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UIN SUSKA RIAU

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**STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU**  
**PEKANBARU**  
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# SELF-REGULATION IN LEARNING ENGLISH BEYOND THE CLASSROOM AMONG STUDENTS AT UIN SUSKA RIAU



UIN SUSKA RIAU

BY

**SARI ALUM HASIBUAN**  
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Thesis

Submitted as partial fulfilment of the requirements  
For bachelors' degree of English education  
(S. Pd)

UIN SUSKA RIAU

ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

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Pekanbaru. November 13<sup>th</sup>, 2025



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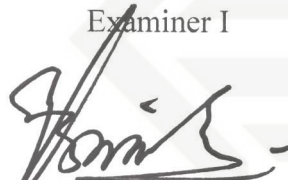
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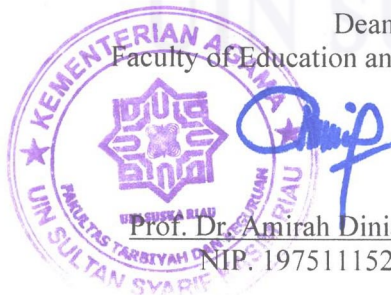
  
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Pekanbru, 13<sup>th</sup> November 2025

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UIN SUSKA RIAU



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## ABSTRACT

### **Sari Alum Hasibuan (2025): Self-Regulation in Learning English beyond the Classroom among Students at State Islamic University of Sultan Syarif Kasim Riau**

This research aimed to describe the level of self-regulation in English learning beyond the classroom and identifying the most dominant dimension among English Education students at State Islamic University of Sultan Syarif Kasim Riau. Quantitative descriptive method was used in this research. 129 fourth-semester students were the population of this research, and 60 students were selected with simple random sampling. Data were collected with questionnaire adapted from Zheng et al. (2016), covering six dimensions of self-regulation goal setting, environmental organization, time management, task strategy, help-seeking, and self-evaluation. The research findings showed that the level of student self-regulation was in high category. Most students (61.67%) were able to independently plan, organize, and monitor their English learning beyond the classroom. The most dominant dimension was goal setting ( $M = 3.22$ ), indicating that students were able to set clear learning goals. However, some students still needed to increase their abilities of time management and self-evaluation. Overall, students at State Islamic University of Sultan Syarif Kasim Riau has excellent self-regulation learning ability in learning English.



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**ABSTRAK**

**Sari Alum Hasibuan (2025): Regulasi Diri dalam Pembelajaran Bahasa Inggris di Luar Kelas pada Mahasiswa Universitas Islam Negeri Sultan Syarif Kasim Riau**

Penelitian ini bertujuan untuk mendeskripsikan tingkat self-regulation mahasiswa dalam belajar bahasa Inggris di luar kelas dan mengidentifikasi dimensi yang paling dominan pada mahasiswa Program Studi Pendidikan Bahasa Inggris UIN Suska Riau. Penelitian ini menggunakan metode kuantitatif deskriptif. Populasi berjumlah 129 mahasiswa semester IV dengan 60 orang sebagai sampel yang dipilih melalui simple random sampling. Data dikumpulkan menggunakan angket yang diadaptasi dari Zheng et al. (2016), mencakup enam dimensi self-regulation: penetapan tujuan, pengaturan lingkungan, manajemen waktu, strategi tugas, pencarian bantuan, dan evaluasi diri. Hasil penelitian menunjukkan bahwa tingkat self-regulation mahasiswa tergolong tinggi. Sebagian besar mahasiswa (61,67%) mampu merencanakan, mengatur, dan memantau pembelajaran bahasa Inggris mereka secara mandiri di luar kelas. Dimensi yang paling dominan adalah penetapan tujuan (goal setting) ( $M = 3,22$ ), menunjukkan bahwa mahasiswa mampu menetapkan tujuan belajar yang jelas. Namun, beberapa mahasiswa masih perlu meningkatkan kemampuan dalam manajemen waktu dan evaluasi diri. Secara keseluruhan, mahasiswa UIN Suska Riau memiliki kemampuan self-regulated learning yang baik, dengan goal setting sebagai aspek paling menonjol.



## ملخص

ساري ألوم هاسيوان، (٢٠٢٥): تنظيم الذات في تعلم اللغة الإنجليزية خارج الفصل لدى طلاب جامعة السلطان الشريف قاسم الإسلامية الحكومية برياو

هذا البحث يهدف إلى وصف مستوى التنظيم الذاتي لدى الطلاب في تعلم اللغة الإنجليزية خارج الفصل، وتحديد البعد الأكثر بروزاً عند طلاب قسم تعليم اللغة الإنجليزية في جامعة السلطان الشريف قاسم الإسلامية الحكومية برياو. استخدم البحث المنهج الكمي الوصفي. بلغ عدد أفراد المجتمع ١٢٩ طالباً من طلاب الفصل الدراسي الرابع، وتم اختيار عينة مكونة من ٦٠ طالباً باستخدام العينة العشوائية البسيطة. جمعت البيانات باستخدام استبانة مقتبسة من تشنغ وآخرين (٢٠١٦)، شاملة ستة أبعاد للتنظيم الذاتي: تحديد الأهداف، وتنظيم البيئة، وإدارة الوقت، واستراتيجيات إنجاز المهام، طلب المساعدة، والتقييم الذاتي. أظهرت نتائج البحث أن مستوى التنظيم الذاتي لدى الطلاب كان مرتفعاً؛ إذ تمكن أغلبية الطلاب (٦٧.٦١٪) من التخطيط والتنظيم والمتابعة لتعلمهم للغة الإنجليزية بصورة مستقلة خارج الفصل. وكان البعد الأكثر بروزاً هو تحديد الأهداف ( $M=3,22$ )، مما يدل على قدرة الطلاب على وضع أهداف تعلم واضحة. ومع ذلك، لا يزال بعض الطلاب بحاجة إلى تحسين قدراتهم في إدارة الوقت والتقييم الذاتي. وبشكل عام، يمتلك طلاب جامعة السلطان الشريف قاسم الإسلامية الحكومية برياو قدرة جيدة جداً على التعلم المنظم ذاتياً.

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## TABLE OF CONTENT

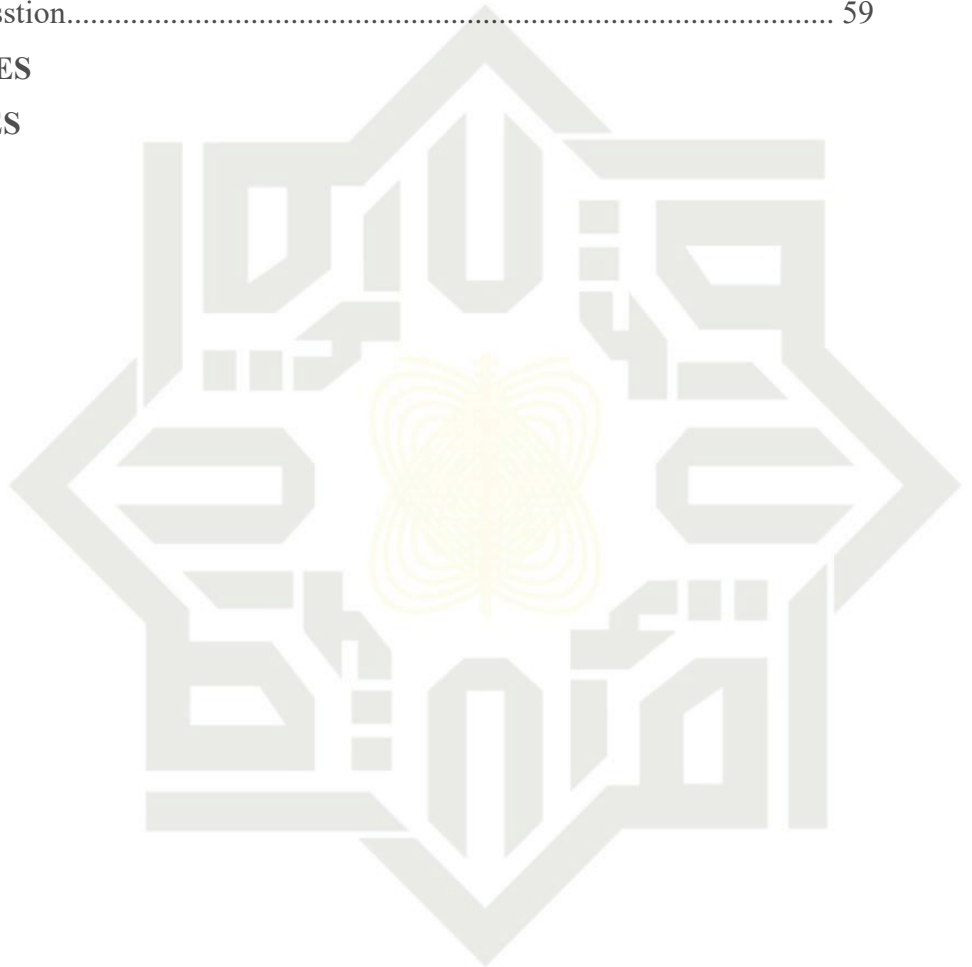
<b>STATEMENT OF AUTHENTICITY</b>	
<b>SUPERVISOR APPROVAL</b> .....	<b>i</b>
<b>EXAMINER APPROVAL</b> .....	<b>ii</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>iii</b>
<b>ABSTRACT</b> .....	<b>vi</b>
<b>TABLE OF CONTENT</b> .....	<b>ix</b>
<b>LIST OF TABLE</b> .....	<b>xi</b>
<b>LIST OF APPENDICES</b> .....	<b>xiii</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
A. Background of the Problem.....	1
B. Identification of the Problem.....	7
C. Formulation of the Problem .....	7
D. Limitation of the Problem .....	8
E. Objective of the Research .....	8
F. Significance of the Research .....	8
G. Definition of the Term .....	9
<b>CHAPTER II LITERATURE REVIEW</b> .....	<b>11</b>
A. Theoretical Framework .....	11
1. Self-Regulation.....	11
2. Learning English .....	21
B. Relevance of the Research .....	22
C. Operational Concept of the Research .....	25
<b>CHAPTER III RESEARCH METHOD</b> .....	<b>26</b>
A. Research Design .....	26
B. Location and Time of the Research .....	26
C. Subject and Object of the Research.....	27
D. Population and Sample of the research .....	27
E. Technique of Data Collection .....	29
F. Technique of Data Analysis.....	31



