



UIN SUSKA RIAU

© [Hak Cipta milik](#)

Hak Cipta Dilindungi Undar
1. Dilarang mengutip seba

a. Pengutipan hanya un

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.

encantumkan dan menyebutkan sumber:
penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

State Islamic University of Sultan Syarif Kasim Riau

SELF-REGULATION IN LEARNING ENGLISH BEYOND THE CLASSROOM AMONG STUDENTS AT UIN SUSKA RIAU



UIN SUSKA RIAU

BY

SARI ALUM HASIBUAN

SIN. 12110420696

UIN SUSKA RIAU

FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1447 H/2026 M



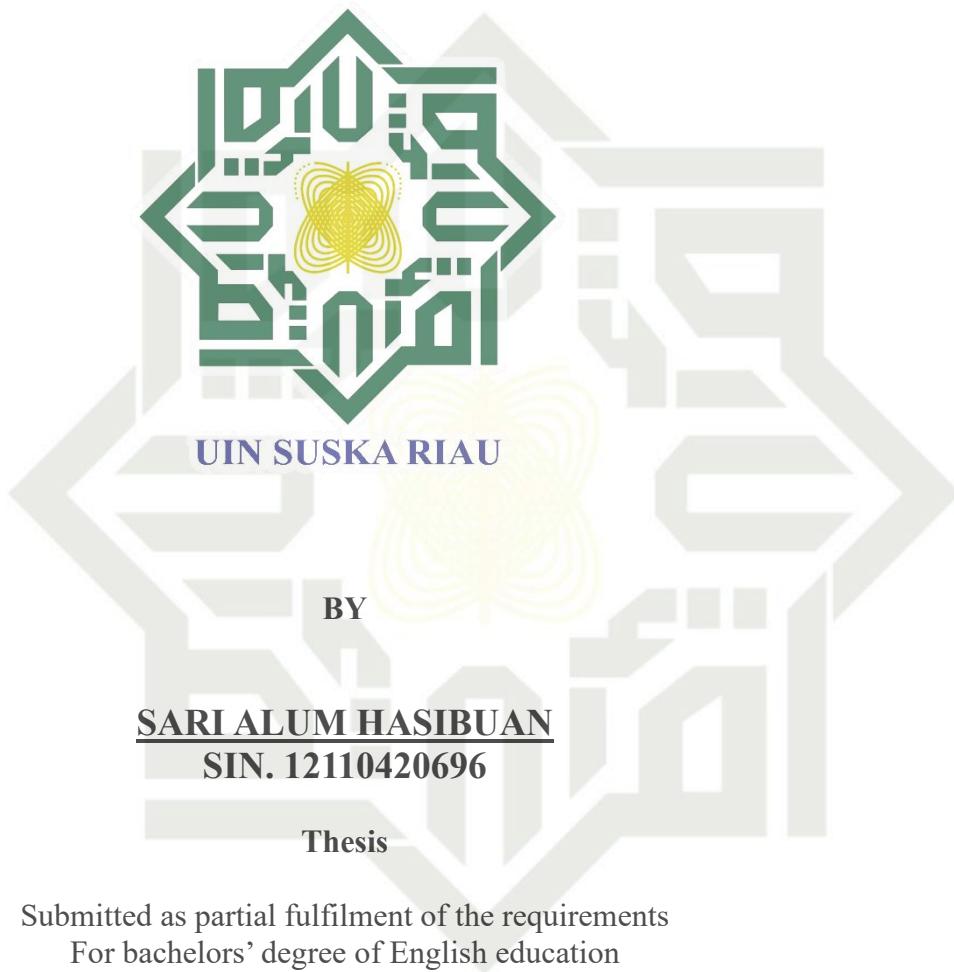
UIN SUSKA RIAU

© Hak cipta milik UIN Suska Riau

Hak Cipta Dilindungi Undang-Undang

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

State Islamic University of Sultan Syarif Kasim Riau



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
PEKANBARU
1447 H/2026 M

© Hak cipta

I Here by,

Name : Sari Alum Hasibuan
Student Number : 12110420696
Phone Number : 081350316873
E-Mail : Sarialumhasibuan@Gmail.Com
Department : English Education
Faculty : Education & Teacher Training
University : State Islamic University Sultan Syarif Kasim Riau

Certify that this thesis entitled "Self-Regulation in Learning English beyond the Classroom among at Uin Suska Riau" is certainy my own work and it does not consist of other people work. I am entirely responsible for the content of this thesis.others opinion finfin include in this thesis are quated whit ethical standards.

Pekanbaru. November 13th, 2025





UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang

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

SUPERVISOR APPROVAL

The thesis entitles “Self-Regulation in Learning English beyond The Classroom among Students at UIN SUSKA RIAU” was written by Sari Alum Hasibuan, SIN. 12110420696. It has been accepted and approved to eamined in the meeting of the final examination committee of undergraduate degrre at Faculty of Education And Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

Pekanbaru, Jumadil Awal, 22th 1447 H
November, 13th 2025 M

Aproved by

The Head of
English Education Department


Roswati S.Pd.I., M.Pd.
NIP. 19760122 200710 2 001

Supervisor


Nuardi S.Pd.I., M.Ed.
NIP. 198303072009011012

UIN SUSKA RIAU



UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang

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

EXAMINER APPROVAL

The thesis "Self-Regulation in Learning English beyond the Classroom among Students at UIN SUSKA RIAU" was written by Sari Alum Hasibuan, SIN. 12110420696. It has been examined and approved by the final examination committee of Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau Jumadil Akhir 25th 1447H / December 16th, 2025M. It is submitted as one of requirements for Bachelor Degree (S.Pd) at Department of English Education.

