

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Concept of Learning Achievement

Learning is the most important component in education system. It takes place when students interact with others and with environment by observing, talking, listening, discussing, writing and relating their own ideas and experiences with others. Brown describes “learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction.”<sup>1</sup> He takes place the knowledge as a result of the study and experience. Learning is also the changing of mental aspects of human beings, not only the knowledge. In line with the idea, Taylor defined learning as: "acquiring not only the subject matter but also acquiring habits, attitudes, perceptions, preferences, interests, and social skills of many types."<sup>2</sup> From the definition above, learning has three important elements:

- a. Learning is a change of behavior, for better or worse.
- b. The change takes place through practice or experience with the environment.
- c. Acquiring not only knowledge, but also many social skills.

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<sup>1</sup>H. Douglas Brown, *Principles of Language Learning and Teaching, Fifth Edition*. (New York: Pearson Education, Inc,1964), p. 22

<sup>2</sup>George R. Taylor and Loretta MacKenney, *Improving Human Learning in the Classroom*. (New York: The Rowman & Littlefield Publisher, Inc, 2008), p.3

Learning is development or changes that occur in human beings with the passage of time throughout their lives. Development is associated with achievement, so the ultimate goal of learning is achievement. According to Hornby, achievement is something done successfully with an effort and skill. It means that the students' effort and skill can determine their success. Then, based on the Greenwood dictionary of education, achievement is the attainment of knowledge, competencies and higher level status, as may be reflected in grades, degrees and other forms of certification or public acknowledgement.<sup>3</sup> It means that the achievement of learning process is measured by the knowledge and skills that the learner has.

Learning achievement means gaining knowledge. It is a successful performance on a specific task. It is also the 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 designed by the teacher.

The learning achievement is measurable from students which the result of their learning is residing in underline of mean for the low achievement, while result of high achievement is students' learning achievement residing below line average value of class.

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<sup>3</sup>Collins and O'Brien, *The Greenwood Dictionary of Education*. (London: Greenwood Press, 2003). p. 4

To measure the students' achievement in English, the teacher should give a test. According to Brown, the specifications for an achievement test should be determined by:

1. The objectives of the lesson, unit, or course being assessed
2. The relative importance (or weight assigned to each objective)
3. The tasks employed in classroom lessons during the unit of time
4. Practically issues, such as the time frame for the test and turn around time, and
5. The extend to which the test structure lends itself to formative wash back.<sup>4</sup>

## **2. The factors Influence Students' English Achievement**

Achievement is the result gotten by the students after learn a certain subject. There are many factors influencing students' achievement, they are intellegence, talent, interest, motif, the way of learning, and also learning environmental. In the other words, Suryabrata devided the factors into two factors, they are external and internal factors. External factors include environmental and instrumental while internal factors include the psychology and physical side.<sup>5</sup>

### **a. External Factors:**

#### **1) Family**

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<sup>4</sup>H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Longman, 2003), p. 48

<sup>5</sup>Suryabrata S, *Pendidikan Belajar Mengajar di Perguruan Tinggi*, (Yogyakarta: Andi Offset, 1983), p. 8

The family situation can influence to child succes. House, economic status, relationship with parents, parents support, parents education is very influence the learning achievement.

2) School

Place, school building, teacher quality, classroom, classmate relation also influence the child in learning process

3) Society

With the good education society, it can motivate the child to study hard

4) Environment

House building, atmosphere, climate can also influence the learning achievement because environment is the place where the students spend their time for playing, learning, interacting and doing many things.

b. Internal Factors:

1) Health

If the childs' health annoyed with headache, fever and others can make the child not enthusiastic to learn. In psychology, the trouble of disappointed feeling and mind can also influence the learning process.

2) Enthusiasm and motivation

The big enthusiasm in learning process easier to done. Motivation represent the child to do something in learning.

Motivation come from child internal or come from the environment.

### 3) Learning habit

The habit of students will affect to their achievement because the way he or she know about the learning strategy, the technique of learning, how to note the material, etc.