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<b>CHAPTER IV FINDING AND DISCUSSION.....</b>	<b>33</b>
A. Findings .....	33
B. Discussion .....	53
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>59</b>
A. Conclusion.....	59
B. Suggesstion.....	59
<b>REFERENCES</b>	
<b>APPENDICES</b>	



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## **LIST OF TABLE**

Table III. 1	Blue print of Questionnaire.....	30
Table III. 2	Likert Five Point Scale Questionnaire .....	31
Table III. 3	The Criteria of Questionnaire .....	32
Table IV.1	I set short-term (daily or weekly) goals as well as long-term (monthly or semester) goals when learning English beyond the classroom. ....	33
Table IV.2	I set standards for my assignments in learning English beyond the classroom. ....	34
Table IV.3	I keep a high standards for my English learning beyond the classroom. ....	34
Table IV.4	I set goals to help me manage my study time for English learning beyond the classroom.....	35
Table IV.5	I don't compromise the quality of my work in the English learning course just because beyond the classroom.....	36
Table IV.6	I choose a good location for learning English beyond the classroom in order to avoid to much distractions. ....	37
Table IV.7	I find an appropriate place where I can concentrate on learning English beyond the classroom. ....	38
Table IV.8	I know where I can learn English most effectively beyond the classroom. ....	39
Table IV.9	I choose a time with few distructions when studying for learning English beyond the classroom. ....	39
Table IV.10	I take detailed notes when learning English beyond the classroom. ....	40
Table IV.11	I read aloud the English intructional materials posted when studying beyond the classroom to fight against distraction. ....	41
Table IV.12	I make use of my fragmental time to learn English beyond the classroom. ....	42
Table IV.13	I try to schedule the same time every day to learn English beyond the classroom, and I observe that schedule.....	42



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Table IV.14	Although we don't have tp attend beyond the classroom, I still try to distribute English study time evenly beyond the classroom.....	43
Table IV.15	I find someone who is knowledgeable in dividuals to consult with when I face difficulties in learning English beyond the classroom .	44
Table IV.16	I share my problems with my classmets beyod the classroom so we know what we are strungling with and how to solve our orablems.	45
Table IV.17	I needed, I try to meet my classmates in person to discuss difficulties in learning English beyond the classroom.....	45
Table IV.18	I summarize what I have learned in English beyond the classroom to test my understanding.....	46
Table IV.19	I ask myself a lot of questions about the course material when studying for an learning english beyond the classroom.....	47
Table IV.20	I communicate with my teachers or to fine out how l am doing with my progress in learning English beyond the classroom. ....	47
Table IV.21	The most Dominant Dimension of Students' Self Regulation in Learning English Beyond the Classroom .....	48
Table IV.22	The Dimension of Goal Setting .....	49
Table IV.23	The Dimension of Environment structuring .....	50
Table IV.24	The Dimension of Task Strategies .....	51
Table IV.25	The Dimension of Time Management .....	51
Table IV.26	The Dimension of Help Seeking.....	52
Table IV.27	The Dimension of Self Evaluation.....	52
Table IV.28	The Level of Self-Regulation .....	53



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## LIST OF APPENDICES

**Appendix 1 Instrument of the Research**

**Appendix 2 The Score of the Questionnaire**

**Appendix 3 Supervisor Activities Letter**

**Appendix 4 Recommendation Letter**

**Appendix 5 Documentation**



UIN SUSKA RIAU

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## CHAPTER I

### INTRODUCTION

#### Background of the Problem

Self-Regulation is learners' ability to control their thoughts, motivations, and actions through systematic processes such as planning, monitoring, and evaluating Zimmerman (2000). In the context of language learning, self-regulated learners are capable of selecting appropriate strategies, maintaining motivation, and regulating their behavior to achieve desired learning outcomes.

Self-regulation was an active, constructive process where by 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 (El-Hanawi, 2010).

The ability of students to carry out the learning strategies they have planned while staying focused and maintaining motivation is an essential aspect of self-regulation. Focus and motivation are necessary to ensure that the learning plan is implemented effectively. According Boekaerts (1999) explains that in the performance phase, students must activate their cognitive, motivational, and emotional resources to remain focused and continue working toward their learning goals. Schunk and Ertmer (2000) state that executing a learning plan requires self-control, such as directing attention, using strategies appropriately, and sustaining effort even when challenges arise.

The process of self-regulation, particularly in the reflection stage, is an essential step in evaluating the effectiveness of learning. Zimmerman (2002)

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explains that self-regulated learners consistently assess whether their learning outcomes align with the goals they have previously set. If the results are not satisfactory, they identify the strengths and weaknesses that emerged during the learning process. This stage helps students determine whether the learning approaches they use such as vocabulary memorization techniques, speaking practice, or time management are effective or need improvement. Furthermore, Schunk (2012) emphasizes that evaluation and adjustment are crucial because they enable learners to grow continuously. For English Education students, this reflection process supports the improvement of their language skills by allowing them to adjust their learning approaches, select more relevant learning resources, or reorganize their study schedules according to their needs.

Learning English plays a crucial role in supporting students' academic success in higher education. Students who possess good English proficiency are able to access a wide range of learning resources more easily, including textbooks, scholarly articles, and other online materials. Mastery of essential language skills such as academic reading, academic writing, understanding lecture content, and effective presentation skills helps students complete their academic tasks more efficiently. When students can comprehend lecturers' explanations, write their assignments clearly, and participate actively in academic discussions, they are more likely to achieve better academic performance and higher grades.

Students often face several challenges in developing effective self-regulation in learning, such as difficulty in setting clear goals, managing time

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efficiently, and staying motivated when learning independently beyond the classroom. Many students tend to procrastinate, struggle to monitor their own progress, and fail to adjust their learning strategies when they encounter difficulties. Emotional factors like stress, low confidence, and frustration also hinder their ability to stay focused and persistent. Additionally, limited access to resources and ineffective learning strategies make it harder for them to plan, control, and reflect on their learning. These problems highlight the need for greater support and guidance to help students strengthen their self-regulated learning skills.

According to Zimmerman (1998) self-regulation can be defined as self-generated thoughts, feelings, and actions for attaining academic goals. It means that self-regulation in learning is process in which students able to organize and manage thoughts, feeling, desires, and determination action to be taken. Furthermore, self-regulation is the ability to develop, implement, and flexibly maintain planned behavior in order to achieve one's goals (Miller & Brown, in Jakesova et.al, 2016). Students who learn by selfregulation can know how to learn as well as possible. Students know the learning style what they like, what is easy and difficult for them, how to overcome difficult parts, what their interests and talent, and how to use their strengths.

However, The nature of foreign language learning in foreign language context is perceived complex and difficult for some students. One of the factors which lead to the difficulty in learning is the characteristic of the students that are passive learners in their own learning (Mbato, 2013). Some of students

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typically sit and listen to instructions and memorize what is taught, learn through activities that are designed by their teachers and depend on teachers' instructions to carry out those activities.

Self-regulation is very important for the success of development planning to adjust tasks especially in learning English. Students who engage in self-regulation take responsibility to begin their own efforts to obtain skill and knowledge instead of depending upon external sources. Students need to view learning as an activity that they do for themselves in a proactive manner, rather than viewing learning as a covert event that happens to them as a result of instruction (Zimmerman, 2001).

Self-regulation the process of continuously monitoring progress toward a goal, checking outcomes, and redirecting unsuccessful efforts (Berk, 2003). 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) The use of self-regulation techniques assisted 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.

Many students think English lesson is difficult lesson. The perception that English is a difficult and boring lesson has been ingrained among students. Sometimes, students complain that English only makes them dizzy and frightening by some students. The nature of foreign language learning in foreign language context is perceived complex and difficult for some students. There

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are many factors that affect students' achievement; one of them is self-regulation. Zimmerman (1986, 1988) as cited in Mutawah et.al, (2017) "Selfregulation has been shown to be important for academic achievement". Therefore, the researcher wants to investigate the students' self-regulation in learning English Beyond the classroom at UIN Suska Riau .

However, the reality at UIN Suska Riau shows a significant gap. A preliminary survey of 129 fourth-semester English Language Education students revealed that 65% only practiced English two hours per a week outside of class, with 74% admitting to relying on formal exposure and rarely initiating independent practice (Amaliah, 2025). Internal department research also found that 68% of students struggled with TOEFL listening due to poor time management and self-evaluation two crucial SRL dimensions that were the focus of this study.

However, based on the phenomena found in the field, many students have not shown strong independent learning abilities, especially in utilizing time outside the classroom to learn English consistently. Initial observations in the campus environment showed that most students rely more on classroom learning, and lack the initiative and strategies to learn independently outside the classroom. They tend not to set clear learning goals, are less able to manage time, and easily lose motivation when learning independently. This situation is closely related to students' self-regulation abilities, namely the ability to organize and manage their own learning process, including setting goals, designing strategies, monitoring progress, and motivating themselves to achieve

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learning targets (Zimmerman, 2002). Without good self-regulation, students tend to be passive and less effective in learning English outside the classroom.

Research on self-regulation in the context of language learning, particularly English, has been conducted previously. One study by Chun Lai et al. (2023) examined the relationship between individual interest, self-regulation, and self-directed learning in the context of technology use beyond the classroom. The findings of the study revealed that self-regulation plays a significant role in encouraging students' engagement in independent English learning through technology. In addition, a study by Viberg and Kukulska-Hulme (2021) also emphasized the importance of self-regulation skills in mobile technology-based language learning beyond the classroom. At the level of Senior High School there had been a study by Nurfiani (2015) in State University Yogyakarta, this study survey the ability of self-regulated learning (SLR) at the tenth grade at SMK 1 Kalasan Yogyakarta. This research found acquisition of self-regulated learning abilities in the medium category of 28 students (45%). The result of the analysis in each aspect: Aspect of students planning are in medium category with 32 students (52%) including, students determining the learning strategies to be used, students having a compulsory to complete the task, and students managing themselves for preparation for study. Aspect of students' implementation in the medium category with 28

This study aimed to describe the level of self-regulation in English learning beyond the classroom and identifying the most dominant dimension among English Education students at State Islamic University of Sultan Syarif

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Kasim Riau. Self-regulation is the ability of an individual to manage their own learning process, which includes goal setting, progress monitoring, self-reflection, and adapting learning strategies. In English learning, Self-Regulation is crucial because it enables students to learn independently outside the classroom.

Based on the description above, the researcher intended to find out the self-regulation of the students in learning English. Thus, the researcher is interested in investigating the problems above into a research entitled “Self Regulation In Learning English Beyond The Classroom Among Students At UIN Suska Riau”.

