

**THE INFLUENCE OF SELF-REGULATED
LEARNING ON STUDENTS' ENGLISH LEARNING
ACHIEVEMENT TO THE FIRST GRADE STUDENTS
AT MA AL-ISLAM JORESAN MLARAK IN
ACADEMIC YEAR 2018/2019**

THESIS



By

INDAH ROHMATIKA

NIM. 210915013

**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE OF ISLAMIC STUDIES
PONOROGO**

JUNE 2019

ABSTRACT

Rohmatika, Indah. 2019. *The Influence of Self-Regulated Learning on Students' English Learning Achievement to the First Grade Students at MA Al-Islam Joresan Mlarak Ponorogo in Academic Year 2018/2019.* Thesis, English Education Department, Tarbiyah and Teacher Training Faculty, State Institute for Islamic Studies of Ponorogo (IAIN). Advisor: Ahmad Nadhif, M.Pd.

Key words: Self-Regulated Learning, English Learning Achievement.

The objective of this study is to measure whether there is significant influence of self-regulated learning on students' English learning achievement to the first grade students at MA Al-Islam Joresan Mlarak Ponorogo in Academic Year 2018/2019. This research applies quantitative approach with ex-post facto design. The population is taken 241 from all students of the first grade students at MA Al-Islam Joresan Mlarak Ponorogo in academic year 2018/2019. The proportion version Cochran is applied as technique sampling. The number of sample is 148 students. The technique of data collection of this research are questionnaire and documentation. The data is analyzed by simple linear regression formula by using SPSS 23.00 for windows.

The finding shows that there is significant influence of self-regulated learning on students' English learning achievement. It is proven by the value of *F-test* is higher than *F-table*. $F\text{-test } 41.615 > F\text{-table } 3.19$. The significance value is 0.000 lower than 0.05 and the equational regression model is $Y=81.551 + 0.145X$. Moreover this finding indicates that H_a is accepted and H_0 is rejected.

APPROVAL SHEET

This is to certify that Sarjana's thesis of:

Name : Indah Rohmatika
Student number : 210915013
Faculty : Tarbiyah and Teachers Training
Department : English Education
Title : The Influence of Self-Regulated Learning on Students' English Learning Achievement to the First Grade Students at MA Al-Islam Joresan Mlarak Ponorogo in Academic Year 2018/2019

Has been approved by the advisor and is recommended for approval and acceptance.

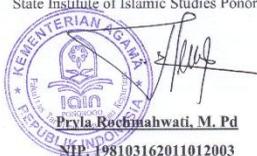
Ponorogo, June 18th 2019

Advisor

Ahmad Nadhif, M. Pd
NIP. 198004182008011009

Acknowledged by,

Head of English Education Department of
Tarbiyah and Teacher Training Faculty
State Institute of Islamic Studies Ponorogo





MINISTRY OF RELIGIOUS AFFAIRS
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO

RATIFICATION

This is to verify that Sarjana's thesis of:

Name : Indah Rohmatika
Student Number : 210915013
Faculty : Tarbiyah And Teacher Training
Department : English Education
Title : The Influence of Self-Regulated Learning on Students' English Learning Achievement to the First Grade Students at MA Al-Islam Joresan Mlarak Ponorogo in Academic Year 2018/2019

Have been approved by the board of examiners

Day : Tuesday
Date : July 16th, 2019

And has been accepted as the requirement for the degree the sarjana in english education on :

Day : Tuesday
Date : July 23rd, 2019

Ponorogo, July 23rd, 2019

Certified by

Dean of Tarbiyah and Teacher Training

State Institute of Islamic Studies Ponorogo



Dr. Ahmadi, M.Ag

196512171997031003

Board examiners

1. Chairman : Dr. Ahmadi, M.Ag
2. Examiner I : Dra. Aries Fitriani, M.Pd
3. Examiner II : Ahmad Nadhif, M.Pd

SURAT PERSETUJUAN PUBLIKASI

Yang bertanda tangan di bawah ini:

Nama : Indah Rohmatika
NIM : 210915013
Fakultas : Tarbiyah dan Ilmu keguruan
Program Studi : Tadris Bahasa Inggris
Judul Skripsi/ Thesis : The Influence Of Self-Regulated Learning On Students' English Learning Achievement To The First Grade Students At MA Al-Islam Jorsan Mlarak In Academic Year 2018/2019

Menyatakan bahwa naskah skripsi/ thesis telah diperiksa dan disahkan oleh dosen pembimbing. Selanjutnya saya bersedia naskah tersebut tersebut dipublikasikan oleh perpustakaan IAIN Ponorogo yang dapat diakses di etheses.iainponorogo.ac.id. adapun isi dari keseluruhan tulisan tersebut, sepenuhnya menjadi tanggung jawab dari penulis.

Demikian pernyataan saya untuk dapat dipergunakan semestinya.

Ponorogo, 24 Juli 2019

Penulis



Indah Rohmatika

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini:

Nama : Indah Rohmatika

NIM : 210915013

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan IAIN Ponorogo

Dengan ini, menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini adalah benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambilan-alihan tulisan atau pikiran orang lain yang saya aku sebagai hasil tulisan atau pikiran saya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Ponorogo, 17 Juni 2019

Yang membuat pernyataan



Indah Rohmafika

NIM. 210915013

CHAPTER I

INTRODUCTION

This chapter consist of background of the study, boundaries of the problem, research question, objective of the research, significant of the research, and organization of the thesis.

A. Background of the Study

Learning is a complex action and behavior that was done by students or learners. Dimiyono and Mujdiono explain, students are determinants of the occurrence of the learning process.¹ It means that success or failure in learning process and learning goals are depending on student itself.

According to Gestalt theory, the act of learning is not instantaneous process but progress activities to essential

¹ Syaiful Sagala, *Konsep Dan Makna Pembelajaran* (Bandung: Alfabeta, 2013), 13.

things, so learning activities will create meaningful. Therefore, there will arise a deep understanding of the subject matter learned in learning process. Rosyad also argue, learners should arise sense of learning needs that learning is necessary to obtain something by understanding the parts of learning and relations between each parts till those processes are going to occur analysis and synthesis.²

Jeanne Ellis Ormrod defines learning as a long-term change in mental representations or associations as a result of experience. This definition divide into three parts. First, learning is a long-term change. Second, learning involves mental representations or associations and so presumably has its basis in the brain. Third, learning is a change as a result of experience.³

² Ibid, 51.

³ Jeanne Ellis Ormrod, *Human Learning sixth Edition* (USA: Pearson, 2012), 4.

Students who are able to develop their talents, skills, potentials, and creativities that has tends to high academic achievement. Academic achievement is aspect that become the benchmark of one's success in education. Thus, learning achievement is the result of a learning activity that was done and created either individually or in groups by student.

In English learning achievement, there are four skills that influence one to another, there are listening achievement, reading achievement, speaking achievement, and writing achievement.

In Indonesia country, English lesson as foreign language becomes the important lesson to be acquired, because in junior and senior high school English subject is one of the lessons that includes in the national examination, students must pass it. Nowadays, Indonesia's education uses the newest curriculum namely by K13

curriculum, in this curriculum teachers in senior high school have a challenge that English lesson only taught twice meeting. This situation also happen in MA Al-Islam Joresan Mlarak Ponorogo. The teacher said, in the previous curriculum English lesson can be taught more than once meeting in a week (twice till three time in a week), however in this latest curriculum English lesson just only taught once in a week. The teacher added that if students learning process just only focused on teaching and learning in the classroom, students can't master all the material maximally. To minimize this problem, the teacher have to give an extra exercise, especially exercise outside from the classroom such as homework or school project in society either individual or groups project that can improve students' effort in learning English lesson.⁴ In this situation besides teachers, students also must be able to

⁴ Interview, February 20th, 2019.

create their own strategy in learning process and choosing their own learning environment that can enhance their English learning achievement, especially students in MA Al-Islam Joresan Mlarak. In MA Al-Islam Joresan Mlarak there is oral examination before they pass written examination, speech program in every Saturday and also micro teaching as a requirement of graduation. Therefore, students must be able to find their goals and strategies in learning. Some of students said that they have strategy in learning by memorize all the material but some of them said that they have strategy by rewrite some material in simple language, they also create their learning behavior that suit with their personalities. Some students also make group discussion and ask a helps to their friend that more understand in English lesson. Students' learning effort in this situation was knew as self-regulation learning.