Furthermore, according to Brown, there are some affective factors determining the succes of learning such as motivation, attitude, risk taking and extroversion, self-efficacy, inhibition, and anxiety.<sup>6</sup> Each of the affective domain above has its own role in influencing the learning achievement.

### 3. How to Measure the Students' Learning Achievement

To see the successfulness of learning, it can be seen at the end of learning in the achievement of the students as the result. According to Hornby, achievement is something done successfully with an effort and skill.<sup>7</sup> It means that the students' effort and skill can determine their success in learning. In other words, to measure the students' achievement in English subject, they should be given a test which is conducted by the teacher. Brown says that a test is a method of measuring a person's ability or knowledge in a given domain.<sup>8</sup> Thus, by giving a test, the teacher will know whether his teaching is success or not. From the

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<sup>6</sup>Brown, *Op.Cit.*, p. 104

<sup>7</sup>Hornby.*Op.cit.*, p. 8

<sup>8</sup>H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*. (New York: Longman, 2004), p. 3

statement above, the writer concludes that a test is necessarily given to the students to see their achievement in mastering English.

In order to know the students' achievement in learning English, the writer will take the documentation of their score which took from the last examination from the English teacher of the second year at Islamic Junior High School Al-Qasimiyah Sorek 1 Pelalawan. This documentation has been match and based on the school based curriculum as the guidance of teaching and learning English process which covers in four language skills. In school based curriculum, the purpose of learning English in Junior High School is that to develop those skill in order to communicate and interact in English well.<sup>9</sup> It means that the students should master the four language skills such as listening, speaking, reading and writing to communicate in English.

#### **4. The Concepts of Self-Regulation**

Self-regulation refers to self-generated thoughts, feelings, and actions that are planned and cyclically adapted to the attainment of personal goals.<sup>10</sup> Self-regulation also depends on self-beliefs and affective reactions, such as doubts and fears, about specific performance contexts.

Then, the personal capabilities such as active participation, planned or automatized approaches to learning or work performance, and self-awareness of performance hallmarks the self-regulation. From a social

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<sup>9</sup>Badan Standar Nasional Pendidikan, *Loc.cit*

<sup>10</sup>Boekaerts, *Op.Cit.*, p.14

cognitive perspective, self-regulatory processes and accompanying beliefs fall into three cyclical phases: forethought, performance or volitional control, and self-reflection processes.

Forethought refers to influential processes that precede efforts to act and set the stage for it. Performance or volitional control involves some processes that occur during the motoric efforts and affect attention and action. Self reflection involves processes that occur after performance efforts and influence a person's response to that experience. These self-reflections, in turn, influence forethought regarding subsequent motoric efforts and then completing a self-regulatory cycle.

In short, self-regulated learners have:

- a. A belief that effort will lead to increased success (forethought);
- b. A strong sense of self-efficacy (forethought);
- c. Tools for setting effective goals and monitoring progress (performance); and
- d. Adaptive attributional beliefs, accepting responsibility for their learning (evaluation).<sup>11</sup>

Besides, the self-regulated learners also have a vision of the future, volitional control strategies, cognitive and metacognitive strategies, and the essential tools of self-instruction (self-coaching), self-monitoring, and time and resource management. Possible selves are how we think about ourselves and the future.

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<sup>11</sup>Alderman, *Op.Cit.*, p. 135

Possible selves include the ideal selves we would like to become as well as a self we are afraid of becoming. The possible self we envision can be seen as a symbol of hope. Vision of a possible self is the first step in developing self regulation. It sets planning in motion and acts as an incentive for present behavior. In the past, becoming a teacher was a possible self for someone. Their hopes of becoming a teacher guided decisions such as choosing to go to college and sacrificing financially to do so. In other side, for the person who have become a teacher, their vision of becoming a better teacher is guiding their decision to continue to learn. The absence of possible selves is viewed as a serious motivational problem affecting other components of self-regulation. When students' views about the future are unclear, their current behavior is more likely to be governed by whatever is happening at the moment. If the students have not developed a future vision or are not committed to academically supportive short and long-term personal goals, they are likely to show little self-regulation of their study behaviors.