#### B. Identification of the Problem

Based on the background of the problem, the researcher identified several issues related to students' self-regulation skills in learning English outside of class. First, some students do not set clear learning goals, resulting in a lack of focus and motivation to improve their English skills. Second, many students struggle with time management, resulting in inconsistent English learning activities outside of class. Third, students often lack effective learning strategies.

#### C Formulation of the Problem

Based on formulation proble above in the background of the problem.

1. What is the level of students' self regulation in learning English beyond the classroom the fourth semester at UIN Suska Riau ?

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2. Which dimension of self-regulation is the most dominant students in learning English beyond the classroom the fourth semester at UIN Suska Riau?

#### D. Limitation of the Problem

Based on the identification of the problem, the researcher sets the limitations of the problems in this study so that the focus of the study does not expand. Therefore, the researcher focuses on self-regulation in learning English outside the classroom for English Education students at UIN Suska Riau.

#### E. Objective of the Research

1. To describe the level of self-regulation the students' in learning English outside the classroom at UIN Suska Riau.
2. To find out which dimension of self-regulation is the most dominant students in learning English beyond the classroom among at uin suska

#### F. Significance of the Research

Theoretically, this study contributed to related to self-regulated learning in English Zimmerman (2000) and Pintrich (2004) by offering empirical evidence on how students set goals, monitor their progress, and adjust strategies independently to enhance their English learning.

Practically, the findings from this can inform and curriculum the English Education Department with insights to develop programs and facilities, such as self-access centers and online learning platforms, to support autonomous learning. the study benefits students by helping them identify their strengths and weaknesses, improve motivation, and apply effective learning strategies

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for reading, writing, listening, and speaking outside the classroom. It also supports lecturers in recognizing students' self-regulation challenges and designing guidance to foster independent learning.

## **Definition of the Term**

### **1. Self-Regulation**

Self-Regulation in academic literature as the ability to control one's emotions, thoughts and behavior to achieve certain goals. Selfregulation is carried out as a form of learning discipline to improve results and optimize the efforts made. this includes strategy, goal setting, Self- monitoring, aspects of cognition, motivation and evaluation of results. Self-Regulation in this research refers to Siska et al. (2022), Valenzuela et al. (2020), Vauziah et al. (2020), and Zimmerman (1990). In this research Self regulation refers to the students' capability to plan, monitor, and evaluate their English learning activities beyond the classroom based on the dimensions proposed by Zheng et al. (2016), namely goal setting, environment structuring, time management, task strategies, help seeking, and self-evaluation.

### **2. Learning English**

According to Richards and Schmidt (2010), learning English is the process through which learners acquire English language knowledge and skills through formal instruction and meaningful exposure to the language. Meanwhile, Brown (2007) explains that language learning is a conscious process involving the development of linguistic knowledge, continuous practice, and the application of language in communication.in this study,

learnig English refers to the learning English beyond the classroom emphasizes autonomous and self-directed learning practices carried out by students in informal or non-classroom settings.

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## CHAPTER II

### LITERATURE REVIEW

#### Theoretical Framework

##### 1. Self-Regulation

Self-Regulation is a multidimensional process in which individuals take control of their own learning by planning, monitoring, and evaluating their actions. According Zimmerman (2000) Self-Regulation as “self-generated thoughts, feelings, and actions that are planned and cyclically adapted to the attainment of personal goals.” This definition emphasizes that learning is not merely determined by external factors such as teachers or institutions, but also by learners’ internal processes. Bandura (1986), through his Social Cognitive Theory, explains self-regulation as the interaction between personal processes, behavior, and environment. According to him, individuals actively regulate their learning through self-observation, self-judgement, and self-reaction. Pintrich (2004) states that self-regulation refers to “an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior.” Meanwhile, Schunk (2012) adds that self-regulation involves setting goals, selecting strategies, controlling effort, and maintaining motivation to achieve academic success.

Self-Regulation in learning is defined as an individual's ability to actively manage their cognitive, motivational, and behavioral processes to achieve learning goals. According to Zimmerman (2000), self-regulated

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learners are those who can independently initiate, monitor, and evaluate their own learning processes, and are able to use various strategies to achieve academic goals. Schunk and Zimmerman (2012) add that self-regulation includes three main components: cognitive self-regulation (self-regulation of thoughts), emotional self-regulation (self-regulation of emotions), and behavioral self-regulation (self-regulation of actions), all of which are integrated into an effective learning process. In the context of this research self-regulation is operationalized as the extent to which students set their English learning goals, monitor their out-of-class learning progress, maintain motivation, and independently evaluate their learning success.

According to Zimmerman's Self-Regulation Learning (SRL) emphasizes the proactive role of learners in controlling their learning process. Self-regulation is critical for effective learning and personal development, as it helps individuals stay focused, motivated, and capable of overcoming obstacles. In the context of education, self-regulation enables students and teachers to plan, execute, and reflect on their learning processes effectively.

According to Liman and Tepeli (2019), Self-Regulation is expertise in regulating their own mindset and behavior and is one of an individual personality owned by only one person. To achieve the maximum desire, a person must be able to control themselves towards good self-regulation to get the best results. In English learning, self-regulation learning is a big impact in learning this, because English learning strategies, especially

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speaking, require good regulation of self yourself and others in the context of conversation.

Zimmerman (2000) considered academic self-regulation as the extent to which learners are motivationally, metacognitively, and behaviorally dynamic in their learning procedure and in achieving their aims. Therefore, it is concluded that students are active participants in their own learning process. In fact, self-regulation consists of monitoring, management and control of cognition, motivation, behavior, and surroundings. (Wolters, Pintrich, & Karabenick, 2003).

**Component of Self-Regulation**

These three components work together to help students become autonomous learners both inside and outside the classroom.

First, Cognitive Self-Regulation: This involves managing one's cognitive processes, such as planning, monitoring, and evaluating learning activities It includes strategies like goal setting, self-monitoring, and self-assessment to ensure effective learning outcomes.

Second, Metacognitive Self-Regulation: This refers to the higher-order thinking skills that help individuals understand and control their own cognitive processes. It involves reflecting on one's learning, identifying effective strategies, and making adjustments as needed.

Third, Behavioral Self-Regulation: This type focuses on managing one's behavior to support learning, such as time management, task prioritization, and maintaining focus and effort despite distractions or challenges. Fourth,

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Emotional Self-Regulation: This involves managing emotions to create a conducive learning environment.

Self-Regulation is important because a major function of education is development of life-long learning skill, Zimmerman (2002). It has been argued that “the capacity to self-regulate is central to our assumptions about learning, decision making, problem solving, and resource management in education” (Boekaerts & Corno, 2005) as cited in Mbato (2013). This means that in learning, students are faced with the demands of the task and subject matter that must be understood. The main provision needed by students to regulate to the demands of the task is to have the ability and skill to organize learning activities, control learning behaviour, and know the goals, directions, and supporting resources for learning.

According to Bandura, Self-Regulated Learning refers to the extent to which students can establish behavioral strategies and organize their learning environment (Zimmerman, 2002). Self-regulated learning is crucial because a primary function of education is to develop lifelong learning skills. Furthermore, self-regulation in learning is not a single characteristic that students either possess or lack. Rather, it requires the selective application of specific processes that must be tailored to each learning task. One component of this ability is setting clear goals for oneself. Second, applying effective techniques to achieve goals. Third, monitoring one's performance for indicators of improvement. Fourth, rearranging one's physical and social environment to align with one's goals. Fifth, managing

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time effectively and evaluating one's methods. Sixth, attributing causality to outcomes and adapting techniques for the future (Zimmerman, 1989, 2002).

Self-regulation is important because a major function of education is development of life-long learning skill, Zimmerman (2002). It has been argued that “the capacity to self-regulate is central to our assumptions about learning, decision making, problem solving, and resource management in education” (Boekaerts & Corno, 2005) as cited in Mbato (2013). This means that in learning, students are faced with the demands of the task and subject matter that must be understood. The main provision needed by students to regulate to the demands of the task is to have the ability and skill to organize learning activities, control learning behaviour, and know the goals, directions, and supporting resources for learning

### **The Structure of Self-Regulatory Processes**

Zimmerman (2000) differs between efficient and inefficient selfregulation, where the quality of self-regulation depends on selfregulatory processes within the individual. We discuss of three cyclical phases of self-regulation: The forethought phase refers to processes and beliefs that occur before efforts to learn, the performance phase refers to processes that occur during behavioral implementation, and selfreflection refers to processes that occur after each learning effort. There are two major classes of forethought phase processes, namely task analysis and self-motivation beliefs. Task analysis Task analysis includes goal setting and strategic planning. It mean that, the students“ setting of educational goals or

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sub goals and planning for sequencing, timing, and completing activities related to those goals.

The first, Forethought Phase refers to the preparation stage before learning begins. In this phase, learners engage in goal setting, where they determine specific learning targets, such as mastering a certain number of new English words per week. They also conduct strategic planning by deciding which learning methods to use, such as reading, watching videos, or engaging in discussions.

The second phase is the Performance Phase, which occurs during the actual learning process. It includes self-control, where learners regulate their behavior to stay focused and self-observation, where they monitor their own learning progress to ensure it aligns with their goals.

Finally, the Self-Reflection Phase takes place after the learning activity. Here, learners engage in self-judgment by evaluating whether their learning objectives have been met, and in self-reaction, where they reflect on their performance to decide whether to maintain or adjust their learning strategies. These three phases are interrelated and form a continuous cycle that helps learners optimize their learning, especially in independent learning contexts like learning English beyond the classroom.

According to Pintrich (2000), self-regulated learning (SRL) consists of three essential components, namely metacognitive strategies, motivational control, and behavioral strategies. Metacognitive strategies refer to learners' ability to think about and manage their own learning process. metacognitive

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strategies can be applied when students make a study schedule to practice English speaking every evening, monitor their pronunciation while speaking, and then evaluate whether they are making progress by recording and listening to themselves.

Motivational control becomes important when students feel tired or bored but still remind themselves of their goals, such as improving their English to study abroad or pass an English proficiency test. To maintain their motivation, learners might set rewards for completing certain learning tasks, like watching a favorite English movie after completing vocabulary practice. Behavioral strategies are seen when students deliberately reduce distractions by putting their phones on silent mode while studying or actively looking for conversation partners through online platforms like language exchange apps. These concrete actions help students stay committed and structured in their learning journey. Without applying these SRL components, learners may easily lose interest, skip learning sessions, or fail to reach their English learning goals. Therefore, SRL is an essential skill for success in learning English beyond the classroom.