Recently, in the field of educational psychology there has been improving interest among researchers in how students can increase their academic achievement through regulation of their processes and strategies. Some empirical studies show that self-regulated learning is an essential stimulus to academic achievement.⁵

According to Barry J Zimmerman and Timothy Clearly, self-regulated learning defines as self-generate thoughts, feelings, and actions that are planned and cyclically adapted to the attainment of personal goals.⁶

From those statement we know that self-regulated learning made students or learners to build their motivation intrinsically and proactive in their learning efforts. Students also are going to continually reflect on

⁵ Khaled Alotaibi, Tiyad Tohmaz, Omar Jabak, "The Relationship between Self-Regulated Learning and Academic Achievement for A Sample Community College Students at King Saud University," *Education Journal*, Vol 6 No.1 (January, 2017), 30.

⁶ Kathryn R Wentzel, Allan Wigfield. *Handbook of Motivation at School* (New York: Roulledge, 2009), 247.

the effectiveness of their learning process and monitor their behavior to achieve their goal in learning.

Paul R Pintrich believed that the relations between learners and their environment was mediated by self-regulatory activities and influenced learner's achievements.⁷ Zimmerman in Schunk show that Self-regulated learning come from research showing that learner's abilities and skills did not fully explain students' achievement, which suggested that self-regulation and motivation factors is important. Then, self-regulated is seen as mechanism to help explain achievement differences among students and as a means to increase achievement.⁸

Barry J. Zimmerman argued that students' perceptions of themselves as learners and some various

⁷ Dale H Schunk, "Self-Regulated Learning: The Educational Legacy of Paul R Pintrich," *Educational Psychologist*, 40 (2005), 86.

⁸ *Ibid*, 85.

process that they used to regulate in learning are critical factors in analyses of academic achievement.⁹

Barry J. Zimmerman and Timothy J. Cleary shown that students who are able to regulate their behavior in learning tend to achieve better in learning process and have other positive outcomes in academic performance.¹⁰ Self-regulated learning is recognize as an important predictor of students' motivation and achievement. This process demands students to plan, monitor and assess their learning independently. Self-regulated is essential to learning process. It can help students create better learning habit and strengthen their study skill, apply learning

⁹ Barry J Zimmerman, Dale H Schunk, Editors, *Self-Regulated Learning and Academic Achievement: Theory, Research, and Practice*, (New York: Springer-Verlage, 1989), 1.

¹⁰ Allan Wigfield, Susan L. Klauda, Jenna Cambria. "Influences on the Development of Academic Self-Regulatory Processes" *Handbook of Self-Regulation of Learning and Performance*, (March, 2011), 33.

strategies to enhance academic outcomes, monitor their performance, and evaluate their academic process.¹¹

Self-regulated is involved three cyclical phase which focuses on the purposes of achievement task, there are forethought phase, performance phase, and self-reflection phase.¹²

Because of self-regulated learning is important in students' learning process, it means that both teachers and students must be familiar with this process. Students must be able to understand how they learning style are, know their strength and weakness, and identify their learning process both in the classroom and outside from school. And teachers also should be familiar with the factors that

¹¹Sharon Zumbrunn, *et al.* "Encouraging Self-Regulated Learning In The Classroom", *VCU Scholars Compass* (October, 2011), 5.

¹²Barry J. Zimmerman, "Investigating Self-Regulation and Motivation: Historical Background, Methodological Developments, and Future Prospects", *American Educational Research Journal*, Vol. 45, No. 1, Pp. 166 –183 (2018), 178.

influence a learner's ability to self-regulate and the strategies they can use to identify and promote self-regulated learning in the classroom.

Based on the background of the study above, the researcher wants to know whether there is any significant influence of self-regulated learning on students' English learning achievement, therefore the researcher conduct the study entitle **“The Influence of Self-Regulated Learning on Students' English Learning Achievement to the First grade students at MA Al-Islam Joresan Mlarak In Academic Year 2018/2019”**.

B. Limitation of the Study

From the background of the study above, this research will be focused on knowing of the significant influence of self-regulated learning on students' English learning achievement to the first grade students at MA Al-islam Joresan Mlarak in academic year 2018/2019. This study is focused on two variables, there are self-regulated

learning as independence variable and students' English learning achievement dependence variable.

C. Statement of the Problem

Based on background of the study above, problem of the study is formulated as follows:

“Is there any significant influence of self-regulated learning on students' English learning achievement to the first grade students at MA Al-Islam Joresan Mlarak in academic year 2018/2019?”

D. Objective of the Study

According to statement of problem above, the objective of the study is stated:

“To determine whether there is significant influence of self-regulated learning on students' English learning achievement to the first grade students at MA Al-Islam Joresan Mlarak in academic year 2018/2019.”

E. Significances of the Study

The study is conducted in the hope that the result would give some usefulness as follows:

1. Theoretical Significances

The researcher hopes that this research can improve of knowledge either to teachers, students, and reader about the influence of self-regulated learning on english learning achievement and also to know that self-regulated learning is affective factors that influence on students' english learning achievement. This research also hopes can give contribution of knowledge to english department.

2. Empirical Significances

The result of this research is expected to be beneficial for:

a. The teachers

This study is expected to be useful for English teachers in improving knowledge about students' self-regulated learning and also to help their students in improving their self-regulation learning.

b. The students

The researcher hopes that the result of this research can encourage students' motivation to improve their self-regulated learning that also can improve their achievement in learning English.

c. The readers

And for the readers, This research will be usefull to give information and also as scientific reference about the influence of self-

regulated learning on students' english achievement.

F. Organization of the Thesis

The researcher writes this research into five chapters. These chapters are related one to another. It has aimed to make easy in arranging the thesis. The organization of this thesis are:

Chapter I about Introduction. In the first chapter consist of background of the study, limitation of the study, statement of the problem, objective of the study, significant of study and the organization of the thesis.

Chapter II discuss review of previous studies, theoretical background about the nature of self-regulated learning, the cyclical process of self-regulated learning, factors in self-regulated learning, definition of English learning achievement, theoretical framework and hypothesis of the study.

Chapter III about research methodology. In the research methodology explain about research design, population and sample, instrument of data collection, technique of data collection, and technique of data analysis.

Chapter IV explain about the result of the study which contain of description and analysis of data and the discussion of the result of the study.

Chapter V is closing. There is explained about conclusions of this study and the suggestions for the next researchers or readers.



CHAPTER II

REVIEW RELATED LITERATURE

In this chapter the researcher will discuss about previous study, theoretical background, theoretical framework, and hypothesis

A. Previous Studies

Considering the topic discussed in this research, there are some research that relate to the topic. First, journal under title "Academic Motivation And Self-Regulated Learning in Predicting Academic Achievement in College" is written by Baris Cetin, Ph.D, 2015, Canakkale 18 Mart University. This journal purposed to determine whether there is significant correlation between academic motivation and academic self-regulated learning predicted students' GPAs in the Early Childhood Education Department. The participants in this study consisted of 166 early

childhood education majors enrolled in the 2014 spring semester at Georgia Southern University, USA. Data were gathered using the “academic motivation scale” developed by Vallerand et al, and the “academic self-regulated learning scale” developed by Mango. The study results showed that Total scores obtained from the academic motivation and academic self-regulated learning scales together explain 15% of the variance in GPAs. When examined the t-test results regarding the significance of regression coefficients, we observed that only the goal setting sub factor had significant predictive power on students’ GPAs and that the remaining variables did not have any significant effects.¹³

¹³ Baris Cetin, ”Academic Motivation And Self-Regulated Learning In Predicting Academic Achievement In College”*International Education Research*, 22 (2015), 95, 102.

