### 4. Achievement

Achievement is a test which measures how much of a language someone has learned with reference to a particular course of study or programmed instruction.<sup>8</sup> So, in this research, the writer wants to know the successful accomplishment or performance of the students in learning English.

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<sup>7</sup>Phye, Op.Cit., p. 3

<sup>8</sup>Underwood. M, *Teaching Listening; Longman Handbooks for Language Teachers*. (New York: Longman inc, 1989), p. 3