Pekanbaru, Jumadil Akhir 25th, 1447 H
December 16th, 2025 M

Examination Committee

Examiner I


Abdul Hadi, M.A., Ph.D.
NIP. 197301182000031001

Examiner II


Mainar Fitri, S.Pd., M.Pd.
NIP. 198105192014112001

Examiner III

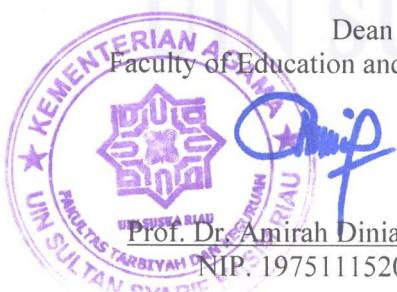

Dr. Nur Aisyah Zulkifli, S.Pd.I., M.Pd.
NIP. 198506192009122008

Examiner IV


Dr. Dodi Settiawan, S.Pd.I., M.Pd.
NIP. 198502012023211014

Dean

Faculty of Education and Teacher Training


Prof. Dr. Amirah Diniaty, M.Pd., Kons.
NIP. 197511152003122001

Hak Cipta Dilindungi Undang-Undang

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

ACKNOWLEDGEMENT



In the name of Allah, the most Gracious and Merciful, praise belongs to Allah almighty. With his guidance and blessing, the researcher has accomplished the final research paper entitled “Self-Regulation in Learning English beyond The Classroom among Students at UIN SUSKA RIAU”. It is a scientific writing to fulfill one of the academic requirements to finish the bachelor's degree (S. Pd) at the Department of English Education Faculty of Tarbiyah and Teacher Training State the Islamic University of Sultan Syarif Kasim Riau. Then, Shalawat and Salam are always presented to the last messenger of Allah, Prophet Muhammad SAW who has inspired and lightened many people worldwide.

With all my heart, I dedicated my deepest gratitude to my beloved parents, the two people I love the most in this world, **Mr. Parlindungan Hasibuan and Mrs. Elvi Silalahi**. For their unconditional love, endless prayers, support, guidance, and sacrifices throughout the completion of this thesis. Their invaluable dedication and love have been a constant source of strength and motivation. May Allah SWT bless them with continued health and happiness. Thank you so much, the love of my life. I love you so much.

For those who have walked beside me during this journey, I would like to express my appreciation:

1. Prof. Dr. Hj Leny Nofianti, MS., SE., AK., CA., the Rector of the State Islamic University of Sultan Syarif Kasim Riau; Prof. H., Raihani, M.Ed., Ph.D., as Vice Rector 1; Dr. Alex Wenda, S.T., M.Eng., as Vice Rector II; Dr., Hrris Simaremare, M.T., as Vice Rector III; and all staff. Thanks for the kindness and UIN SUSKA KIAU
2. Prof. Dr. Amira Diniaty, M.Pd., Kons., the Dean of the Faculty of Education and Teacher Training of the State Islamic University of Sultan Syarif Kasim Riau; Dr. Sukma Erni, M.Pd., as the Vice Dean 1; Prof. Dr. Zubaidah Amir, MZ, S.Pd., M.Pd., as the Vice Dean II; Dr. Ismail Mulia Hasibuan, S.Pd.,

**Hak Cipta Dilindungi Undang-Undang**

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

- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

M.Si., as the Vice Dean III; and all the staff. Thanks for the kindness and encouragement.

- Roswati, S. Pd.I., M.Pd., the Head of the Department of English Education, for her guidance to the students.
- Cut Raudatul Miski, M.Pd., the Secretary of the Department of English Education, for her guidance to the students.
- Muhammad Taufik Ihsan, S.Pd.I., M.Pd., the Academic Supervisor, for his guidance to the students. Thank you so much, sir.
- Nuardi, S.Pd.I., M.Ed., the researcher supervisor who has given me correction, suggestions, support, advice, and guidance in accomplishing this thesis. The guidance he gave meant a lot to me. Thank you very much for being a good supervisor for us, sir.
- All lecturers of the English Education Department of State Islamic University of Sultan Syarif Kasim Riau, who have given knowledge and information of this project paper and thanks for their contributions and support during the courses.
- My beloved brother and little brother, Amaluddin Hasibuan and Asmad Hasibuan , who silently supports me in every step take, thank you for being such a mood booster in my life .
- My Beloved Little Sister, Isma Alfa Mawadda Hasibuan and Nurwakiah Hasibuan, who silently supports me in every step 1 take, thank you for being such a mood booster in your sister's life!
- All of my family's member, thank you for all your love and supports.
- My heartfelt thanks to my precious friends, Iltha Aprilia, Zahratu Fatwa Bunga, Azizah Haq, zedika selvian and Siti Fadilah, who always cheering me up in every situation. Thank you very much for all the love and memories guys.
- My high school bestfriend, Siti Yusro and Afrillah Suaibah who have helped me in conducting this research, Thanks a lot for your help. Best future for all of us.