Second, journal entitle “The Effect of Self-Regulated Learning Strategies and Self-Efficacy on Academic Achievement of Primary School Students”. This study aimed to measure the significant effect of self-regulated learning and self-efficacy on academic achievement. A random sample of 169 students (42 males and 127 females) taken from Degol primary school participated in this study. Data were collected using different scales to assess the predictive powers of self-efficacy, self-regulation, and cognitive strategy use to academic achievement. Correlational analysis revealed that all the relationships were significant and in the expected directions. The multiple regression analysis evidenced that self-efficacy, self-regulation, and cognitive strategy use variables jointly explained 44.8% of the variances in academic achievement. The result of stepwise regression analysis (forward method) suggested

that the only significant predictor variable to academic achievement of primary school students was self-efficacy. Self-regulation and cognitive strategy use were not found to be significant predictors of academic achievement. Finally, suggestions that may help alleviate the problem were forwarded.¹⁴

Third, Thesis under title "hubungan self-regulated learning dan stres akademik pada mahasiswa skripsi" was written by Maria Resita Eka Putri, 2017, Sanata Dharma University. This research aimed to determine the relation between self-regulated learning and academic stress on college students. The hypothesis pointed in this research was the relation between self-regulated learning and academic stress. The research method used is correlational quantitative research

¹⁴ Molla Haftu Siane, "The Effect Of Self-Regulated Learning Strategies And Self-Efficacy On Academic Achievement Of Primary School Students". *Psychology And Behavioral Science* (2015), 1.

method. Sampling technique used is convenience sampling technique. Subject in this research were 100 college students. The scale used was self-regulated learning scale and academic stress scale. Analysis data was conducted by spearman Rho correlation method in SPSS for windows. The result shown that there was negative relationship between self-regulated learning and stress academic on college students with the correlation coefficient value 0,313 and p value 0,001 ($p < 0,05$). This result showed that the research hypothesis was accepted.¹⁵

The research is different from the previous studies above because of reasons:

1. The object of this research is first grade students at MA Al-Islam Joresan Mlarak.

¹⁵ Maria Resita Eka Putri, "Hubungan Self-Regulated Learning Dan Stres Akademik Pada Mahasiswa Skripsi" (Thesis: Sanata Dharma University, 2017).

2. This research use ex-post facto research
3. This research looking for, there is significant influence of self-regulated learning on students' english learning achievement of the first grade students at MA Al-Islam Joresan Mlaeak.

B. Theoretical Background

This theoretical background will discuss about the theory from some experts that will explain in detail about self-regulated learning and English learning achievement.

1. Self-regulated learning

In this subchapter discusses the nature of self-regulated learning, the cyclical process in self-regulated learning, and the factors in self-regulated learning.

a. The Nature of Self-Regulated Learning

According to Wiener, the term of self-regulated learning is involved by three elements. The First element is *learning* that pertain to the range of activities involved in acquiring knowledge and skills. Second element is *regulation* refers to the process in which individual's current state is compared with target state and the perceived discrepancy motivates subsequent actions aimed at reducing it. And the third element is *self* that refer to one's initiative in terms of setting and achieving one's goal. Then self-regulated learning can be defined as follow:

Self-regulated learning is a form of acquiring knowledge and skills in which the learners are independent and self-motivated. Learners independently choose their own goals and learning

strategies that will lead to achieving those goals. It is through evaluating the effectiveness of one's learning strategies, comparing one's current state with the target state that learning can be modified and optimized.¹⁶

Bandura in Alwisol explained, self-regulation influences the behavior of learners by managing learning environment, creating cognitive support, and evaluation. The ability of intelligence for symbolic thinking becomes a strong means to handle the environment, for example by storing experience in memory in verbal form and imagination for the behavior needs in the future. The ability to describe imaginatively, the desire result in the future will

¹⁶ Nathan C Hall, Thomas Goetz, *Emotion, Motivation, and Self-Regulation: A Handbook for Teacher* (UK: Emerald, 2013), 126.

develop the behavior strategy that guides toward the long-term goals.¹⁷

Self-regulated learning is recognize as an important predictor of students' motivation and achievement. This process demands students to plan, monitor and assess their learning independently. Self-regulated is essential to learning process. Self-regulated learning helps students to create better learning habit and strengthen their study skills, apply the best learning strategies to improve academic outcomes, monitor their performance in learning process, and evaluate their academic progress.¹⁸

¹⁷ Alwisol. *Psikologi Kepribadian* (Malang: UMM Press, 2009). 284.

¹⁸Sharon Zumbrunn, Joseph Tadlock, Elizabeth Danielle Roberts. "Encouraging Self-Regulated Learning in the Classroom", *VCU Scholars Compass* (October, 2011), 5.

Bandura and Zimmerman view self-regulation as an interaction of personal, behavioral, and environmental triadic processes. Self-regulation refers to self-generated thoughts, feelings, and actions that are planned and cyclically adapted to the attainment of personal goals.¹⁹

Self-regulation is described as cyclical process because the feedback from previous performance is used to make adjustment during current efforts. Such adjustments are necessary because personal, behavioral, and environmental factor are constantly changing during the course of learning and performance, and must be monitored or observed using three

¹⁹ Monique Boekaerts, Paul R Pintrinch, Moshe Zeidner, *Handbook of Self-Regulation* (USA: Elsevier, 2005), 14.

self-oriented feedback loop. Behavioral self-regulation involves self-observing and strategically adjusting performance processes, such as one's learning method, whereas environmental self-regulation refer to observing and adjusting environmental conditions or outcomes. Covert self-regulation involves monitoring and adjusting cognitive and affective state, such as imagery for remembering or relaxing.

According to Bandura's in social cognitive theory, human behavior is extensively motivated and regulated by the ongoing exercise of self-influence. Humans have a self-management mechanism that leads them to proactively control their cognition, motivation, and behavior. Self-regulated learners are

proactive in their learning efforts and are intrinsically motivated to increase their learning approach. Learners who are able to set appropriate goals, make appropriate plans and strategies to achieve their goal are called by self-regulated learners. These learners continually reflect on the effectiveness of their learning process, thus becoming aware of their strengths and limitations as learners and monitoring their behavior to improve effectiveness.²⁰

b. The Cyclical Processes of Self-Regulated Learning

Barry j. Zimmerman, Pintrich and Zusho, Schunk and Ertmer explained in social

²⁰ Rohini Balapumi, *Factors and Relationships influencing Self-Regulated Learning among ICT students* (Curtin university: 2015) 19.

cognitive models of self-regulation discuss separate phases of self-regulation. There are forethought and planning, performance monitoring, and reflections on performance.²¹ Forethought and planning phase refer to learning process and sources of motivation that precede efforts to learn or in other words this phase occur before effort to learn. Performance monitoring phase involves process that occur during learning or during behavioral implementation. Reflection phase involves process that follow learning effort that occur after each learning effort.²²

²¹ Allan Wigfield, Susan L. Klauda, Jenna Cambria. "Influences on the Development of Academic Self-Regulatory Processes" *Handbook of Self-Regulation of Learning and Performance*, (March, 2011), 33.

²² Dauglas J Hacker, John Dunlosky, Arthur C. Grasser, *Handbook Of Metacognition In Education Edited By Dauglas J Hacker, John Dunlosky, And Arthur C. Grasser* (New York: Routledge, 2009), 300

Zimmerman and Timothy J Cleary defined Self-regulated learning as self-generate thoughts, feelings, and actions that are planned and cyclically adapted to the attainment of personal goals.²³ According to a social cognitive model of self-regulation involve three cyclical phases, to be successful thinker in self-regulated learning students must do the cyclical phase as follows.²⁴

1) Forethought Phase

Forethought refers to self-regulatory processes that precede efforts to act and set the stage for it, such as goal setting and strategic planning. This self-regulatory phase is composed of two major categories

²³ Kathryn R Wentzel, Allan Wigfield. Handbook Of Motivation At School (New York: Roulledge, 2009), 247.