### **Dimensions of Self-Regulated Learning**

To describe the students' self-regulation Brown, Miller and Lawendowski (1999) constructed the Self-Regulation Questionnaire (SRQ) to measure self-regulation based on their theoretical model. In this model, self-regulation is viewed as the ability to establish, execute, and sustain planned behavior in the service of attaining ones goals.

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According Pintrich (2004) self-regulation 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 by their goals and contextual features. He highlights four areas of regulation: cognition, motivation, behavior, and context. This means that learners not only manage their mental processes but also control their emotions, persistence, and environmental conditions to support effective learning.

Furthermore, Barnard et al. (2009) expanded the concept of self-regulated learning into online and blended learning environments. They developed the Online Self-Regulated Learning Questionnaire (OSLQ), identifying six major dimensions of self-regulation: goal setting, environment structuring, time management, task strategies, help seeking, and self-evaluation. These dimensions reflect the various ways students control their learning processes especially in flexible, technology-mediated, and autonomous learning settings.

According to Zheng et al. (2016), self-regulation in learning English beyond the classroom combines learners' autonomy, motivation, and strategic behavior in engaging with English language activities outside formal education. It reflects learners' ability to integrate their academic goals with real-world language practices such as watching English videos, reading online articles, using mobile applications, and communicating with others in English.

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First, Goal setting refers to the ability of learners to determine specific, measurable, and achievable objectives for their learning. Barnard et al. (2009) explain, setting goals provides direction and motivation for learners to maintain consistency in their study habits. In the context of learning English beyond the classroom, students at UIN Suska Riau may set goals such as improving vocabulary mastery by learning ten new words daily *or* enhancing listening skills by watching one English video per day. These goals help students stay focused and measure their own progress. Furthermore, according to Zheng et al. (2016), clearly defined goals encourage students to develop self-discipline and sustain motivation, even without direct supervision from teachers.

Second, after goal-setting, self-regulated learners structure their learning environment to support their goals choosing a quiet study location, reducing distractions (e.g., social-media notifications), selecting appropriate digital tools or materials. Zimmerman's social-cognitive model emphasises environmental influences in reciprocal interaction with learner behaviours and cognitions.

Third, Time management refers to how learners allocate and monitor their time for English-learning outside formal lessons. It includes planning study sessions, maintaining consistent practice, and balancing academic/personal responsibilities.

Fourth, this dimension involves learners using specific cognitive and metacognitive strategies for their English-learning tasks outside class:

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reading English articles, listening to podcasts, writing reflections in English, practising speaking with peers, using memory aids, summarising content, etc. These strategies align with the performance phase of SRL, where focus and strategic action are key.

Fifth, Help seeking refers to learners' proactive behaviour of seeking assistance when they encounter difficulties in their independent English-learning activities: from peers, tutors, online forums, apps, or other resources. Help-seeking is a self-regulatory strategy that marks learner awareness of their own limitations and willingness to seek support. Some research shows it's a predictor of success in SRL.

Sixth, Finally, self-evaluation concerns learners' reflection on their performance and outcomes: assessing how well they met their goals, deciding what worked or did not work, attributing causes of success/failure, and planning next moves. This aligns with Zimmerman's self-reflection phase.

In summary, the six dimensions of self-regulated learning goal setting, environment structuring, time management, task strategies, help seeking, and self-evaluation form an integrated framework for autonomous learning in online and beyond classroom contexts. Each dimension supports learners' ability to control and sustain their English learning process independently. Therefore, understanding and applying these dimensions are crucial for students at UIN Suska Riau to become more autonomous and effective in learning English outside formal classroom instruction.

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## 2. Learning English

Learning English as a foreign or second language is a complex process that involves acquiring vocabulary, grammar, pronunciation, communication skills, and cultural understanding. Several educational and psychological theories explain how students learn a language effectively. Self-Regulated Learning (Zimmerman, 2000) plays a crucial role in this process, as students must manage both their own language learning and develop the skills to teach others. Beyond the classroom, students practice English independently through reading academic texts, watching English media, participating in English clubs, or using online platforms to communicate, which enhances both language proficiency and teaching competence.

Learning in the English Education Department emphasizes active and self-directed engagement. Apply cognitive strategies such as summarizing lessons, taking notes, and analyzing language structures. Engage socially through peer collaboration, discussions, and practice teaching sessions. Maintain motivation and self-regulation by setting learning goals, monitoring progress, and reflecting on personal improvement. For English Education students, teaching is designed to combine language mastery with pedagogical skills. According to Brown (2001), effective teaching includes planning, implementing, and evaluating lessons. In this context, Planning involves designing lessons that integrate the four language skills: listening, speaking, reading, and writing while incorporating methods for teaching

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English as a second or foreign language. Implementation requires students to engage in interactive learning activities, such as group discussions, role-plays, presentations, and multimedia-based exercises. These activities help students internalize language rules while developing teaching strategies they can later use as educators. Assessment includes both formative and summative evaluations, such as quizzes, assignments, teaching demonstrations, and reflective journals, to monitor language proficiency and pedagogical understanding.

#### B. Relevance of the Research

To support this research, there are some relevant research studies conducted by other research. First, the research was conducted by Ignés Sebastian Darong, (2022) have conducted research with the title “Self-Regulated Learning Method through Smartphone Assistance in Promoting Speaking Abilitie “ the research used quantitative research with a pre-test and post-test design with questioner as the instrument . Tests and questionnaires were used to obtain data. The test was used to measure the students' speaking ability. The questionnaire was to examine the types of smartphones they had and the students' perceptions regarding self-regulated The study population was 218 students from nine classes who took the speaking courses at the English language The pre-test result shows that the two classes were equivalent. The mean score was much the same. The normalizing and variance analysis result shows an experimental group ( $p = .091$ ) and a control group ( $p = .067$ ). Therefore, it was seen that the data were normally distributed.

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Second, the research was conducted by Yurni, (2013) have conducted research with the title “Relationship Between Self-Regulation In Learning And Learning Achievement of FKIP Students of English Language Education Department Unbari” this research was used quantitative study The aim of this research was to find out whether there was a correlation between self regulated in learning and learning achievement of English department student at FKIP Unbari. Subject of this research was 70 students (30 male and 40 female) collected by purposive random sampling technique. There were 22 statement of self regulated learning distributed to subject. Statistical method pearson correlation was used to analyzed the correlation between two variable. It was found that coefficient correlation rxy -049 with significance value 0.688 ( $p \geq 0,01$ ). It mean there was no correlation between self regulated in learning and learning achievement, hypothesis was rejected.

Third , the research was conducted by Agung,Rohman, Defri, (2020) have conducted research with the title “Analysis of Student Self-Regulation in Learning English Speaking Skill” this study was use a qualitative research approach for this research According to Creswell (2013), qualitative research is a process approach to understanding and the desires of individuals or groups, this qualitative research also has data types classified in the data that can assist researchers in getting the results of data obtained in the form of, text, images, audio, video, and pictures, as for the additional understanding Instrument's main constituent of taking the data of this study is the merging of interviews and question leaflets and observations. this research concerns the qualitative model

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takes one of the participants to be questioned and looks for the answer (Creswell, 2013). the results show that selfregulation is very important in shaping themselves so that they can form a valid learning pattern.

Fourth, the research was conducted by Lai, Chen, Wang, & Qi. (2023) have conducted research with the title” Individual interest, self-regulation, and self-directed language learning with technology beyond the classroom.” In this study the researcher will use quantitative design with questioner as the instrument. The aim of this research This study examined how individual interests and self-regulation interplayed to shape learners' engagement in self-directed language learning with technological resources beyond the classroom. This study surveyed 322 university students on self-regulation and two interest constructs (interest in learning English and interest in pursuing personal interest in English), and tested how these factors related to their engagement in self-directed use of technology for English learning beyond the classroom

Fifth, the research was conducted by Panadero et., all.,(2015) have conducted research with the title” How Individual Self-Regulation Affects Group Regulation and Performance: A Shared Regulation Intervention” this study the researcher will use quantitative design with questioner as the instrument. The aim of this research was twofold: (a) to explore the effect of group members’ individual SRL skills on group regulation and performance and (b) to test whether the intervention to promote Sosially Shared Regulation Learning would be successful. The results revealed a significant relationship

between Self Regulation Learning and Sosially Shared Regulation Learning, but no significant effects of the intervention on group performance.

### Operational Concept of the Research

This research is a descriptive research. and Self regulation learning english are the focus of this research. Furthermore, in this research, The researcher only used one variable, namely self regulation. Descriptive analysis is used to analyze the self regulation of English education department students by describing or illustrating the data that has been collected. (Ghozali, 2015).The operational concept of this study is adapted from Zheng et al. (2016),

1. Goal setting : Students' ability to set specific and achievable goals for their English learning beyond the classroom.
2. Environment structuring : Students' ability to create or choose a supportive environment for their learning activities.
3. Time management : Students' ability to allocate and monitor their learning time effectively outside the classroom.
4. Task strategies : The use of cognitive or metacognitive strategies to enhance learning performance beyond the classroom.
5. Help seeking : Students' willingness to seek assistance or resources when encountering learning difficulties.
6. Self-evaluation : Students' ability to evaluate and reflect on their own learning progress and outcomes.

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## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

The researcher used quantitative research as the research methodology. According to Goertzen (2017) quantitative research is a research type that focuses on data that can be measured which deals with numbers to assess information, objective and the results data can be evaluated using statistical analysis. Uses statistics to analyze these data and carries out study in a fair and objective manner. Fraenkel, et al (2012) added that quantitative research is research in which the investigator attempts to clarify phenomena through carefully designed and controlled data collection and analysis.

Furthermore, this research use descriptive quantitative as the research design. Khaldi (2017) stated that descriptive quantitative research, as the name suggests, helps the researcher to collect data about conditions, situations, and events that occur in the present. The researcher came to the conclusion that information in the current condition of existence, especially the students self regulation in learning English of the Department of English Education at Uin Suska Riau is gathered through descriptive quantitative research.

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

This research was conducted at UIN Suska Riau. in the of May and June 2025. The research location was chosen because this institution has students who are actively learning English both inside and outside the classroom.

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## Subject and Object of the Research

The subject of this research was college student in the fourth semester of English Education Department State of University of Sultan Syarif Kasim Riau. Furthermore, The object of this research was the students' self-regulation in learning English beyond the classroom at fourth semester students of English education department of UIN Suska Riau.