Hak Cipta Dilindungi Undang-Undang

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

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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

13. My Extraordinary people, Niwatun Khoiriyah Pulungan, who have been part of the process of studying and completing this thesis. Thank you so much.
14. Bestfriend, Lisi Atiatussania and Indah Fitri Yuni who always give me support to continue this thesis and be the person who knows me well. Thank you so much for everything we have been through.
15. Last but not least, I want to thank myself, Sari Alum Hasibuan , who has tried hard to get to this point. Thank you for being responsible for what you have started. Thank you for throwing away your spoiled nature and trying to be strong in facing everything. Thank you for always loving yourself. May good things always come to you in the future.

Finally, I realizes that this thesis is still far from perfection. Therefore, constructive comments, critiques, and suggestions are appreciated very much.

Pekanbaru, 13th November 2025

The researcher

Sari Alum Hasibuan
SIN. 12110420696

UIN SUSKA RIAU

**Hak Cipta Dilindungi Undang-Undang**

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

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.

**Hak Cipta Dilindungi Undang-Undang**

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

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.

Hak Cipta Dilindungi Undang-Undang

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

ملخص

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

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 بريماو. استخدم البحث المنهج الكمي الوصفي. بلغ عدد أفراد المجتمع ١٢٩ طالباً من طلاب الفصل الدراسي الرابع، وتم اختيار عينة مكونة من ٦٠ طلاباً باستخدام العينة العشوائية البسيطة. جُمعت البيانات باستخدام استبيان مقتبسة من تشنغ وآخرين (٢٠١٦)، شاملة ستة أبعاد للتنظيم الذاتي: تحديد الأهداف، وتنظيم البيئة، وإدارة الوقت، واستراتيجيات إنجاز المهام، طلب المساعدة، والتقويم الذاتي. أظهرت نتائج البحث أن مستوى التنظيم الذاتي لدى الطلاب كان مرتفعاً؛ إذ تمكن أغلبية الطلاب (٦٧٪) من التخطيط والتنظيم والمتابعة لتعلمهم للغة الإنجليزية بصورة مستقلة خارج الفصل. وكان البعد الأكثر بروزاً هو تحديد الأهداف ($M=22.3$ ٪)، مما يدل على قدرة الطلاب على وضع أهداف تعلم واضحة. ومع ذلك، لا يزال بعض الطلاب بحاجة إلى تحسين قدراتهم في إدارة الوقت والتقويم الذاتي. وبشكل عام، يمتلك طلاب جامعة السلطان الشريف قاسم الإسلامية الحكومية بريماو قدرة جيدة جداً على التعلم المنظم ذاتياً.



TABLE OF CONTENT

STATEMENT OF AUTHENTICITY	i
SUPERVISOR APPROVAL	i
EXAMINER APPROVAL	ii
ACKNOWLEDGEMENT	iii
ABSTRACT	vi
TABLE OF CONTENT	ix
LIST OF TABLE	xi
LIST OF APPENDICES	xiii
CHAPTER I INTRODUCTION	1
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
CHAPTER II LITERATURE REVIEW	11
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
CHAPTER III RESEARCH METHOD	26
A. Research Design	26
B. Location and Time of the Research	26
C. Subject and Object of the Research.....	27
D. Populasi and Sample of the research.....	27
E. Technique of Data Collection.....	29
F. Technique of Data Analysis.....	31

Hak Cipta Dilindungi Undang-Undang

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

Hak Cipta Dilindungi Undang-Undang

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

CHAPTER IV FINDING AND DISCUSSION.....	33
A. Findings	33
B. Discussion	53
CHAPTER V CONCLUSION AND SUGGESTION	59
A. Conclusion.....	59
B. Suggestion.....	59
REFERENCES	
APPENDICES	

Hak Cipta Dilindungi Undang-Undang

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

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 distrections 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 instructional materials posted when studying beyond the classroom to fight against destruction.	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

**Hak Cipta Dilindungi Undang-Undang**

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

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

LIST OF APPENDICES

Appendix 1 Instrument of the Research

Appendix 2 The Score of the Questionnaire

Appendix 3 Supervisor Activities Letter

Appendix 4 Recomendetion Latter

Appendix 5 Documetation

CHAPTER I

INTRODUCTION

A. 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)

Hak Cipta Dilindungi Undang-Undang

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

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

Hak Cipta Dilindungi Undang-Undang

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

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

Hak Cipta Dilindungi Undang-Undang

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

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

Hak Cipta Dilindungi Undang-Undang

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

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

Hak Cipta Dilindungi Undang-Undang

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

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

Hak Cipta Dilindungi Undang-Undang

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

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.

Formulation of the Problem

Based on formulation problem 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 ?

Hak Cipta Dilindungi Undang-Undang

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

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 elated 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

Hak Cipta Dilindungi Undang-Undang

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

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.