Then, volition is the power to maintain focus and effort towards goals and some potential distractions. It means that the students keep on their focus although there are obstacles in learning English whether at school or home. They have strategies to manage themselves and take actions to overcome it. Most of the troubles like the phone, television at home, or a noisy sound. They will lose their attention to homework or assignment when the televisions' programme is interested.

Metacognition is refers to the knowledge and beliefs about the cognitive processes and the control of these processes. It include knowledge of the person, task, and strategies. It is very essential for the learners to build self-regulation. As Israel said that “the field of cognitive developmental psychology has produced a large corpus of literature theorizing about and examining the nature of reading ability, achievement, and development, essentially attempting to address how reading manifests in human beings.”<sup>12</sup>

There are two tools used by self-regulated learners to manage actions and thoughts, they are self-instruction and self-monitoring in the performance phase. As humans, we use self-instruction when we talk to ourselves to guide our behavior. Self-monitoring occurs when we observe and evaluate our progress. Students who cannot monitor their own learning are at a great disadvantage. They are likely to continue to make the same mistakes. It serves as a tool for self-improvement and enhances learning.

The using of time was also found to be the second most important of self-regulation. In a day, we have 24 hours and it cannot be changed. The using of time is frequently based on habits. We can only manage ourselves to use the time effectively especially in learning. When the students are not aware that they are not learning, they are not likely to plan their use of time. Successful students indicated the time they spent

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<sup>12</sup>Susan E. Israel, et al, *Metacognition in Literacy Learning*. (New Jersey: Lawrence Erlbaum Associates, Inc, 2005), p. 217

in study. They were also aware of specific times that different activities took place. The time budgeting is related to the processes of attributions for success and failure and self-efficacy perceptions. After the time management, there is environmental control. It is concerned with the study areas, noise levels, appropriate materials, and the people.<sup>13</sup> The environmental management includes the effective strategies to assist learning to reduce interference with learning. It requires establishing a place where the learners can concentrate in learning.

## **5. Self-Regulation and Learning Achievement**

Self-regulated learners know a large number of learning strategies such as reading comprehension and memory strategies. They also understand how learning strategies work, know when to use them, and can evaluate their effectiveness. These latter processes are known as metacognitive strategies. Learning and metacognitive strategies enable students to acquire and master academic content.

The teacher plays a role in helping students acquire self-regulated. Teachers then must convince students that self-regulatory will be beneficial in and out of school. The capabilities of self-regulation are needed by all students, despite whether they are high or low achievers. Students who have these qualities of personal capability will have a foundation for resiliency. Resilient students possess qualities such as a sense of purpose and future planning, social and help-seeking skills that

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<sup>13</sup>Alderman, *Op.Cit.*, p. 159

enable them to gain support, and the ability to act independently. Teachers can influence the development of these capabilities by working directly on intellectual skills, self-evaluation, skills in interpersonal relations, activity levels, and self-efficacy and hopefulness.

Metacognitive strategies that help students take control of their learning are often lacking in low-achieving students. As teachers, we often do this metacognitive work for students instead of helping them acquire the strategies to help themselves. Self-regulated students systematically checked their work before handing submitting it. Then, self-monitoring requires a student to selectively attend to specific actions such as on-task behaviour or processes such as attributional thoughts. It contains two components that go hand in hand: self-recording and self-evaluation. A student can evaluate the frequency or duration of a behavior like how long he or she was able to stay at his or her desk to study or a student can evaluate accuracy by rechecking his or her solutions before turning in the homework.