²⁴ Ibid, 248.

there are task analysis processes and sources of self-motivation beliefs.²⁵

a) Task Analysis

Task analysis involves decomposing a learning task and its context into constituent elements, and constructing a personal strategy from prior knowledge of these elements. Task analysis involves two key parts they are setting goals and strategic planning. Goal setting refers to specifying the outcomes that one expects to attain, such as solving a page of decimal problems during a one-hour study session. Strategic planning refers to choosing or constructing advantageous learning

²⁵ Ibid, 249.

methods that are appropriate for the task and environmental setting.²⁶

b) Self-Motivation Beliefs

Students' decision to regulate their academic functioning strategically depend on their beliefs about the effectiveness of their strategies in learning and also their personal skill in implementing during regulatory phase. There are four source of this self-motivation belief. There are self-efficacy, outcome expectations, task interest/value, and goal orientation. Self-efficacy refer to students' capabilities in learning and performing. Outcome expectations refer to belief

²⁶ Ibid, 250.

about the ultimate ends one's performance. Task interest/value refer to motive as interest value and define as enjoyment from doing an activity. Goal orientation involves their beliefs or feeling about the purpose of learning rather than act of goal setting.²⁷

2) Performance Phase

This second phase of self-regulation that occur during learning effort is performance phase. The key concept in performance phase is self-control. Self-control processes such as task strategies, self-instruction, imagery, time

²⁷ Ibid.

management, environmental structuring, help-seeking, and interest incentive.²⁸

Task strategies assist learning and performance by reducing a task to its essential parts and reorganizing the part meaningfully. Self-instruction involves overtly or covertly describing how to proceed as one executes a task, such as self-questioning as one reads textual material. Imagery involves forming mental pictures to assist learning and retention, such as converting textual information into visual tree diagrams, flow charts, and concept webs. Time management involves is another performance process that has been improved through the use of strategies,

²⁸ Ibid, 251.

such as estimating time requirements for the tasks. Environmental structuring refers to methods for optimizing the effectiveness of one's micro environments. Help-seeking is a method of self-control that involves asking for assistance when learning or performing. And the last is interest incentives that refers to one's interest in effort processes.

3) Self-Reflection Phase

Self-reflection phase is composed of two categories of response. There are self-judgments and self-reactions.²⁹

a) Self-Judgment

Self-judgment refers to self-evaluating one's performance and

²⁹ Ibid, 253.

attributing causal significance of the study.³⁰ The key form of self-judgment is self-evaluation which refers to comparisons of one's performance with a success standard or goal. Self-evaluative judgments are linked to causal attributive about the result, it defines as beliefs about the causal implications of personal outcomes, such as one's fixed ability, effort, and use of strategy.

b) Self-Reactions

Self-reactions phase is composed of two key forms of self-reaction,

³⁰ Monique Boekaerts, Paul R Pintrich, Moshe Zeidner, *Handbook Of Self-Regulation* (USA: Elsevier, 2005), 22.

there are self-satisfactions and adaptive or defensive inferences.³¹

Self-satisfaction refers to feeling satisfactions or dissatisfactions with the one's performance. Adaptive or defensive inferences are conclusions about how one needs to alter his or her self-regulatory approach during subsequent effort to learn or perform.³²

c. Factors in Self-Regulated Learning

According to Alwisol, there are two factors that influence self-regulated learning. As follows³³

³¹ Kathryn R Wentzel, Allan Wigfield. *Handbook Of Motivation At School* (New York: Roulledge, 2009), 254.

³² Ibid.

³³ Alwisol. *Psikologi Kepribadian* (Malang: UMM Press, 2009). 285.

1) Internal factors in self-regulated learning

According to Bandura in Alwisol, there are three forms that influence in internal Factor.

a) Self-observation

Self-observation done based on factors of quality, performance, quantity of performance, originality of self-behavior, etc. people must be able to monitor their performance, although is not perfect because people tend to choose some aspects of their behavior and ignore other behavior.

b) Judgmental process

The process of judging or judging behavior is to see the sustainability of behavior with personal standard norms

or with the behavior of others, judging based on the importance activity, and give performance attribution. Personal standards stem from experience observing models such as parents or teachers, and interpreting feedback or reinforcement of self-performance.

c) Self-response

Finally, based on self-observation and judgmental process. People evaluate to themselves and then punish nor reward themselves. There can be no affective reaction, because cognitive function makes a balance that affects positive or negative evaluations become less meaningful individually.

2) External factors in self-regulated learning

External factors influence students' self-regulated learning by two ways. First, external factors give standards for behavior evaluation. Interaction of Society factors will influence for students, to create self-evaluation standards. Children learn good behavior that is desire or not through parents and teachers. Through the experience of interacting with the wider environment children then develop standards that can be used to assess self-achievement.

Second, external factors influence self-regulated learning in the form of reinforcement. Intrinsic prizes do not

always give satisfaction, because people need intensive who come from the external environment, behavioral standards and reinforcement usually work together. When people can reach certain standards of behavior, people need of reinforcement so that such behavior is an option to do again.

2. English Learning Achievement

Learning is a process that very fundamental element in implementation of education. It means that success or failure the result in achieving educational goals is dependent on learning process that did by students.

Barlow argued that learning is a process of progressive behavior adaptation. Then Chaplin argued that learning is acquisition of any relatively permanent change in behavior as a result of practice

and experience. Learning also has a meaning as process of acquiring responses as result of special practice. Hintzman also argued that learning is a change in organism due to experience which can affect the organism behavior.³⁴

It means learning is process of acquiring the knowledge that can change behavior of individual.

In oxford learner's pocket dictionary the word achievement derived from word "achieve" that has meaning gain or reach something by effort: get something done.³⁵

According to Muhibbin Syah, learning achievement is the learners' success level in learning the subject matter in the school, which is expressed in the form of scores obtained from the results of

³⁴ Muhibbin Syah, *Psikologi Pendidikan* (Bandung:PT Remaja Rosdakarya, 2013), 88.

³⁵ Victoria Bull, *Oxford Learner's Pocket Dictionary Fourth Edition* (New York: Oxford University Press, 2011), 4.

tests on a number of certain subject matter. There are three aspects in leaning achievement, there are, knowing, doing and being. Bloom explains that learning outcomes or achievement are classified in three domain namely cognitive domain, effective domain, and psychomotor domain.³⁶

Learning achievement is the fundamental abilities in the form of skills and behaviors from training or experience gained. In this case Gegne and Brigg define learning achievement as abilities acquired by someone after following the learning process. Learning process is students' abilities after following learning process that can measure through knowledge, understanding, application, analysis,

³⁶ Rohmalina Wahab, *Psikologi Belajar* (Jakarta: Rajawali Press, 2016), 244.

and synthesis achieved by students after receiving learning experiences.

We can conclude that English learning achievement is the result of the students after followed learning process in English lesson which is symbolized by scoring or numbering.

English learning achievement involves four language skills, they are reading, listening, speaking, and writing. To know students' English achievement, the teacher should do assessment and evaluation. Evaluation can be defined as the systematic gathering of information for the purpose of making decisions.³⁷ The achievement of four skills discussing as follow:

³⁷ Lyle F. Bachman, *Fundamental Consideration in Language Teaching* (New York: Oxford University Press, 1997), 22.

1) Reading achievement

According to David Nunan, "Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning".³⁸ It means that to build meanings from the text that is read, readers must combine the information from the text and their background knowledge.

In order to know the efficient reading, we need to know some strategies in efficient reading. The element of reading as defined by Armbruster, Lehr and Osborn are phonemic awareness, phonics, vocabulary, fluency and comprehension.³⁹

³⁸ David Nunan, *Practical English Language Teaching* (America: Contemporary, 2009), 68.

³⁹ Jonathan Sarwono, *et al. English For Academic Purpose A Successful Way To Learn Scientific English* (Yogyakarta: CV Andi Offside, 2013), 1.

2) Listening achievement

Listening is one of skills in English that include in receptive skill because in listening students did not need to produce language, they just receive and understand it. There are four type of listening performance that students can achieve. First, intensive listening that have components (phonemes, words, intonation, discourse marker) of a large stretch of language. Second, responsive listening that consist of short stretch of language such as greeting, question, command, etc. third, selective listening that processing the stretches of of discourse such as short monologue for several minutes in order to scan for certain information. Fourth, extensive listening that ranges from

listening to lengthy lectures to listening to a conversation and deriving a comprehensive message or purpose.⁴⁰

3) Speaking achievement

Speaking is productive skill because when we speak we produce text and it should be meaningful. In the nature communication, speaking can be separated with listening skill, because in the speaking skill we can find who speak or speaker, listener, the message and also feedback from the listener or listeners.