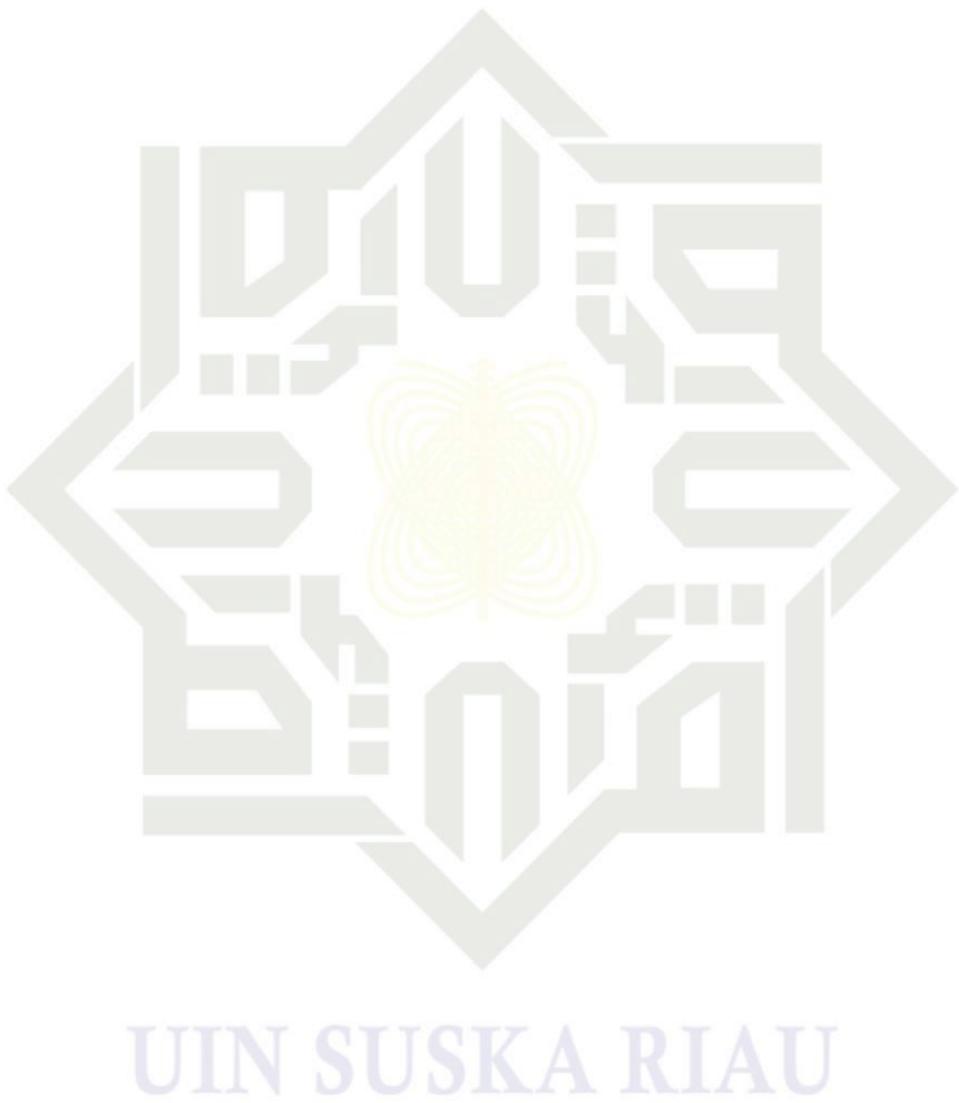
Definition of the Term**1. Self-Regulation**

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,

learning 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.



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

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

CHAPTER II

LITERATURE REVIEW

A 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 to 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

Hak Cipta Dilindungi Undang-Undang

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

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

Hak Cipta Dilindungi Undang-Undang

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

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,

Hak Cipta Dilindungi Undang-Undang

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

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

Hak Cipta Dilindungi Undang-Undang

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

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

Hak Cipta Dilindungi Undang-Undang

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

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

Hak Cipta Dilindungi Undang-Undang

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

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.

Hak Cipta Dilindungi Undang-Undang

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

According to 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.

Hak Cipta Dilindungi Undang-Undang

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

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:

Hak Cipta Dilindungi Undang-Undang

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

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.

Hak Cipta Dilindungi Undang-Undang

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

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

Hak Cipta Dilindungi Undang-Undang

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

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 Ignes Sebastian Darong, (2022) have conducted research with the title “Self-Regulated Learning Method through Smartphone Assistance in Promoting Speaking Abilities” 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.

Hak Cipta Dilindungi Undang-Undang

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

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 $r_{xy} = -0.49$ 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

Hak Cipta Dilindungi Undang-Undang

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

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

Hak Cipta Dilindungi Undang-Undang

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

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.

Hak Cipta Dilindungi Undang-Undang

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

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.

Hak Cipta Dilindungi Undang-Undang

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

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.

D: 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 characteristics. It also mean that all individual in the object of the researcher was used as fourth semester student at the department 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 too 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.

Hak Cipta Dilindungi Undang-Undang

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

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

Hak Cipta Dilindungi Undang-Undang

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

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.

Hak Cipta Dilindungi Undang-Undang

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

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
Total		20
Zheng at al (2016)		

Hak Cipta Dilindungi Undang-Undang

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

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 steps: calculating total score of questionnaire. The scale of questionnaire is adopted from Creswell (2012), as the table below :

Table III. 2
Likert Five Point Scale Questionnaire

No	Scale	Score statement
1	Strongly Disagree	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

Hak Cipta Dilindungi Undang-Undang

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

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
Total		60		100%

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

Hak Cipta Dilindungi Undang-Undang

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

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.