## Populasi and Sample of the research

The population of this research was fourth semester students of English education department uin suska riau there were 129 students. The population was divided into five classes. Frankel, et al (2012) stated the population is the group to which the research would like the result of a study to be generalizable. It includes all individuals with certain specified cracteristics. It also mean that al individual in the object of the researcher was use al fourth semester student at the deparment of English education of UIN Suska Riau as the population.

According to Cohen et al (2007) stated that in simple random sampling, each member of the population under study has an equal chance of being selected and the probability of a member of the population being selected is unaffected by the selection of other members of the population. The number of the population is took large to take as the sample of this research. So the researcher took some of the students who are representative of their group to be the sample.

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According to Creswell, (2012), the sample is the group of participants in a study selected from the target population from which the researcher generalizes to the target population. To choose the sample, the researcher used simple random sampling. Gay et al. (2012, p. 131) stated that simple random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of selection for the sample.

To collect the number of samples from this study, the researcher used the Slovin formula. The researcher used slovin formula because the Solvin formula is a commonly used in quantitative research to take a sample size that must be representative so that research results can be generalized.

The formula is :

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{129}{1 + 129(e)^2} = 60$$

$$1 + (129 \times 0.01)^2$$

Based on the formula used, the researcher took 60 students as sample. The researcher randomized samples for those students who get even number they became the sample of the research.

The population of this research consisted of 129 fourth-semester students of the English Education Department at UIN Suska Riau. The population were distributed across five classes, namely 4A, 4B, 4C, 4D, and 4E. From this

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population, the researcher selected 60 students as the sample. The sample size was determined based on Cohen (2007), who states that for a population of 129 students with a 50% confidence level and a 10% confidence interval, the appropriate sample size is approximately 60 respondents.

In this research, the researcher selected 90% the population as the sample which consists of 60 students, the researcher used a lottery method in choosing the sample of the population from each class was used to randomly. According to Singh and Masuku (2014), in the lottery method, each member of the population is assigned a specific number. In this study, the researcher prepared 30 pieces of paper, each containing a number, of which only 12 papers were labeled with numbers 1–12. Students who picked a paper with one of these numbers were chosen as the sample. Thus, the population members assigned those numbers were included in the sample. As a result, twelve students from each class will be chosen for the sample.

#### Technique of Data Collection

The questionnaire technique was used by the researcher to collect the data for this study. As a result, the researcher was employed a closed- ended survey. According to Cohen (2007), questionnaires are a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher and often being comparatively straightforward to analyse.

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Moreover Brown et al. (1999) stated that assessments for measuring self-regulation are based on self-reports. One example of self-reports is a questionnaire. Self-assessment instruments, such as surveys or questionnaires, typically consist of a statement followed by a series of responses, such as strongly agree, agree, undecided or unsure, disagree, and strongly disagree. Subjects select the response that best describes their reaction to the statement.

Researchers used a questionnaire to determine the self-regulation of English education department at Uin Suska Riau . This questionnaire was adapted from zheng (2016) because the research is relevant to this research. The questionnaire provided several questions for respondents to determine the self-regulation in learning English beyond the classroom of students English education department at Uin Suska Riau. The distribution of each questionnaire item is as follows.

**Table III. 1**  
**Blue print of Questionnaire**

No.	Indicator	Item Number
1.	Goal setting	1,2,3,4,5
2.	Environment structuring	6,7,8,9
3.	Task strategies	10,11
4.	Time management	12,13,14
5.	Help seeking	15,16,17
6.	Self evaluation	18,19,20
<b>Total</b>		<b>20</b>

Zheng at al (2016)

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## Technique of Data Analysis

The questionnaire instrument used the Likert Scale as a measurement tool.

According to Creswell (2012), the use of the Likert Scale in questionnaires allows researchers to measure the intensity of respondents' attitudes in more detail, rather than simply providing "yes" or "no" answers.. To give respondents a choice ranging from "strongly disagree" to "strongly disagree". self regulation in learning english beyond the classroom , the researcher used Likert scale, which has a range of 1 to 5 points. Based on student responses, a numerical score was assigned to each item in the questionnaire.

This research was descriptive research,the data analysis in several step: calculating total score of questionnaire. The scale of questionnaire is adopted from Creswell (2012), as the table bellow :

**Table III. 2**  
**Likert Five Point Scale Questionnaire**

No	Scale	Score stetment
1	Strongly Disagre	1
2	Disagree	2
3	Neutral	3
4	Agree	4
5	Strongly Agree	5
Adopted brown (1999)		

In order to find out students" self regulation level, the researcher used descriptive analysis. The researcher also used Microsoft Excel and SPSS to calculate the data. According to Beck, Epstein, Brown, and Steer in Kralova, et

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al (2017) the self regulation score ranged from 20 to 120, with the higher scores reflecting greater self regulation.

**Table III. 3**  
**The Criteria of Questionnaire**

No	Categories	Score	Frequency	Percentage
1	High Level	96 - 120	2	3.3
2	Moderate	71 - 95	22	36.7
3	Mild Level	46 -70	29	48.3
4	Minimum Level	20 - 45	7	11.7
<b>Total</b>			<b>60</b>	<b>100%</b>

Beck, Epstein, Brown, and Steer (1988) in Kralova, et al (2017)

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## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the conclusion of this study, it can be concluded that students of the English Education Department at UIN Suska Riau demonstrate a moderate level of self-regulation in learning English beyond the classroom. They are generally able to plan and set both short-term and long-term learning goals, take detailed notes, read aloud, and use learning resources and technology to support their English learning. However, some students still experience difficulties in maintaining focus and overcoming distractions consistently. This indicates that while students have developed some self-regulated learning skills, there is a need for ongoing guidance and strategies to further strengthen their independence, motivation, and effectiveness in learning English outside the classroom.

#### B. Suggestion

Based on the research results and conclusions above, the researcher proposes several suggestions for the students, and future researchers as follows: For the Students are advised to maintain and strengthen their self-regulation in learning English beyond the classroom by improving time management and self-evaluation. They should create personal learning schedules, set realistic goals, and reflect regularly on their progress to achieve better learning outcomes.

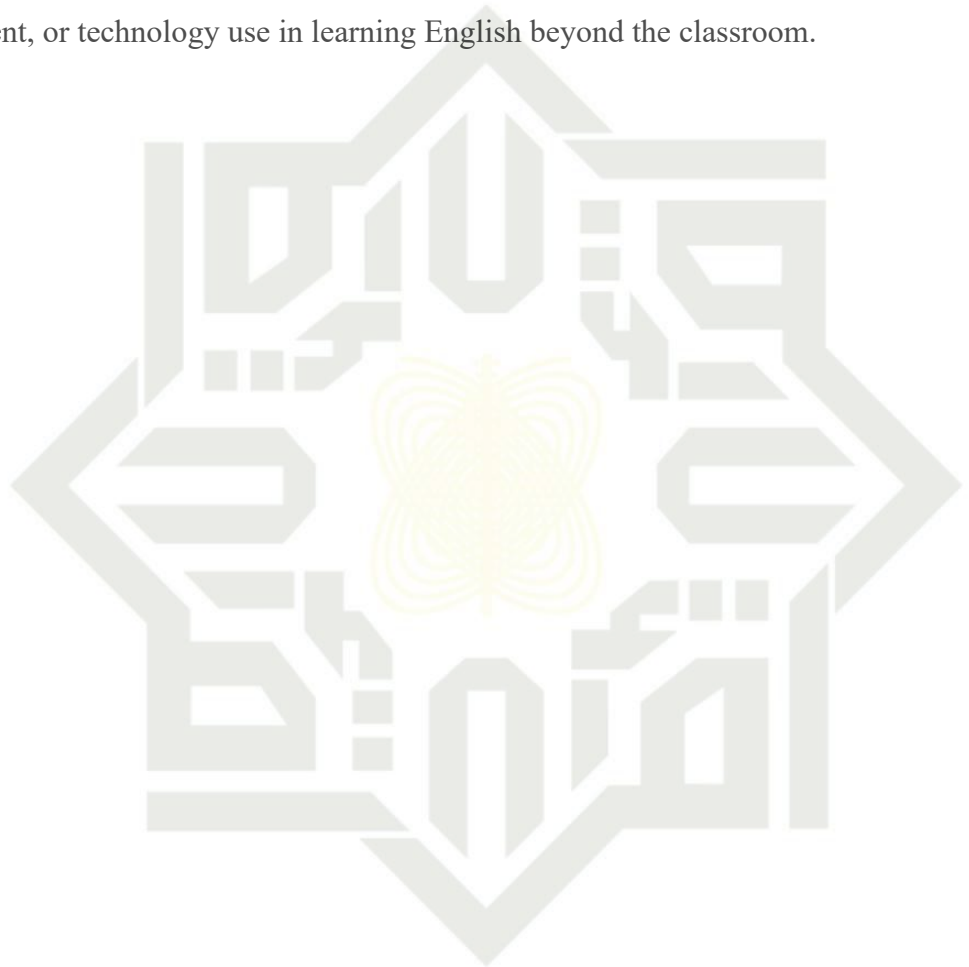
For the future researcher studies are recommended to conduct further research using qualitative or mixed-method approaches to explore students' learning behavior in more depth. Researchers can also examine the relationship between self-regulation and other aspects such as learning motivation, academic achievement, or technology use in learning English beyond the classroom.