Speaking consist of producing systematic verbal utterances to convey meaning. According to Florez, Speaking is an active process of constructing meaning that involves

⁴⁰ H Douglas Brown, *Language Assessment Principle and Classroom Practices* (California: Longman, 2003), 120.

producing and receiving and processing information. It is often spontaneous, open-ended, and evolving. Speaking is such a fundamental human behavior that we don't stop to analyze it unless there is something noticeable about it.⁴¹

According to Mazouzi, learners' speaking activities should be designed equivalence between accuracy and fluency achievement. Because both accuracy and fluency are important elements of communicative approach. Classroom practice will help learners to develop their communicative competence.⁴²

⁴¹ David Nunan, *Et Al.*, *Practical English Language Teaching: Speaking* (New York: Mcgraw-Hill, 2005), 2.

⁴² Lai-Mei Leong, Seyedeh Masoumeh Ahmadi, "An Analysis Of Factors Influencing Learners' English Speaking Skill", *International Journal Research In English Education* (February, 2017), 36.

4) Writing achievement

Writing also include in productive skill because in writing, learners are produce a written product. According to H. Douglas there are four types of writing performance. There are imitative writing that consist of basic task of writing letter, words, punctuation and very brief sentences. Second, intensive or controlled writing includes dictation of simple phrase or simple sentence and grammatical transformation exercise. Third, responsive writing that consist of paraphrasing and guided writing and the last is extensive writing that include of essay writing.⁴³

⁴³ H Douglas Brown, *Language Assessment Principle And Classroom Practices* (California: Longman, 2003), 220.

There are three components that include in writing achievement standards. First, text forms refers to characteristic of the text. Second, reading strategies and behaviors when wiring text independently leaning behaviours students should exhibit. Third, writing trait that describe what leaners should be able to demonstrate independently with respect to the six common traits when completing a piece of writing. The six trait are content or ideas, organization, word choice, voice (that evidence of author's style, experience and personalities), sentence structure, and conventions (refer to punctuation, capitalization, spelling and grammar usage).⁴⁴

⁴⁴ Brunswick, *Reading And Achievement Standards* (Canada: New Nouveau, 2008), 2.

C. Theoretical Framework

Theoretical framework is a concept in the theory can be related with the factors which are identified as the important problem. The thesis is survey research the theories descriptions are:

X : self-regulated learning

Y : Learning achievement

Self-regulated learning defines as self-generate thoughts, feelings, and actions that are planned and cyclically adapted to the attainment of personal goals.⁴⁵

Self-regulated is seen as mechanism to help explain achievement differences among students and as a means to increase achievement.⁴⁶

⁴⁵ Kathryn R Wentzel, Allan Wigfield. Handbook Of Motivation At School (New York: Roulodge, 2009), 247.

⁴⁶ Dale H Schunk, "Self-Regulated Learning: The Educational Legacy of Paul R Pintrich," *Educational Psychologist*, 40 (2005), 85.

Achievement is the result of an activity that has been done, created, either individually or in groups. Thus, learning achievement is the result of a learning activity that has been done by student and simbolized by scoring or numbering.

Based on the theory above, the researcher looking for the significant influence of self-regulated learning on students' english learning achievement.

D. Hypothesis

After stating the research question and examining the literature, the quantitative researcher is ready to state a hypothesis based on the question. This should be done before beginning the research project. The hypothesis presents the researcher's expectations about the relationship between variables within the question. Hence, it is put forth as a suggested answer to the question, with the understanding that the ensuing

investigation may lead to either support for the hypothesis or lack of support for it.⁴⁷

Based on the problem and objective of the study, there is form of hypothesis in the study:

Ha : there is significant influence of self-regulated learning on students' English learning achievement to The first grade students at MA Al-Islam Joresan Mlarak in academic year 2018/2019.

H0 : there is no significant influence of self-regulated learning on students' English learning achievement to The first grade students at MA Al-Islam Joresan Mlarak in academic year 2018/2019

⁴⁷ Donald Ary, *Et Al, Introduction to Research in Education Eighth Edition*. (Canada: Wadsworth, 2010), 81.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology that used in this study. The existence of the research methodology has a goal of guiding the research in order to work systematically. The research methodology covers a set of research activities conducted by researcher. It involves research design, population and sample, technique of data collection, instrument of data collection and techniques of data analysis.

A. Research Design

In this research the researcher uses the form of quantitative research method to analyze the data. Quantitative research is a means of testing objective theories by examining the relationship among variable. These variables in turn can be measured typically on

instruments, so that numbered data can be analyzed using statistical procedures.

Because of investigate possible cause and effect relationships by observing and existing condition or state of affairs and searching back in time for plausible causal factors, in this research uses ex post facto research design. Ex post facto research is research in which the independent variable or variables have already happened and in which the researcher starts with observation of a dependent variable or variables.⁴⁸

B. Population and Sample

Population is a group of individuals who have the same characteristic.⁴⁹ It means that population is the entire subject that will be conducted a research. In this

⁴⁸ Louis Cohen, Lawrence Manion, Keith Morrison, *Research Methods In Education Sixth Edition* (New York: Roulledge, 2007), 264.

⁴⁹John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research Fourth Edition* (New York: PEARSON, 2002), 142.

research, the population is all students of first grade in MA Al-Islam Joresan Mlarak from class A to Class J and the total number of population is 241 students.

In this study uses probability sampling technique, the researcher selects individuals from the population who are representative of that population. This is the most rigorous form of sampling in quantitative research because the investigator can claim that the sample is representative of the population and can make generalizations to the population.⁵⁰ There are some types in probability sample, and this research, the researcher use cluster sampling type. In simple random sampling, the researcher selects naturally occurring groups, rather than individuals as sample unit.⁵¹ Here the researcher took a sample by using proportion version Cochran. with

⁵⁰ Ibid.

⁵¹ M. D. Gall, *et al*, *Applying Educational Research Seventh Edition*, (America: Pearson, 2015), 114.

this formula the sample got 148 of 241 students.⁵² So, researcher took 148 students at the first grade of MA Al-Islam Joresan Mlarak.

C. Instrument of Data Collection

Instrument is a tool used for collecting data for particular purpose, usually used for gathering research data. The instrument in this research, the researcher uses questionnaires to measure students' self-regulated learning and documentation of students' English subject examination score to measure students' English learning achievement. (See appendix 01). The following is the format of research instruments in quantitative research.

⁵² Andhita Dessy Wulansari, *Penelitian Pendidikan: Suatu Pendekatan Praktik Dengan Menggunakan SPSS* (Ponorogo: STAIN Po Press, 2012), 53.

Table 3.1
Table of instrument of data collection

Title	Variables	Sub Variables	Indicators	No. Item	Technique
The influence of Self-Regulated Learning on Students' english learning achievement to the first grade students at MA Al-islam Joresan Mlarak In	X : self-regulated Learning (independent variable)	1. Forethought ⁵³	<ol style="list-style-type: none"> 1) Students sets the goal to achieve in learning. 2) Students sets the suitable strategies in learning. 3) Students have self-efficacy (have confidents in their ability) in learning. 4) Students have outcome expectation in learning process. 5) Students interest in doing task and value in learning activity. 	<p>1.</p> <p>2,3,4.</p> <p>11.</p> <p>9.</p> <p>7,8,20.</p>	Questionnaire

⁵³ Kathryn R Wentzel, Allan Wigfield. *Handbook of Motivation At School* (New York: Roulledge, 2009), 247.

Academic Year 2018/2019			6) Students have goal orientation in learning.	12.	
		2. Performance phase ⁵⁴	1) Students reorganize the material meaningfully. 2) Students build self-instruction in learning process. 3) Students are able to imagine the material that learned 4) Students can manage time in learning English. 5) Students organized learning environment. 6) Students are able to seek help in learning.	18. 14,17. 13. 5,6. 15,16. 21,22,23, 24.	

⁵⁴ Ibid.

			7) students have interest incentive	10.	
		3. Self-reflection ⁵⁵	1) Students do self-evaluation after followed learning process. 2) Students try to determine the cause of the learning outcomes. 3) Students have self-satisfaction/ effect on their result of their learning process. 4) Students able to adapt with their learning strategies.	19,25. 27. 28. 26.	
	Y : English Learning	1. Listening achievement			Documentation s.

⁵⁵ Ibid.