Hak Cipta Dilindungi Undang-Undang

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

REFERENCES

Ajisukromo, C.R.P. (1996). Self-Regulated learning in Indonesian higher education. Doctoral thesis, Tilburg University. Jakarta: Atma Jaya Research Centre.

Allen, H. W. (2013). Self-Regulatory strategies of foreign language learners: From the classroom to study abroad and beyond. In *Social and cultural aspects of language learning in study abroad* (pp. 47-74). John Benjamins Publishing Company.

Arajaf, G. (2021). The use of English in Indonesia: Status and influence. SIGEH ELT: Journal of Literature and Linguistics, 1(1), 1–10. <https://doi.org/10.36269/sigeh.v1i1.355>

Bandura, Albert. 1997. Self-efficacy - The exercise of control, New York: W.H. Freeman and Company. Brown, J. M., Miller, W.R. ,& Lawendowski, L. A. (1999). The self-regulation questionnaire. In VandeCreek L & Jackson TL (Eds.)

Barnard, L., Lan, W. Y., To, Y. M., Paton, V. O., & Lai, S. L. (2009). *Measuring self-regulation in online and blended learning environments*. The Internet and Higher Education, 12(1), 1–6.

Benson, P. (2011); Richards, J.C. (2015). *Key issues in language teaching*. Cambridge University Press.

Beekaerts, M. (1999). Self-Regulated learning: Where we are today. *International Journal of Educational Research*, 31(6), 445–457.

Broadbent, Jaclyn, et al. "Beyond emergency remote teaching: did the pandemic lead to lasting change in university courses?." *International Journal of Educational Technology in Higher Education* 20.1 (2023): 58.

Brown, J. M., Miller, W.R. ,& Lawendowski, L. A. (1999). The Self-Regulation questionnaire. In VandeCreek L & Jackson TL (Eds.)

Cohen, L., et al. (2007). *Research methods in education* (Sixth edition). London, New York: Routledge.

Creswell, J.C. (2012). *Education research, planning, conducting and evaluating quantitative and qualitative Research*. 4th edition. Boston: Pearson

El-Hanawi, M. T. (2010). Self-Regulated learning in EFL contexts. *Journal of Language Teaching and Research*, 1(3), 1–8.

Hak Cipta Dilindungi Undang-Undang

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

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). How to design and evaluate research in education. New York: McGraw-hill. Retrieved on November 30th 2022, From: http://www.johnlprior.com/JP_Digital_Portfolio/EDU_79_01_files/EDU%207901%20Data%20Definitions.pdf.

Fraenkel, J., Wallen, N., & Hyun, H. (1993). *How to design and evaluate research in education* 10th Ed. McGraw-Hill Education.

Gay, L. R., Mills, G. E., & Airasian. (2009). Educational research: competencies for analysis and application-10th. Ed. New Jersey: Merril Pearson Education.

Goertzen, M. J. (2017). Introduction to quantitative research and data. Library TechnologymReports, 53(4), 12-18. Retrieved on September 25th 2022, From: <https://journals.ala.org/index.php/ltr/article/view/6325>.

Huddleston, R. & Pullum, G., K. (2007). A student's introduction to English grammar. London. Cambridge University Press

Khaldi, K. (2017). Quantitative, qualitative or mixed research: Which research paradigm to use?. *Journal of Educational and Social Research*, 7(2), 15-15. Retrieved on December 26th 2022. From: <http://archive.sciendo.com/JESR/jesr.2017.7.issue-2/jesr.2017.v7n2p15/jesr.2017.v7n2p15.pdf>.

Kothari,C.R. (2004). Research Methodology: Methods and Techniques. New Delhi: New Age International (P) Ltd.,Publishers

Kothari,C.R. (2004). Research methodology: Methods and techniques. New Delhi: New Age International (P) Ltd.,Publishers.

Lai, C., Chen, Q., Wang, Y., & Qi, X. (2024). Individual interest, Self-Regulation, and self-directed language learning with technology beyond the classroom. *British Journal of Educational Technology*, 55(1), 379-397.

Mbato, Concilianus Loas. (2013). Facilitating Efl learners' Self-Regulation in higher education context. Theses. Unpublished. Southern Cross University. reading: Implementing a metacognitive approach in an Indonesian

Mutawah, M, A., Thomas, R., & Khine, M, S. (2017). Investigation Self-Regulation, engagement in learning mathematics and science and into achievement among bahrain secondary school students. *International Electronik Journal of Mathematics Education*. 12(3), p:633-653.

Hak Cipta Dilindungi Undang-Undang

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

Nugroho, A. J., Rohman, A., & Geroda, G. B. (2020). Analysis of student Self-Regulation in learning English speaking skill. *EDUCASIA: Jurnal Pendidikan, Pengajaran, dan Pembelajaran*, 5(1), 49-58.

Paul R. Pintrich. (1999). The role of motivation in promoting and sustaining Self-Regulated learning. *International Journal of Educational Research*, 31 459- 470.

Pintrich, P. R. (2004). *A conceptual framework for assessing motivation and Self-Regulated learning in college students*. Educational Psychology Review, 16(4), 385–407.

Pintrich, P.R. (2000). *The Role of Goal Orientation in Self-Regulated Learning*. In *Handbook of Self-Regulation*.

Schunk, D. H. (2012). *Learning theories: An educational perspective* (6th ed.). Boston, MA: Pearson Education.