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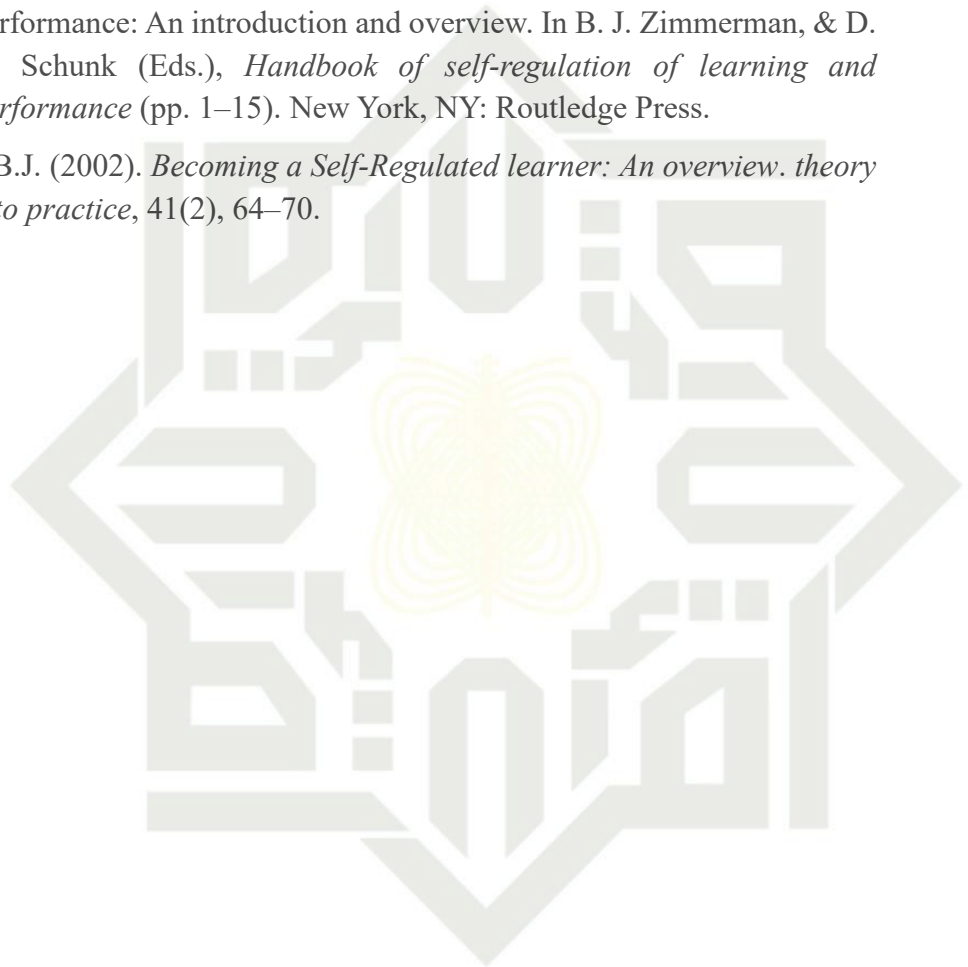
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# APPENDICES

UIN SUSKA RIAU

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# APPENDIX 1

## INSTRUMENT OF THE RESEARCH

UIN SUSKA RIAU

This questionnaire is developed as part of a research project aimed at to determine how self-regulation in learning English outside the classroom. Your honest and thoughtful responses are very important to the success of this study. Therefore, we kindly ask you to answer each item sincerely and carefully.

Thank you very much for your participation and cooperation.

Certainly  
the Researcher

## INSTRUCTIONS

1. Read each statement carefully.
2. Choose the option that best represents how you truly feel or think about the statement.
3. Indicate your response by placing a check mark (✓) in one of the following columns:
  - a. 5 = SA = Strongly Agree
  - b. 4 = A = Agree
  - c. 3 = N = Neutral
  - d. 2 = D = Disagree
  - e. 1 = SD = Strongly Disagree
4. Please answer all items; do not leave any statement unanswered.
5. Be as honest as possible—there are no right or wrong answers.

No.	Statement	SA	A	N	D	SD
	I set short-term (daily or weekly) goals as well as long-term (monthly or semester) goals when learning English beyond the classroom. (Saya menetapkan tujuan jangka pendek (harian/mingguan) dan jangka panjang (bulanan/semester) ketika belajar bahasa Inggris di luar kelas).	5	4	3	2	1

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No.	Statement	SA	A	N	D	SD
3	I set standards for my assignments in learning English beyond the classroom.( Saya menetapkan standar untuk tugas atau latihan saya ketika belajar bahasa Inggris di luar kelas).	5	4	3	2	1
3	I keep a high standards for my English learning beyond the classroom.( Saya mempertahankan standar yang tinggi dalam pembelajaran bahasa Inggris saya di luar kelas).	5	4	3	2	1
4	I set goals to help me manage my study time for English learning beyond the classroom.( Saya menetapkan tujuan untuk membantu mengatur waktu belajar bahasa Inggris di luar kelas).	5	4	3	2	1
5	I don't compromise the quality of my work in the English learning course just because beyond the classroom .( Saya tidak mengorbankan kualitas hasil belajar saya hanya karena pembelajaran dilakukan di luar kelas formal).	5	4	3	2	1
6	I choose a good location for learning English beyond the classroom in order to avoid to much distractions.( Saya memilih lokasi yang kondusif untuk belajar bahasa Inggris di luar kelas agar terhindar dari gangguan).	5	4	3	2	1
6	I find an appropriate place where I can concentrate on learning English beyond the classroom.( Saya menemukan tempat yang	5	4	3	2	1



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No.	Statement	SA	A	N	D	SD
	tepat agar bisa berkonsentrasi saat belajar bahasa Inggris di luar kelas).					
	I know where I can learn English most effectively beyond the classroom.( Saya mengetahui di mana saya bisa belajar bahasa Inggris di luar kelas dengan lebih efisien).	5	4	3	2	1
	I choose a time with few distructions when studying for learning English beyond the classroom.( Saya memilih waktu belajar bahasa Inggris di luar kelas ketika gangguan lebih sedikit).	5	4	3	2	1
10	I take detailed notes when learning English beyond the classroom.( Saya membuat catatan yang lengkap saat belajar bahasa Inggris di luar kelas).	5	4	3	2	1
11	I Read aloud the English intructional materials posted when studying beyond the classroom to fight against distraction.( Saya membaca keras-keras materi bahasa Inggris yang sedang saya pelajari di luar kelas untuk melawan gangguan.)	5	4	3	2	1
12	I make use of my fragmental time to learn English beyond the classroom.( Saya memanfaatkan waktu luang untuk belajar bahasa Inggris di luar kelas).	5	4	3	2	1
13	I try to schedule the same time every day to learn English beyond the classroom, and I observe that schedule.( Saya mencoba menjadwalkan waktu belajar bahasa Inggris di	5	4	3	2	1



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No.	Statement	SA	A	N	D	SD
14	Although we don't have to attend beyond the classroom, I still try to distribute English study time evenly beyond the classroom.( Meskipun tidak ada kewajiban belajar bahasa Inggris setiap hari, saya tetap membagi waktu belajar secara merata di luar kelas).	5	4	3	2	1
15	I find someone who is knowledgeable in individuals to consult with when I face difficulties in learning English beyond the classroom.( Saya mencari seseorang yang berpengetahuan tentang bahasa Inggris untuk berkonsultasi saat saya mengalami kesulitan belajar di luar kelas).	5	4	3	2	1
16	I share my problems with my classmates beyond the classroom so we know what we are struggling with and how to solve our problems.( Saya mencari seseorang yang berpengetahuan tentang bahasa Inggris untuk berkonsultasi saat saya mengalami kesulitan belajar di luar kelas).	5	4	3	2	1
17	I try to meet my classmates in person to discuss difficulties in learning English beyond the classroom.( Bila perlu, saya menemui teman secara langsung untuk berdiskusi tentang masalah belajar bahasa Inggris di luar kelas).	5	4	3	2	1



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No.	Statement	SA	A	N	D	SD
18	I summarize what I have learned in English beyond the classroom to test my understanding.( Saya merangkum hasil belajar bahasa Inggris saya di luar kelas untuk menguji pemahaman saya).	5	4	3	2	1
19	I ask myself a lot of questions about the course material when studying for an learning english beyond the classroom.( Saya sering bertanya pada diri sendiri tentang materi bahasa Inggris yang telah saya pelajari di luar kelas).	5	4	3	2	1
20	I communicate with my teachers or to fine out how I am doing with my progress in learning English beyond the classroom.(Saya berkomunikasi dengan guru/dosen untuk mengetahui perkembangan belajar bahasa Inggris saya di luar kelas).	5	4	3	2	1