	Achievement (dependent variable)	<ol style="list-style-type: none"> 2. Speaking achievement 3. Reading achievement 4. Writing achievement 			
--	---	---	--	--	--

In quantitative research, the quality of research instruments is concerned with the validity and reliability of instruments and collection qualities with respect to the precision of techniques or the means used to collect data.⁵⁶

⁵⁶ C.R Kotari, *Research Methodology: Method and Technology Second Revised Edition*, (New Delhi: New Age International Publishers, 1990, 220.

1. Validity

Validity is the most important consideration in developing and evaluating measuring instruments. Validity was defined as the extent to which an instrument measured what it claimed to measure. The focus of recent views of validity is not on the instrument itself but on the interpretation and meaning of the scores derived from the instrument.⁵⁷

There are two ways in calculate the validity. First, we can calculate by the formula as follow:⁵⁸

$$r_{xy} = \frac{N \sum XY - (\sum X) (\sum Y)}{\sqrt{(NX^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

Where:

r_{xy} = digit of index product moment correlations

N = the number of respondents

⁵⁷ Donald Ary, *Et Al, Introduction to Research In Education Eighth Edition*. (Canada: Wadsworth, 2010), 225.

⁵⁸ Retno Widyaningrum, *Statistika*, (Yogyakarta: Pustaka Felicha, 2017), 107.

$\sum xy$ = the total of result of multiplication between score of X and Y

$\sum x$ = the total score of X

$\sum y$ = the total score of Y

Second, validity also can calculate by using SPSS program. The steps to calculate the validity in SPSS are:

- a. Make the table of item analysis of all questions.
- b. Apply the data to the formula of product moment correlation.
- c. Make an interpretation of the correlation result (r_{xy}) of each question.

In this study, the researcher uses SPSS 23.00 version to measure the validity. The analyzed is used to find out the r_{xy} , then consulted with r_{table} with 5% significance level for product moment with df or db

is $n-r$; $20 - 2 = 18$. The r_{table} is 0,444. If the value of r_{xy} is equal to or higher than the value of r_{table} , it indicated that item is a valid. If the value of r_{xy} is lower than the value of r_{table} , it indicated that item is invalid.

The result of the calculation item validity instrument by using SPSS programs 23.00 version for windows, can be conclude as follows. (For more detail result, see appendix 03).

Table 3.2
The result validity test of self-regulated learning

No. of item	r_{table}	r_{xy}	Criteria
1	0,444	0,697	Valid
2	0,444	0,632	Valid
3	0,444	0,685	Valid
4	0,444	0,635	Valid
5	0,444	0,725	Valid
6	0,444	0,744	Valid
7	0,444	0,587	Valid
8	0,444	0,602	Valid

9	0,444	0,353	Invalid
10	0,444	0,288	Invalid
11	0,444	0,508	Valid
12	0,444	0,418	Invalid
13	0,444	0,384	Invalid
14	0,444	0,369	Invalid
15	0,444	0,526	Valid
16	0,444	0,547	Valid
17	0,444	0,562	Valid
18	0,444	0,523	Valid
19	0,444	0,350	Invalid
20	0,444	0,553	Valid
21	0,444	0,741	Valid
22	0,444	0,583	Valid
23	0,444	0,493	Valid
24	0,444	0,618	Valid
25	0,444	0,777	Valid
26	0,444	0,702	Valid
27	0,444	0,446	Valid
28	0,444	0,462	Valid

The table above show the result of the validity test which is conducted to 20 respondents. The test uses 28 item of self-regulated questioners. Based on that calculation, there are 22 items are valid. Those

are number 1, 2, 3, 4, 5, 6, 7, 8, 11, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 26, 27, 28. While the invalid item of the test are number 9, 10, 12, 13, 14, and 19.

2. Reliability

Reliability test is consistent and dependable.⁵⁹

Reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring.⁶⁰ To measure reliability used Alpha Cronbach formula. In this research, researcher employed SPSS program to measure reliability or use the formula as follows.

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{S^2 - \sum pq}{S^2} \right)$$

⁵⁹ Ibid, 20.

⁶⁰ Donald Ary, *Et Al, Introduction to Research In Education Eighth Edition*. (Canada: Wadsworth, 2010), 236.

Formula of variant.

$$S^2 = \frac{\sum x^2 \frac{(\sum x)^2}{N}}{N}$$

Where:

r_{11} = the reliability coefficient of item

n = the number of items in the test

p = the proportion of student who give the right answer

q = the proportion of students who give the wrong answer

$\sum pq$ = the total number of multiply between p and q

s^2 = the standard deviation of the test

The result of reliability calculation by using SPSS 23.00 for windows is presented in the following table:

Table 3.3**Reliability Statistics**

Cronbach's Alpha	N of Items
.913	28

Based on calculate above, the reliability of students' reliability instrument is 0,913. The value of reliability is consulted "r" table on the significance of 5%. The value of "r" table is 0,444. Because the value of "r" index reliability is $0,913 >$ "r" table (0,444) so the test is reliable.

Other interpretation of reliability instrument, r value could be obtained follows:

Table 3.4**Reliability interpretation**

The value of r	Interpretation
0,80 – 1,00	High
0,60 – 0,80	Enough

0,40 – 0,60	Rather low
0,20 – 0,40	Low
0,00 – 0,20	Very low

D. Technique of Data Collection

Data is one of essential components in a research activity. Data is all facts or information about something that can be used as material to compile information.⁶¹ The accurate data is main point to conduct a research. And in this research promotes questionnaire and documentation in collecting data.

1. Questionnaire

A questionnaire is a set of questions in paper-and-pencil or computer format that typically measures many variables. Questionnaires might include open-ended items, which require individuals to write

⁶¹ Andhita Dessy Wulansari, *Statistic Parametrik*, (Ponorogo: Stain Po Press), 6.

responses in their own words. Questionnaires also might include closed-ended items, which require individuals to make a choice among options.⁶²

In this research the researcher used a questionnaire to find out score of students' self-regulated learning in the first grade students' of MA Al-Islam Joresan Mlarak in academic year 2018/2019.

The researcher used a closed form questionnaire. The researcher used Likert scale questionnaire. Likert scale is used to measure attitudes, opinions and perceptions person or a group about social phenomenon.⁶³ By the Likert scale, the variable that measured is developed into the indicator variables. Then those indicators are used as a starting point to

⁶² M. D. Gall, *et al*, *Applying Educational Research Seventh Edition*, (America: Pearson, 2015), 117.

⁶³ Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: Alfabeta, 2012), 134.

arrange the items of instrument which can be either a question or a statement.

In this study, the researcher gives the questionnaire complete with the answers that respondent can give the answer by checklist (✓). Then the researcher can give the score by the score scale.

Mostly Always = 4 points

Often = 3 points

Sometime = 2 points

Never = 1 point

2. Documentation

Documentation refers to the archival data that is needed by researcher to collect the data. The documentation has a function that related to the object of research such as students' name list and the

English subject schedule. It means documentation is the act of recording something in document.

In this study, the documentary technique is used to get data about students' English achievement, students' names, condition of the teachers and staff, vision, mission, goals, facilities, infrastructure and structure organization of MA Al-Islam Joresan Mlarak.

E. Technique of Data Analysis

The data that have been collected by using research instrument to be analyzed. This is to know whether or not there is significant influence of self-regulated learning on students' English learning achievement of the first grade students at MA Al-Islam Joresan Mlarak in academic year 2018/2019.

Before analyze data and identify hypothesis, the data have to fulfill the requirement or assumption test that are normality and linearity and hypothesis test.

1. Assumption Test

The final factor that we need to consider is the set of assumptions of the test.

a. Normality test

Normality test is a test of distribution normality (pattern) data. This normality test assumes that the data in each variable comes from a normally distributed population. There are several statistic tests that can be used to test the normality of the data. In this research, the researcher used SPSS with Kolmogorov-Smirnov formula.⁶⁴

⁶⁴ Andhita Dessy Wulansari, *Statistika Parametrik* (Ponorogo: STAIN Po Press), 38.

b. Linearity test

Linearity test is a linear test of regression line. Used in simple linear regression analysis and multiple linear regression analysis. The linearity test is done by finding the regression line model from the independent variable x to the dependent variable y . based on the regression line model, can be tested linearity line regression.⁶⁵

2. Hypothesis test

The analysis data method is that used in the research in statistic. The researcher used regression analysis. There are two kind of regression analysis they are simple linear regression and multiple linear regression. Because there are just only two variables in this research, then the researcher uses simple linear regression to analyze the data.