Schunk, D. H., & Ertmer, P. A. (2000). Self-regulation and academic learning: Self-efficacy enhancing interventions.

Singh, A. S., & Masuku, M. B. (2014). Sampling techniques & determination of sample size in applied statistics research: An overview. *International Journal of economics, commerce and management*, 2(11), 1-22. Retrieved on January 4th2023,From:https://www.academia.edu/download/65225177/21131_IJECM.pdf

Viberg, O., & Kukulska-Hulme, A. (2022). Fostering learners' Self-Regulation and collaboration skills and strategies for mobile language learning beyond the classroom. In *the routledge handbook of language learning and teaching beyond the classroom* (pp. 142-154). Routledge.

Wolters, C.A., Pintrich, P.R., dan Karabenick, S.A. 2003. Assesing academic selfregulated learning. conference on indicators of positive pevelopmen: Child Trends.

Zheng, C., Liang, J. C., Li, M., & Tsai, C. C. (2016). *The relationship between English language learners' Self-Regulation and their learning outcomes in an online environment*. Computers & Education, 101, 14–24.

Zimmerman, B. J. (2001). Theories of Self-Regulated learning and academic achievement: An

Zimmerman, B. J. (2002). Becoming a Self-Regulated Learner. *Theory into Practice Journal of Educational Psychology*, 41 (2), 65-70.SS

Hak Cipta Dilindungi Undang-Undang

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

Zimmerman, B. J. (2002). *Becoming a Self-Regulated learner: An overview. Theory Into Practice*, 41(2), 64–70.

Zimmerman, B. J., & Schunk, D. H. (2001). Reflections on theories of self-regulated learning and academic achievement. *Self-regulated learning and academic achievement: Theoretical perspectives*, 2, 289-307.

Zimmerman, B. J., & Schunk, D. H. (2011). Self-Regulated learning and performance: An introduction and overview. In B. J. Zimmerman, & D. H. Schunk (Eds.), *Handbook of self-regulation of learning and performance* (pp. 1–15). New York, NY: Routledge Press.

Zimmerman, B.J. (2002). *Becoming a Self-Regulated learner: An overview. theory into practice*, 41(2), 64–70.



UIN SUSKA RIAU

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang

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

APPENDICES

UIN SUSKA RIAU



UIN SUSKA RIAU

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang

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

APPENDIX 1

INSTRUMENT OF THE RESEARCH

UIN SUSKA RIAU



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

QUESTIONNAIRE 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.

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.

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

Hak Cipta Dilindungi Undang-Undang

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

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

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

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

No.	Statement	SA	A	N	D	SD
	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
4	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
5	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
	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
	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
	I find an appropriate place where I can concentrate on learning English beyond the classroom.(Saya menemukan tempat yang	5	4	3	2	1

Hak Cipta Dilindungi Undang-Undang

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

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

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

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

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 distractions 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 instructional materials posted when studying beyond the classroom to fight against destruction. (Saya membaca keras-keras materi bahasa Inggris yang sedang saya pelajari di luar kelas untuk melawan gangguan.)	5	4	3	2	1
	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
	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

**Hak Cipta Dilindungi Undang-Undang**

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

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

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

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

No.	Statement	SA	A	N	D	SD
	luar kelas secara rutin, dan saya berusaha mematuhinya).					
	Although we don't have tp 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
	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).					
16	I share my problems with my classmets beyond the classroom so we know what we are strungling with and how to solve our orablems.(Saya mencari seseorang yang berpengetahuan tentang bahasa Inggris untuk berkonsultasi saat saya mengalami kesulitan belajar di luar kelas).	5	4	3	2	1
	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

Hak Cipta Dilindungi Undang-Undang

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

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 1 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