## **B. Relevant Research**

Relevant research is that the researcher reviews the relevant research to observe some previous researches conducted by other researchers in which they are relevant to his research. Besides, the writer has to analyze what the point that was focused on, inform the design, finding and conclusion of the

previous research. It aims to avoid plagiarism toward the design and finding of previous researches.<sup>14</sup> Those are some relevant researches of this research:

- a. Zulkifli Hasan (2002) in his research entitled "The students' English Learning Activities and Their Achievement at MTsN Selat Baru Bengkalis". To collect the data of the research, the writer used questionnaire, observation and documentation as instrument. The writer concluded that the students English learning activities and their achievement are classified into good level (0.829).
- b. Paul R. Pintrich (2008), He conducted a correlational research at University of Michigan entitled "The Relationship between Motivational and Self-Regulated Learning Components of Classroom Academic Performance." He found that there is ecologically valid empirical evidence for the importance of considering both motivational and self-regulated learning components in our models of classroom academic performance. Student involvement in self-regulated learning is closely tied to students' efficacy beliefs about their capability to perform classroom tasks and to their beliefs that these classroom tasks are interesting and worth learning. At the same time, these motivational beliefs are not sufficient for successful academic performance; self regulated learning components seem to be more directly implicated in performance. Students need to have both the "will" and the "skill" to be successful in classrooms.

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<sup>14</sup>M. Syafii, *From Paragraphs to a Research Report: A Writing of English for Academic purposes*. Unpublished text book. (Pekanbaru: LBSI, 2007), p. 122

### C. The Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easier to measure. The research consists of two variables, they are variable X and Y. Variable as independent (Self-Regulation) and variable Y as dependent (Achievement in Learning English).

#### 1. Variable X : Self-Regulation

No	Sub Variables	Indicators	Sub-Indicators
1.	Forethought	a. The students have vision for the future	1) The students have positive possible selves in learning English 2) The students set planning and strategy of learning English 3) The students have high motivation in learning English 4) The students have goals of learning English
		b. The students have the sense of self-efficacy	1) The students have strong belief of their ability in learning English 2) The students have positive thinking of themselves in learning English 3) The students are confident when speak English 4) The students do not fear of making mistakes
2.	Volition Control	a. The students have the ability of monitoring the progress in their leaning	1) The students maintain focus toward goals of learning English 2) The students use their own strategy to completing the goals 3) The students use self-management in learning English

			4) The students are able to handle the distractions of learning English
		b. The students have good time and resource management	1) The students budget or plan the time use of learning English 2) The students organize their source of learning English
3.	Reflection	a. The students have good responsibility of their learning	1) The students used self-evaluation in the learning English 2) The students have good perceptions of their achievement 3) The students are able to review their mistakes of learning English

## 2. Variable Y : Achievement in English Learning

No	Sub Variables	Indicators
1.	Listening	a. Understand the meaning of transactional and interpersonal conversation to interact in the environment b. Understand the meaning of oral functional text and short monologue in form of descriptive and recount to interact in the environment
2.	Speaking	a. Express the meaning of short oral transactional and interpersonal conversation to interact in the environment b. Express the meaning of oral functional text and short monologue in form of descriptive and recount to interact in the environment
3.	Reading	a. Understand the meaning of functional text and short essay in form of descriptive and recount related to environment
4.	Writing	a. Express the meaning of functional text and short essay in form of descriptive and recount to interact in the environment

## **D. The Assumption and Hypothesis**

### **a. Assumption**

Based on the theories and explanations above, the writer has assumption. If the students use their self-regulation well, the students' achievement in learning English will be higher than before. In other words, the better self-regulation (Variable X) they have, the better achievement in learning English (Variable Y) will be achieved by the students

### **b. Hypothesis**

Based on the assumptions above, hypothesis of this research can be forwarded as follows:

H<sub>0</sub>: There is no significant correlation between the students' Self Regulation and their achievement in learning English at Islamic Junior High School Al-Qasimiyah Sorek 1 Pelalawan Regency.

H<sub>a</sub>: There is any significant correlation between the students' Self Regulation and their achievement in learning English at Islamic Junior High School Al-Qasimiyah Sorek 1 Pelalawan Regency.