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## APPENDIX II

### THE SCORE OF THE QUESTIONNAIRE

UIN SUSKA RIAU

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
STUDENTS 1	4	4	4	5	1	2	4	4	5	3	4	5	5	4	4	5	5	5	4	4
STUDENTS 2	4	4	4	5	3	5	5	5	5	5	1	5	5	5	5	4	5	5	4	3
STUDENTS 3	2	1	3	2	1	3	2	3	2	3	5	3	4	2	4	4	1	3	2	4
STUDENTS 4	4	4	4	4	4	5	5	4	4	4	4	4	3	4	4	4	4	3	4	3
STUDENTS 5	4	4	4	4	4	4	4	4	4	3	4	3	4	3	5	5	4	4	5	4
STUDENTS 6	2	2	2	2	5	4	2	2	4	2	2	2	2	2	2	2	2	2	2	2
STUDENTS 7	5	4	4	5	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
STUDENTS 8	3	3	4	4	3	4	4	3	4	4	4	3	3	4	4	4	3	3	4	3
STUDENTS 9	3	2	2	3	3	3	2	2	2	2	3	3	3	2	2	2	2	3	2	2
STUDENTS 10	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5
STUDENTS 11	4	3	3	3	3	4	4	4	3	3	3	3	3	3	1	1	1	3	3	2
STUDENTS 12	2	2	2	3	2	1	3	2	2	1	2	2	3	2	3	2	3	3	3	3
STUDENTS 13	4	3	2	2	3	1	2	3	2	3	1	2	1	1	2	2	3	3	1	3
STUDENTS 14	2	1	2	2	3	2	3	3	2	3	2	3	3	4	3	2	3	4	3	2
STUDENTS 15	2	2	2	2	2	2	3	3	2	3	2	3	3	2	2	2	2	2	2	3
STUDENTS 16	4	4	5	4	5	4	5	5	4	4	3	5	4	4	3	3	4	5	4	4
STUDENTS 17	2	2	2	2	2	3	2	2	3	3	3	3	2	2	2	4	2	3	2	3
STUDENTS 18	3	3	3	4	3	4	4	4	4	4	3	4	3	3	4	4	4	3	3	3
STUDENTS 19	3	4	3	4	3	5	4	4	3	4	2	3	4	3	4	5	4	3	3	3
STUDENTS 20	2	2	3	3	2	3	2	3	2	3	2	2	2	3	2	2	3	3	3	3
STUDENTS 21	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
STUDENTS 22	3	4	4	3	4	4	4	4	3	4	4	3	4	4	3	3	3	3	3	3
STUDENTS 23	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
STUDENTS 24	1	1	1	1	2	2	3	2	2	2	3	3	3	3	2	2	2	1	1	1
STUDENTS 25	3	2	3	3	2	2	1	4	4	3	3	3	3	3	2	2	2	3	2	2
STUDENTS 26	4	4	3	4	4	4	4	3	4	4	4	4	5	4	4	4	5	5	4	3
STUDENTS 27	2	3	1	2	2	2	2	2	2	2	2	3	2	2	2	2	2	2	2	2
STUDENTS 28	4	4	5	4	3	4	4	4	4	5	5	5	4	4	5	4	4	4	4	4
STUDENTS 29	4	4	4	4	4	4	4	4	3	3	3	3	4	4	4	4	3	3	5	5
STUDENTS 30	3	3	3	4	3	3	3	4	3	4	3	2	3	4	2	3	4	3	4	3
STUDENTS 31	3	3	1	2	2	2	2	1	1	1	1	2	2	2	2	2	2	3	3	2
STUDENTS 32	4	3	3	4	3	3	3	4	4	3	3	4	4	3	3	4	4	4	3	4
STUDENTS 33	2	2	1	2	2	1	2	1	1	2	1	2	2	1	2	1	1	2	2	2
STUDENTS 34	2	4	2	3	2	4	4	4	4	3	2	3	2	2	2	4	3	3	4	2
STUDENTS 35	3	3	2	3	2	4	3	3	4	3	2	2	2	2	2	3	3	2	2	2
STUDENTS 36	4	4	4	4	5	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3
STUDENTS 37	4	4	4	4	5	3	4	4	2	3	2	4	2	2	2	1	4	2	3	2
STUDENTS 38	4	4	4	4	3	4	4	4	4	2	3	3	3	3	4	4	4	4	4	4
STUDENTS 39	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
STUDENTS 40	1	2	2	2	2	3	1	1	1	1	1	1	1	1	2	2	2	2	2	2
STUDENTS 41	5	5	4	4	5	5	3	4	5	3	1	4	5	5	3	3	2	3	4	3
STUDENTS 42	4	3	3	3	3	5	3	3	4	5	5	5	4	2	4	5	3	5	5	3
STUDENTS 43	3	4	3	4	4	3	4	4	4	5	3	3	4	4	5	5	5	5	4	4
STUDENTS 44	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	3
STUDENTS 45	3	5	4	4	3	5	5	5	4	4	3	4	3	3	4	4	4	3	4	3
STUDENTS 46	5	5	5	5	5	4	5	5	5	5	4	5	5	5	5	5	5	5	5	2
STUDENTS 47	5	5	5	5	4	5	4	4	4	5	5	4	4	4	4	4	4	5	5	5
STUDENTS 48	4	4	4	3	3	4	4	5	4	4	3	3	4	4	4	5	3	4	4	4
STUDENTS 49	4	3	4	4	3	5	5	5	3	4	3	3	5	5	5	5	5	3	5	5
STUDENTS 50	3	3	3	4	3	4	4	3	3	3	3	4	4	4	4	4	4	4	4	4
STUDENTS 51	4	4	4	4	1	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4
STUDENTS 52	3	3	4	4	3	4	3	4	3	4	3	4	4	4	4	4	4	4	4	4
STUDENTS 53	1	2	3	2	5	5	4	4	5	3	5	4	2	2	4	3	2	2	3	1
STUDENTS 54	2	3	3	3	2	2	4	3	2	2	3	3	3	3	2	3	4	3	4	3
STUDENTS 55	5	5	5	5	5	5	5	5	4	3	3	4	4	4	4	4	5	5	2	5
STUDENTS 56	3	3	4	4	3	4	4	4	3	4	3	3	4	3	3	2	2	3	4	3
STUDENTS 57	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3
STUDENTS 58	2	2	2	2	2	1	1	1	1	2	2	1	2	2	1	1	2	2	2	3
STUDENTS 59	3	3	3	3	4	3	3	3	4	4	3	3	3	3	3	3	3	4	3	3
STUDENTS 60	2	2	3	2	3	3	3	2	3	3	3	2	2	2	2	4	3	2	3	2

THE RESULT OF QUESTIONNAIRE

ITEM

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

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

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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.

## APPENDIX III

### SUPERVISOR ACTIVITIES LETTER

UIN SUSKA RIAU



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Nomor: Um.04/F II.4/PP.00 9.5437/2024  
Sifat : Biasa  
Lamp : -  
Hal : Pembimbing Skripsi

Pekanbaru, 04 Maret 2024

Kepada  
Yth. Nuardi, S.Pd, M.Ed

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau  
Pekanbaru

Assalamu 'alaikum warahmatullahi wabarakatuh

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

Nama : SARI ALUM HASIBUAN  
NTM : 12110420696  
Jurusan : Pendidikan Bahasa Inggris  
Judul : Self Regulation in learning English beyond the classroom among student  
UITN suska riau  
Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara diaturkan terimakasih.

Wassalam  
an Dekan  
Wakil Dekan I  
Zakaria N. Ag  
1972101711997031004

Tembusan :  
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

UIN SUSKA RIAU



## APPENDIX IV RECEMENDETION LATTER

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State Islamic University of Sultan Syarif Kasim Riau


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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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 Fax. (0781) 561647 Web: www.uin-suska-riau.ac.id, E-mail: ota@uin-suska-riau.ac.id

---

Nomor : B-11110/Un.04/F.II.3/PP.00.9/2025  
 Sifat : Biasa  
 Lamp. : -  
 Hal : *Mohon Izin Melakukan PraRiset*

Pekanbaru, 05 Juni 2025

Yth : Ketua  
 Prodi Pendidikan Bahasa Inggris  
 Fakultas Tarbiyah dan Keguruan UIN Suska Riau  
 di Tempat

*Assalamu 'alaikum Warhamatullahi Wabarakatuh*  
 Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :


Nama : Sari Alum Hasibuan  
 NIM : 12110420696  
 Semester/Tahun : VIII (Delapan) 2025  
 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.

Wassalam,  
 a.n. Dekan  
 Wakil Dekan III



Prof. Dr. Amrah Diniaty, M.Pd. Kons.  
 NIP. 19751115 200312 2 001

Tembusan:  
 Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau



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

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Fax. (0761) 501047 Web www.uin-suska.ac.id E-mail: info@uin-suska.ac.id

Nomor : B-13017/Un.04/F.I/PP.00.9/07/2025  
Sifat : Biasa  
Lamp. : 1 (Satu) Proposal  
Hal : *Mohon Izin Melakukan Riset*

Pekanbaru, 11 Juli 2025

Yth : Kepala  
Program Studi Pendidikan Bahasa Inggris  
Fakultas Tarbiyah dan Keguruan UIN Suska Riau  
Di Pekanbaru

*Assalamu 'alaikum Warahmatullahi Wabarakatuh*  
Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif  
Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : Sari Alam Hasibuan  
NIM : 12110420696  
Semester/Tahun : VIII (Delapan) 2025  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berbubungan dengan  
judul skripsinya : SELF REGULATION IN LEARNING ENGLISH BEYOND THE  
CLASSROOM AMONG STUDENTS AT UIN SUSKA RIAU

Lokasi Penelitian : Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan  
Keguruan UIN Suska Riau

Waktu Penelitian : 3 Bulan (11 Juli 2025 s.d 11 Oktober 2025)

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

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam,  
Dekan

Prof. Dr. Amireh Diniaty, M.Pd. Kons.  
NIP 19751115 200312 2 001

Tembusan :  
Rektor UIN Sultan Syarif Kasim Riau

UIN SUSKA RIAU



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Fax. 0761-361646 Web. www.uin-suska.info/tarbiyah, E-mail: tarbiyah-uin-suska@yahoo.com

**SURAT KETERANGAN**

Pekanbaru, 4 Juli 2025

*Assalamu'alaikum Warahmatullahi Wabarakatuh*

Yang bertanda tangan dibawah ini Ketua Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini menerangkan bahwa :

Nama	: Sari Alum Hasibuan
NIM	: 12110420696
Pendidikan	: S1 Pendidikan Bahasa Inggris
Judul Penelitian	: Selfre Gulation Learning English Beyond The Classroom Among Students at UIN Suska Riau

Nama yang bersangkutan di atas diizinkan melakukan Pra Riset di Jurusan Pendidikan Bahasa Inggris sesuai dengan judul penelitian tersebut.  
Demikianlah surat keterangan ini kami buat untuk dapat di pergunakan sebagaimana mestinya.

Ketua Program Studi  
Pendidikan Bahasa Inggris

  
Dr. Faurina Anastasia, M.Hum  
NIP. 198104012008012017

UIN SUSKA RIAU



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Alamat : Jl. R. Soekarno Km. 14 Tandan Pekanbaru Riau 28295 PG. BCK 1004 Telp (0781) 7077307 Fax (0781) 241378

---

**PENGESAHAN PERBAIKAN  
UJIAN PROPOSAL**

<b>Nama Mahasiswa</b>	: SARI ALUM HASIBUAN
<b>Nomor Induk Mahasiswa</b>	: 12110420696
<b>Hari/Tanggal Ujian</b>	: Rabu/11-06-2025
<b>Judul Proposal Ujian</b>	: SELF REGULATION IN LEARNING ENGLISH BEYOND THE CLASSROOM AMONG STUDENTS AT UIN SUSKA RIAU
<b>Isi Proposal</b>	: Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Rizky Gushendra M.ed	PENGUJI I		
2.	Nelvia Ibrahim Spd.F. mgd	PENGUJI II		

Mengetahui



Dr. Zulkasli, M.Ag.  
NIP. 19721017 199703 1 004

Pekanbaru, 23 Juni 2025

Peserta Ujian Proposal



Sari Alum Hasibuan  
NIM.12110420696



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

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Alamat : Jl. H. R. Soebrantas Km. 15 Tamiang Pekanbaru Riau 28253 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 211123

**KEGIATAN BIMBINGAN MAHASISWA  
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing : *proposal*
  - a. Seminar usul Penelitian :
  - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : *Nuardi S. Pd., M. Ed.*
  - a. Nomor Induk Pegawai (NIP) :
3. Nama Mahasiswa : *Sari Alim Hasibuan*
4. Nomor Induk Mahasiswa : *1210920676*
5. Kegiatan :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	16/04/2025	Konsultasi judul	<i>[Signature]</i>	
2.	24/04/2025	Bab I	<i>[Signature]</i>	
3.	14/05/2025	Bab I & II - Theory	<i>[Signature]</i>	
4.	28/05/2025	Bab III	<i>[Signature]</i>	
5.	02/06/2025	Bab I, II, III & References	<i>[Signature]</i>	
6.	03/06/2025	<i>Revisi disamping</i>	<i>[Signature]</i>	
7.	12/06/2025	<i>[Signature]</i>	<i>[Signature]</i>	

Pekanbaru, 12/06/2025  
Pembimbing,

*[Signature]*  
Nuardi S. Pd., M. Ed.  
NIP. 10303072009011012

UIN SUSKA RIAU



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كلية التربية و التعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

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Fax. 0761-561646, Web www.uin-suska.info/tarbiyah E-mail : tarbiyah-uinsuska@yahoo.com

## SURAT KETERANGAN

Nomor : B-24956/Un.04/F.II/PP.00.9/11/2025

Yang bertanda tangan di bawah ini :

Nama : Prof. Dr. Amirah Diniaty, M.Pd.Kons.  
NIP : 19751115 200312 2 001  
Pangkat/Gol. Ruang : Pembina Utama Muda (IV/c) Guru Besar  
Jabatan : Dekan Fakultas Tarbiyah dan Keguruan  
Universitas Islam Negeri Sultan Syarif Kasim Riau

dengan ini menerangkan :

Nama : Sari Alum Hasibuan  
NIM : 12110420696  
Program Studi : Pendidikan Bahasa Inggris  
Semester : IX (Sembilan)

Benar telah melaksanakan penelitian di Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau untuk penyusunan skripsi/tugas akhir dengan judul: "Self Regulation in Learning English Beyond The Classroom Among Students at UIN Suska Riau."