UIN SUSKA RIAU

© Hak cipta milik UIN Suska Riau

Hak Cipta Dilindungi Undang-Undang

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

State Islamic University of Sultan Syarif Kasim Riau

APPENDIX II

THE SCORE OF THE QUESTIONNAIRE



© Hak

PARTICIPANTS

ITEM	THE RESULT OF QUESTIONNAIRE																			
	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	5	4
STUDENTS 2	4	4	4	5	3	5	5	5	5	5	1	5	5	5	5	5	5	4	3	3
STUDENTS 3	2	1	3	2	1	3	2	3	2	3	5	3	4	2	4	4	4	1	3	2
STUDENTS 4	4	4	4	4	4	5	5	4	4	4	4	4	4	4	4	4	4	4	3	4
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	4	4	4	4	4	4	3	3	4
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	5	4	4	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	3
STUDENTS 12	2	2	2	3	2	1	3	2	2	1	2	2	3	2	3	3	3	3	3	3
STUDENTS 13	4	3	2	2	3	1	2	3	2	1	2	1	1	1	2	2	2	3	1	2
STUDENTS 14	2	1	2	2	3	2	3	3	2	3	2	2	3	3	4	3	2	3	4	2
STUDENTS 15	2	2	2	2	2	2	3	2	3	2	3	2	3	2	2	2	2	2	4	3
STUDENTS 16	4	4	5	4	5	4	5	5	4	4	4	3	5	4	4	3	3	4	5	4
STUDENTS 17	2	2	2	2	2	3	2	2	3	3	3	3	3	2	2	2	4	2	3	2
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	4	3	4	4	3	4	4	5	4	3	3	3
STUDENTS 20	2	2	3	3	2	3	2	3	2	3	2	2	2	2	3	2	2	2	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	4	3	4	4	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	2	3	2	2	2	3	3	3	3	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	3	2
STUDENTS 26	4	4	3	4	4	4	4	3	4	4	4	4	4	5	4	4	4	5	4	3
STUDENTS 27	2	3	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
STUDENTS 28	4	5	4	3	4	4	4	4	4	5	5	5	4	4	4	5	4	4	4	4
STUDENTS 29	4	4	4	4	4	4	4	4	3	3	3	3	4	4	4	4	4	3	5	5
STUDENTS 30	3	4	3	4	3	3	3	4	3	4	3	4	3	2	3	4	3	4	3	3
STUDENTS 31	3	3	1	2	2	2	2	2	1	1	1	1	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	1	2	2	1	1	2	2	2
STUDENTS 34	2	4	2	3	2	4	4	4	4	3	2	3	2	2	2	2	3	3	4	2
STUDENTS 35	3	3	2	2	3	4	3	3	4	3	2	2	2	2	2	2	3	2	2	2
STUDENTS 36	4	4	4	4	5	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3
STUDENTS 37	4	4	4	4	5	3	4	4	4	2	3	2	4	2	2	1	4	2	3	2
STUDENTS 38	4	4	4	4	4	3	4	4	4	4	2	3	3	3	3	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	2	3	1	1	1	1	1	1	1	1	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	4	3
STUDENTS 43	3	4	3	4	4	4	3	4	4	4	5	3	3	4	4	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	4
STUDENTS 45	3	5	4	4	3	5	5	5	4	4	3	4	3	3	4	4	4	4	3	4
STUDENTS 46	5	5	5	5	5	4	5	5	5	5	5	4	5	5	5	5	5	5	5	5
STUDENTS 47	5	5	5	5	5	4	5	4	4	4	5	5	4	4	4	4	4	4	5	5
STUDENTS 48	4	4	4	4	3	3	4	4	4	5	4	4	4	4	4	4	4	4	4	4
STUDENTS 49	4	3	4	4	3	5	5	5	5	3	4	3	3	5	5	5	5	5	3	4
STUDENTS 50	3	3	3	4	3	4	4	3	4	3	3	3	4	4	4	4	4	4	4	4
STUDENTS 51	4	4	4	4	4	1	3	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	3	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	2	3	2	3	4	3	3
STUDENTS 55	5	5	5	5	5	5	5	5	5	4	3	3	4	4	4	4	4	5	5	2
STUDENTS 56	3	3	4	4	3	4	4	4	4	4	3	4	3	3	2	2	2	3	4	3
STUDENTS 57	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3
STUDENTS 58	2	2	2	2	2	2	1	1	1	1	2	2	1	2	2	2	2	2	2	2
STUDENTS 59	3	3	3	3	3	4	3	3	3	4	4	4	3	3	3	3	3	3	4	3
STUDENTS 60	2	2	3	2	3	3	3	3	2	3	3	3	2	2	2	2	4	3	2	3

UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang

1.

Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan kritik atau tinjauan suatu masalah.

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

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



UIN SUSKA RIAU

© Hak cipta milik UIN Suska Riau

Hak Cipta Dilindungi Undang-Undang

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

State Islamic University of Sultan Syarif Kasim Riau



APPENDIX III
SUPERVISOR ACTIVITIES LETTER

UIN SUSKA RIAU



Hak Cipta Dilindungi Undang-Undang

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



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING**

Jl. P. R. Soekarno No. 155 Km 10 Tambang Pekanbaru, Riau 28200 PG. 031 4994 Tele. (0761) 9811647
Fax. (0761) 9811647 Email: fakultas@uin-suska.ac.id

Nomor: Un.04/F II.4/PP.00.9.5437/2024
Sifat : Buku
Lamp : -
Hal : Pembimbing Skripsi

Pekanbaru, 04 Maret 2024

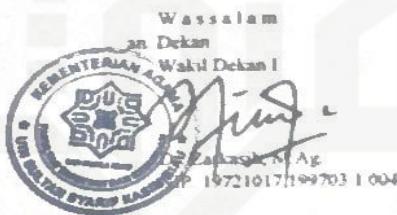
Kepada
Yth. Nurdy, S.Pd, M.Ed

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warhmatullahi wabarakatuh
Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara
sebagai pembimbing skripsi mahasiswa.

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

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



Tandatangan
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



UIN SUSKA RIAU

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang

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

APPENDIX IV RECEMENDETION LATTER

UIN SUSKA RIAU

**Hak Cipta Dilindungi Undang-Undang**

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

**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم**

FACULTY OF EDUCATION AND TEACHER TRAINING
Jl. H. R. Bontarito No.165 Km.15 Tempan Pekanbaru Riau 28200 PD. BOX 1004 Tel. (0761) 551647
Fax. (0761) 661647 Web. <http://fktk.uin-suska.ac.id> E-mail: ctk.fktk@yahoocom.id

UIN SUSKA RIAU

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

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

Assalamu 'alaikum Warhmatullahi 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.