⁶⁵ Ibid, 55.

The researcher applies SPSS program version 23.00 for windows to calculate the hypothesis test with simple linear regression analysis. The step of analyzing data simple linear regression formulated as follows.

a. Hypothesis

$$H_a = F\text{-test} > F\text{-table}$$

There is any significant influence of variable X to variable Y

$$H_0 = F\text{-test} < F\text{-table}$$

There is no any significant influence of variable X to variable Y

b. Test statistic used SPSS Program.

c. Find the magnitude of the effect of variable X to variable Y

1) Make the ANOVA table

2) Determine the coefficient of determination.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher discusses about data description, analysis of the data, and discussion and interpretation.

A. Data Description

Sample in this research were 148 students of the first grade of MA Al-Islam Joresan Mlarak. The variables of this research consisted of two variable namely self-regulated learning (X) and English learning achievement (Y). The obtained data for each variable which have been scored representation self-regulated learning and English learning achievement are described as follow.

1. Self-regulated learning at the first grade students of MA Al-Islam Joresan Mlarak in academic year 2018/2019

This data determine the level of students' self-regulated learning at the first grade students of MA Al-Islam Joresan Mlarak. In getting data, the researcher uses questionnaire instrument for the first grade students at MA Al-Islam Joresan Mlarak. Based on data obtained from a questionnaire distributed to 148 respondents indicated that questionnaire of students' self-regulated learning show the highest score is 85 and the lowest score is 40. From the questionnaire result, it can be seen clearly on the following table.

Table 4.1
The score of Self-regulated learning at the first grade
students of MA Al-Islam Joresan Mlarak in academic
year 2018/2019

No.	Name	Score
1.	Arif Nur Rohman	72
2.	Chumaidi	69
3.	Indra Nur Safi'i	72
4.	Moh. Ayub Muchtar	74
5.	Muhammad Izzulhaq	73
6.	Muhammad Bahrul Ulum	73
7.	Nurul Huda	68
8.	Yazid Muhammad Uli Nuha	56
9.	Zahrul Bilad	75
10.	Alvina Ihda Rahmawati	59
11.	Asna Mahmudah	55
12.	Binti Mar'atussholikah	65
13.	Dewi Salisatun Nurlaili	69
14.	Fitria Katrin Hilma Wardani	59
15.	Intan Kinasih	61
16.	Nisfi Laila	56
17.	Nurul Izza Aisyah	60
18.	Reni Widyaningsih	55
19.	Rizqi Khoirun Nashibah	63
20.	Septin Kumalasari	78
21.	Zellya Agnes Wardani	64
22.	Ahmad Ali Mustofa	54

23.	Ahmad Zein Ar Rosyid	59
24.	Akrim Nuzulana Annafi'i	47
25.	Burhanuddin Yusuf Habibi	60
26.	Malikul Hasyim	40
27.	Mh Bagus Mukminin	45
28.	Muhammad Agam Averosy	58
29.	Muhammad Najib Nidhomi	46
30.	Muhammad Ni'am Muntaha Z	45
31.	Alfina Hidayatun Nafiroh	61
32.	Anisa Naila Sa'adah	68
33.	Dea Ayu Febriana	61
34.	Fiki Linailil Fadhilah	60
35.	Indah Dwi Nurrohmah	77
36.	Karisma Damayanti	56
37.	Layla Faidatul Hasanah	60
38.	Novia Retnowati Angraini	66
39.	Nuryyah Dewi Pertiwi	57
40.	Oktavia Wahyu Puspitasi	66
41.	Rindi Antika Sari	54
42.	Siti Uhsina Rahmawati	70
43.	Zain Maulida Fitria	67
44.	Adi Mas Nugroho	47
45.	Ahmad Faizun	50
46.	Ahmad Kavid Nur Kamali	57
47.	Ahmad Roozaq	48
48.	Ahmad Zaldi Irwanudin	45
49.	Aldy Saiful Anwar	41

50.	Bagas Aji Armansyah	41
51.	Fahrurrozi	52
52.	Ilham Syah	47
53.	Maulana Ahmad Chamim	52
54.	Misbahul Munir	51
55.	Moh. Hilmi Nasihi	66
56.	Muhammad Echsanudin	75
57.	Nanda Wahyu Cipta Pratama	68
58.	Wahyu Dani Wijaya	45
59.	Yusron Fikri Nurwakhid	44
60.	Alfi Zachyatul Khusna	61
61.	Amaliya Elfariyani Maghfiroh	44
62.	Delia Atika Sari	50
63.	Della Nindiasari	62
64.	Diyah Ayu Purwati	59
65.	Febriana Khoirul Azizah	57
66.	Muna Ayu Istiqomah	44
67.	Nadia Khoiru Amalia	62
68.	Noviya Eka Safitri	69
69.	Nur Aini Octaviana	63
70.	Qoriah Khafidatul Abawaini	59
71.	Shaprina Nuranisa	68
72.	Siti Munawaroh	62
73.	Sri Wahyuningsih	54
74.	Susilowati	56
75.	Ahmad Nahrowi	40
76.	Dhyon Alip Utama	45

77.	Ilham Shofiul Amal	50
78.	Mohammad Fariz Albab	46
79.	Muhammad Rizqi Ramadhan	47
80.	Rizal Huda	66
81.	Alda Fuadiyah Liyana	66
82.	Alfia Findi Anti	66
83.	Aza Azkia Aulia Devi	81
84.	Bintang Maura Salsabila Firdaus	66
85.	Enggelika Aulia Putri	74
86.	Farida Muflihan Inayati	55
87.	Farida Nuzula Rohmawati	71
88.	Fatimatuzzahro	63
89.	Fifi Fitriyani	56
90.	Helma Fuadatum Mu'alimah	57
91.	Khisna Risawatul Salsabila	58
92.	Pita Triya Ony Agustina	57
93.	Rifqi Anjar Mustika	73
94.	Rihana Izza Nadifa	63
95.	Ririn Setiani	60
96.	Saniyya Ashfa Mufidah	77
97.	Muhammad Rizal Dwi Mustofa	67
98.	Muhammad Zaky Alfa'iz	58
99.	Nafi' Ihsan Buranuddin	52
100.	Safru Ardianto	72
101.	Aisyah Nor Imama	71
102.	Al Zulva Hafifah Isma Tonik	71
103.	Cahaya Lutfiati	46

104.	Cindy Diah Komala	65
105.	Denise Adinda Putri Hanifa	74
106.	Dyah Ulfa Musfida	65
107.	Erlina Paudhatul Jannah	71
108.	Faradhilla Yaniazzahra	63
109.	Ikka Septiana Kurotul Ayun	85
110.	Kharisma Maharani	71
111.	Mozeyyiroh Esduqo Reelatus S	81
112.	Muna Wida Zahira	74
113.	Nala Zakia Alfara Dysa	71
114.	Nanda Eka Seftyana	62
115.	Rivi Arniantika Musdalifah	52
116.	Rosa Dewi Aprilia	51
117.	Silvi Amalina	72
118.	Siti Zulfa Putri Az-Zahra	65
119.	Tika Nur Febrianti	64
120.	Viki Zahroh Zakiyyatul Muna	64
121.	Ahmad Abdul Rohman	45
122.	Aldian Rizky Wahyudi	40
123.	Ari Ardiansyah	40
124.	Fiky Amrulloh	48
125.	Firza Ulfiya Ridhwanul Hakim	44
126.	Muhammad Reza Fahlefi	48
127.	Richy Anggoro	47
128.	Wildant Tjakrabimantara Ds	48
129.	Agustina Aidatul Fitri	56
130.	Dewi Atika	57

131.	Dwi Risqiani	69
132.	Fatata Riska Afrisa	64
133.	Fauzah Agustina	52
134.	Irma Purwaning Astuti	67
135.	Kharisma Yoga Nurmayani	64
136.	Laily Nafis Istiazah	70
137.	Mahila Zahra	67
138.	Mauludiana Hikmal Latifiani	61
139.	Nanda Ahadiyah Fitri Rosikhoh	68
140.	Nuroh Kusumastuti	51
141.	Rafika Dwi Prahesti	63
142.	Riska Halima Maulida	71
143.	Risma Suaiba Maulida	80
144.	Rizqa Fauziah	66
145.	Salma Almaulida	62
146.	Salma Umar	65
147.	Ulfi Mar'atul Istiqomah	51
148.	Umi Alifah Zahro Alfina	77

From the table above, indicates that the highest score is 85, and the lowest score is 40. While the mean is 60.25. For more detail, the statistics description of students' self-regulated learning score questionnaire, can be seen as follow.