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



Pekanbaru, 10 November 2025  
Dekan,

Prof. Dr. Amirah Diniaty, M.Pd.Kons.  
NIP. 19751115 200312 2 001



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LAMPIRAN BERITA ACARA  
UJIAN PROPOSAL

Nama  
Nomor Induk Mahasiswa  
Hari/ Tanggal  
Judul Proposal Penelitian

SARI ALUM HASIBUAN  
12110410696  
THURSDAY, 11 TH JUNE 2015  
SELF REGULATION & LEARNING ENGLISH BEYOND  
THE CLASSROOM AMONG STUDENTS AT UIN SUSKA  
RIAU

NO	URAIAN PERBAIKAN
1.	Make It clear your population
2.	Make it clear your concept
3.	check again your theories in your references

Penguji I

*[Signature]*  
RIZKY GUSKENDRA, H.ED

Pekanbaru, 11 th, June 2015  
Penguji II

*[Signature]*  
NEWIA ISRAHIN, S.Pd., M.Pd

Note: Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki



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**كلية التربية والتعليم**  
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### KEGIATAN BIMBINGAN MAHASISWA SKRIPSI MAHASISWA

1. Jenis yang dibimbing : Skripsi
  - a. Seminar usul Penelitian :
  - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Nuardi S.pd., M. Pd.
  - a. Nomor Induk Pegawai (NIP) :
3. Nama Mahasiswa : Sari Alam Hasibuan
4. Nomor Induk Mahasiswa : 12110420696
5. Kegiatan : Bimbingan Skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	30/07/2025	Instrument		
2.	01/08/2025	Instrument		
3.	10/08/2025	Bab I, II, III, IV.		
4.	20/09/2025	Bab . IV - V		
5.	5/10/2025	Bab . IV - V		
6.	06/11/2025	Bab . IV - V		
7.	13/11/2025	Review all chapter		

Pekanbaru, 13/11/2025  
Pembimbing,

Nuardi S.pd., M. Pd.  
NIP. 198503072009011012

UIN SUSKA RIAU



## APPENDIX V DOCUMENTATION

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## QUASTIONERE ON SELF-REGULATION IN LEARNING ENGLISH BEYOND THE CLASSROOM

This questionnaire is developed as part of a research project aimed at to determine how self-regulation in learning English outside the classroom. Your honest and thoughtful responses are very important to the success of this study. Therefore, we kindly ask you to answer each item sincerely and carefully.

Please note that all responses will be kept confidential and used solely for academic purposes. There are no right or wrong answers—what matters is your honest opinion and feeling toward each statement.

Thank you very much for your participation and cooperation.

Sincerely,  
The Researcher

### INSTRUCTIONS

1. Read each statement carefully.
2. Choose the option that best represents how you truly feel or think about the statement.
3. Indicate your response by placing a check mark (✓) in one of the following columns:
  - a. 5 = SA = Strongly Agree
  - b. 4 = A = Agree
  - c. 3 = N = Netral
  - d. 2 = D = Disagree
  - e. 1 = SD = Strongly Disagree
4. Please answer all items; do not leave any statement unanswered.
5. Be as honest as possible—there are no right or wrong answers.

Email \*

hidayahazzulfaah@gmail.com

Name : \*

Hidayah Azzulfaah

Age : \*

21

Class : \*

5-B

Gender \*

☐ Male

☒ Female

### QUASTIONERE

1. I set short-term (daily or weekly) goals as well as long-term (monthly or semester) goals when learning English beyond the classroom. ( Saya menetapkan tujuan jangka pendek (harian/mingguan) dan jangka panjang (bulanan/semester) ketika belajar bahasa Inggris di luar



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1. I set short-term (daily or weekly) goals as well as long-term (monthly or semester) goals when learning English beyond the classroom. ( Saya menetapkan tujuan jangka pendek (harian/mingguan) dan jangka panjang (bulanan/semester) ketika belajar bahasa Inggris di luar kelas).

- ☐ 1  
☒ 2  
☐ 3  
☐ 4  
☐ 5

2. I set standards for my assignments in learning English beyond the classroom. ( Saya menetapkan standar untuk tugas atau latihan saya ketika belajar bahasa Inggris di luar kelas).

- ☒ 1  
☐ 2  
☐ 3  
☐ 4  
☐ 5

3. I keep a high standards for my English learning beyond the classroom. ( Saya mempertahankan standar yang tinggi dalam pembelajaran bahasa Inggris saya di luar kelas).

- ☐ 1  
☐ 2  
☒ 3  
☐ 4  
☐ 5

4. I set goals to help me manage my study time for English learning beyond the classroom. ( Saya menetapkan tujuan untuk membantu mengatur waktu belajar bahasa Inggris di luar kelas).

- ☐ 1  
☒ 2  
☐ 3  
☐ 4  
☐ 5

5. I don't compromise the quality of my work in the English learning course just because beyond the classroom. ( Saya tidak mengorbankan kualitas hasil belajar saya hanya karena pembelajaran dilakukan di luar kelas formal).

- ☒ 1  
☐ 2  
☐ 3  
☐ 4  
☐ 5

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9. I choose a time with few distructions when studying for learning English beyond the classroom.( Saya memilih waktu belajar bahasa Inggris di luar kelas ketika gangguan lebih sedikit).

- ☐ 1  
☒ 2  
☐ 3  
☐ 4  
☐ 5

10. I take detailed notes when learning English beyond the classroom.( Saya membuat catatan yang lengkap saat belajar bahasa Inggris di luar kelas).

- ☐ 1  
☐ 2  
☒ 3  
☐ 4  
☐ 5

11. I read aloud the English intruotional materials posted when studying beyond the classroom \* to fight against distraction.( Saya membaca keras-keras materi bahasa Inggris yang sedang saya pelajari di luar kelas untuk melawan gangguan.)

- ☐ 1  
☐ 2  
☐ 3  
☐ 4  
☒ 5

12. I make use of my fragmental time to learn English beyond the classroom.( Saya memanfaatkan waktu luang untuk belajar bahasa Inggris di luar kelas).

- ☐ 1  
☐ 2  
☒ 3  
☐ 4  
☐ 5

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13. I try to schedule the same time every day to learn English beyond the classroom, and I observe that schedule. (Saya mencoba menjadwalkan waktu belajar bahasa Inggris di luar kelas secara rutin, dan saya berusaha mematuhiinya).

- ☐ 1  
☐ 2  
☐ 3  
☒ 4  
☐ 5

14. Although we don't have to attend beyond the classroom, I still try to distribute English study time evenly beyond the classroom. (Meskipun tidak ada kewajiban belajar bahasa Inggris setiap hari, saya tetap membagi waktu belajar secara merata di luar kelas).

- ☐ 1  
☒ 2  
☐ 3  
☐ 4  
☐ 5

15. I find someone who is knowledgeable in English to consult with when I face difficulties in learning English beyond the classroom. (Saya mencari seseorang yang berpengetahuan tentang bahasa Inggris untuk berkonsultasi saat saya mengalami kesulitan belajar di luar kelas).

- ☐ 1  
☐ 2  
☐ 3  
☒ 4  
☐ 5

16. I share my problems with my classmates beyond the classroom so we know what we are struggling with and how to solve our problems. (Saya mencari seseorang yang berpengetahuan tentang bahasa Inggris untuk berkonsultasi saat saya mengalami kesulitan belajar di luar kelas).

- ☐ 1  
☐ 2  
☐ 3  
☒ 4  
☐ 5



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17. I needed, I try to meet my classmates in person to discuss difficulties in learning English beyond the classroom. (Bila perlu, saya menemui teman secara langsung untuk berdiskusi tentang masalah belajar bahasa Inggris di luar kelas).

- ☒ 1  
☐ 2  
☐ 3  
☐ 4  
☐ 5

18. I summarize what I have learned in English beyond the classroom to test my understanding. (Saya merangkum hasil belajar bahasa Inggris saya di luar kelas untuk menguji pemahaman saya).

- ☐ 1  
☐ 2  
☒ 3  
☐ 4  
☐ 5

19. I ask myself a lot of questions about the course material when studying for an learning english beyond the classroom. (Saya sering bertanya pada diri sendiri tentang materi bahasa Inggris yang telah saya pelajari di luar kelas).

- ☐ 1  
☒ 2  
☐ 3  
☐ 4  
☐ 5

20. I communicate with my teachers or to fine out how I am doing with my progress in learning English beyond the classroom. (Saya berkomunikasi dengan guru/dosen untuk mengetahui perkembangan belajar bahasa Inggris saya di luar kelas).

- ☐ 1  
☐ 2  
☐ 3  
☒ 4  
☐ 5

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## CURRICULUM VITAE



Sari Alum Hasibuan is the two daughter of Mr. Parlindungan Hasibuan and Mrs. Elvi Silalahi. She is born in Ujung Batu Sosa, September 22<sup>th</sup> 2003. In the 2014 she graduated from MIS Ujung Batu Sosa. she also finished he studied at Mts Ponpos Almukhlisin Sibuhuan in 2017 and MA Ponpes Almukhlisin Sibuhusn in 2020. In 2021 she was accepted to be student at the English Education Department, Faculty of Education and Teacher Training, Uin Suska Riau. In july 2024, she participated in KKN( Kuliah Kerja Nyata ) program in Rokan Hulu village Bangun Purba Barat. Then she was doing the pre servise Teacher Training (PPL) program at SMK Taruna Satria Pekanbaru from September until November 2024. Finally she passed the thesis examination for her undergraduated program entaitle”Self Regulation In Learning English Beyond The Clasrrom Among Students At Uin Suska Riau”

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