Schubungan 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. Amrabb Diniaty, M.Pd. Kons.
NIP. 19751115 200312 2 001

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

**Hak Cipta Dilindungi Undang-Undang**

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



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
J. H. R. Bantaran No. 163 Km 18 Tambang Pekanbaru Riau 28200 PO. BOX 6004 Telp. (0761) 651647
Fax. (0761) 651647 Web: www.uin-suska.ac.id E-mail: uinkas@ptpnet.co.id

Nomor : B-13017/U.n.04.F.II/PP.00.9/07/2025
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : Mohon Ijin 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 Alum 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. Amirah Diniaty, M.Pd. Kons.
NIP 19751115 200312 2 001

Tembusan :
Rektor UIN Sultan Syarif Kasim Riau



UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang

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



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN

جامعة السلطان سعید الدين والعلوم

FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. P.R. Soeranegara No.155 KM.15 Tuglimadani Tanjung - Pekanbaru - Riau 28291 PO.BOX. 1004 Telp. 0761-361647
Fax. 0761-561646 Web. www.uin-suska.ac.id/tarbiyah, E-mail: tarbiyah-uinsuska@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	:	Selfie 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 gunakan sebagaimana mestinya.

Ketua Program Studi
Pendidikan Bahasa Inggris

Dr. Faurina Anastasia, M. Hum
NIP. 1981011200012017



Hak Cipta Dilindungi Undang-Undang

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

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والعلوم
FACULTY OF EDUCATION AND TEACHER TRAINING
Alamat: Jl. H.R. Gosiuranta Km. 14 Tampan Pekanbaru Riau 28200 PO. BOX 1004 Telp (0761) 7077307 Fax (0761) 24120

PENGESAHAN PERBAIKAN
UJIAN PROPOSAL

Nama Mahasiswa	: SARI ALUM HASIBUAN			
Nomor Induk Mahasiswa	: 12110420696			
Hari/Tanggal Ujian	: Rabu 11-06-2025			
Judul Proposal Ujian	: SELF REGULATION IN LEARNING ENGLISH BEYOND THE CLASSROOM AMONG STUDENTS AT UIN SUSKA RIAU			
Isi Proposal	: Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal			
No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Rizky Gushendar M.td	PENGUJI I		
2.	Nelvia Ibrahim Spd.F. mpd	PENGUJI II		



Mengetahui
Wakil Rektor I
Dr. Zulkifli, M.Ag.
NIP. 19721017 199703 1 004

Pekanbaru, 23 Juni 2025
Peserta Ujian Proposal



Sarif Alum Hasibuan
NIM. 12110420696



UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang

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



UIN SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Alamat : Jl. H. R. Soebrantas Km. 15 Tarimpan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**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 Alum Hasibuan*

4. Nomor Induk Mahasiswa : *1210920626*

5. Kegiatan :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	16/04/2025	Konsultasi awal	<i>N</i>	
2.	24/04/2025	Bab I	<i>N</i>	
3.	19/05/2025	Bab I & II - Theory	<i>N</i>	
4.	28/05/2025	Bab III	<i>N</i>	
5.	02/06/2025	Bab I, II & References	<i>N</i>	
6.	03/06/2025	Review proposal	<i>N</i>	
7.	12/06/2025		<i>N</i>	

Pekanbaru, 12/06/2025
Pembimbing,

Nuardi S.Pd., M.Ed.
NIP. 198303072009011012



UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang

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



UIN SUSKA RIAU

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN

كلية التربية و التعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H.R. Soebrantas No. 155 Km. 15 Tuah madani - Pekanbaru - Riau 28293 PO.BOX. 1004 Telp. 0761-561647
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

D : Fahmi/Working/2025/Risal Mahasiswa/Surat Keterangan Riset [of]



Hak Cipta Dilindungi Undang-Undang

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



**LAMPIRAN BERITA ACARA
UJIAN PROPOSAL**

JARI ALUM HASIBUAN
12110420696
11th JUNE 2025
SELF REGULATION IN 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

Pekanbaru, 11th, June 2025
Pengaji II

Pengaji I

fr dr
RILY GUSMENDA, M.Ed

ff
NEWIA ISRAFFIN, S.Pd.F, M.Pd

Note: Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki

**Hak Cipta Dilindungi Undang-Undang**

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



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Alamat : Jl. H. R. Gondongan Km. 15 Tampak Pekanbaru Riau 28203 PO. BOX 1004 Tele. (0781) 7077367 Fax. (0781) 21128

**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 Alum 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.	10/09/2025	Bab I, II, III, IV.		
4.	20/09/2025	Bab. IV - V		
5.	05/10/2025	Bab. IV - V		
6.	06/10/2025	Bab. IV - V		
7.	13/11/2025	Review all chapter		

Pekanbaru, 13/11/2025
Pembimbing,

Nuardi S.pd., M.Pd.
NIP. 198503072003011012



© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang

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

APPENDIX V DOCUMENTATION

UIN SUSKA RIAU



Hak Cipta Dilindungi Undang-Undang

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

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 = 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.

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



© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang

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

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



UIN SUSKA RIAU

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang

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

9. I choose a time with few distractions 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 instructional materials posted when studying beyond the classroom to fight against destruction. (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



© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang

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

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 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). *

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



© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang

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

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

Hak Cipta Dilindungi Undang-Undang

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



UIN SUSKA RIAU



UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang

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



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 22th 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 undergradiuted program entatitle"Self Regulation In Learning English Beyond The Clasrrrom Among Students At Uin Suska Riau"