Table 4.2
Statistics descriptions of students' self-regulated learning questionnaire score

Statistics		
self_regulated_learning		
N	Valid	148
	Missing	0
Mean		60.25
Std. Error of Mean		.854
Median		61.00
Mode		66
Std. Deviation		10.388
Variance		107.917
Range		45
Minimum		40
Maximum		85
Sum		8917

From the table above, could be seen that the mean is 60.25 with standard error of mean 0.854, median 61.00, mode 66, std. deviation 10.388, variance 107.917, range 45, minimum 40 and maximum 85. For more details, can be seen in the following frequency distribution table.

Table 4.3
Frequency distribution of questionnaire of self-regulated learning

		self_regulated_learning			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	4	2.7	2.7	2.7
	41	2	1.4	1.4	4.1
	44	4	2.7	2.7	6.8
	45	6	4.1	4.1	10.8
	46	3	2.0	2.0	12.8
	47	5	3.4	3.4	16.2
	48	4	2.7	2.7	18.9
	50	3	2.0	2.0	20.9
	51	4	2.7	2.7	23.6
	52	5	3.4	3.4	27.0
	54	3	2.0	2.0	29.1
	55	3	2.0	2.0	31.1
	56	6	4.1	4.1	35.1
	57	6	4.1	4.1	39.2
	58	3	2.0	2.0	41.2
	59	5	3.4	3.4	44.6
	60	5	3.4	3.4	48.0
	61	5	3.4	3.4	51.4
	62	5	3.4	3.4	54.7
	63	6	4.1	4.1	58.8
	64	5	3.4	3.4	62.2
	65	5	3.4	3.4	65.5
	66	8	5.4	5.4	70.9
	67	4	2.7	2.7	73.6
	68	5	3.4	3.4	77.0

69	4	2.7	2.7	79.7
70	2	1.4	1.4	81.1
71	7	4.7	4.7	85.8
72	4	2.7	2.7	88.5
73	3	2.0	2.0	90.5
74	4	2.7	2.7	93.2
75	2	1.4	1.4	94.6
77	3	2.0	2.0	96.6
78	1	.7	.7	97.3
80	1	.7	.7	98.0
81	2	1.4	1.4	99.3
85	1	.7	.7	100.0
Tot al	148	100.0	100.0	

From the table above, could be seen that the score questionnaire of students' self-regulated learning are various. There were 2.7% or 4 students get score 40, 1.4% or 2 students get score 41, 2.7% or 4 students get score 44, 4.1% or 6 students get score 45, 2% or 3 students get score 46, 3.4% or 5 students get score 47, 2.7% or 4 students get score 48, 2% or 3 students get score 50, 2.7% or 4 students get score 51, 3.4%

or 5 students get score 52, 2% or 3 students get score 54, 2% or 3 students get score 55, 4.1% or 6 students get score 56, 4.1% or 6 students get score 57, 2% or 3 students get score 58, 3.4% or 5 students get score 59, 3.4% or 5 students get score 60, 3.4% or 5 students get score 61, 3.4% or 5 students get score 62, 4.1% or 6 students get score 63, 3.4% or 5 students get score 64, 3.4% or 5 students get score 65, 5.4% or 8 students get score 66, 2.7% or 4 students get score 67, 3.4% or 5 students get score 68, 2.7% or 4 students get score 69, 1.4% or 2 students get score 70, 4.7% or 7 students get score 71, 2.7% or 4 students get score 72, 2% or 3 students get score 73, 2.7% or 4 students get score 74, 1.4% or 2 students get score 75, 2% or 3 students get score 77, 0.7% or 1 student gets score 78, 0.7% or 1

student gets score 80, 1.4% or 2 students get score 81 and 0.7% or 1 student gets score 85.

Based on the description, could be concluded that the highest score is 85 and the lowest score is 40. Based on the table above, the histogram can be seen as follows.

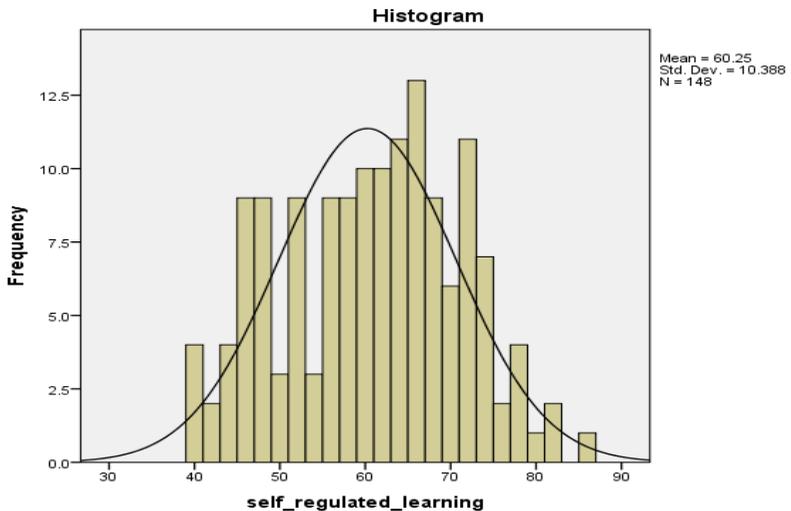


Figure 4.1 histogram for questionnaire of self-regulated learning

From the histogram above, it is stated M (mean) = 60.25 and SD (deviation standard) = 10.388. The determination category of students' self-regulated learning is good, medium or low. The scores grouped using the standard as follow.

- a. More than $M + 1.SD$ ($60.25 + 10.388 = 71$) is categorized into good.
- b. Between $M - 1.SD$ to $M + 1.SD$ ($50 - 71$) is categorized into medium.
- c. Less than $M - 1.SD$ ($60.25 - 10.388 = 50$) is categorized into low.

Thus it can be seen that the scores which more than 71 is categorized into good, while the scores which are less than 50 is categorized into low, and scores of between 50 – 71 is categorized into medium.

Table 4.4
The categorization of students' self-regulated learning

No.	Score	Frequency	Percentage	Category
1.	More than 71	28	19%	Good
2.	50 – 71	92	62%	Medium
3.	Less than 50	28	19%	Low
Total		148	100%	

From the categorization can be seen that the students' self-regulated learning questionnaire score showed that 28 students or 19% in a good category, 92 students or 62% in a medium category and 28 students or 19% in a low category. So, it can be concluded that many students have many medium self-regulated learning. It can be seen from the total number of students who have medium self-regulated learning are 62% or 92 students from 148 students.

2. English learning achievement at the first grade students of MA Al-Islam Joresan Mlarak in academic year 2018/2019

This data determine the level of students' English learning achievement at the first grade students of MA Al-Islam Joresan Mlarak. In getting data, the researcher uses documentation instrument for the first grade students at MA Al-Islam Joresan Mlarak. Based on data obtained from documentation of final examination score indicated that students' English learning achievement show the highest score is 94 and the lowest score is 85. From the documentation result, it can be seen clearly on the following table.

Table 4.5
The score of English learning achievement at the first grade students of MA Al-Islam Joresan Mlarak in academic year 2018/2019

No	Name	Score
1.	Arif Nur Rohman	94
2.	Chumaidi	89

3.	Indra Nur Safi'i	90
4.	Moh. Ayub Muchtar	89
5.	Muhammad Izzulhaq	89
6.	Muhammad Bahrul Ulum	94
7.	Nurul Huda	90
8.	Yazid Muhammad Uli Nuha	89
9.	Zahrul Bilad	89
10.	Alvina Ihda Rahmawati	94
11.	Asna Mahmudah	94
12.	Binti Mar'atussholikhah	94
13.	Dewi Salisatun Nurlaili	94
14.	Fitria Katrin Hilma Wardani	89
15.	Intan Kinasih	94
16.	Nisfi Laila	90
17.	Nurul Izza Aisyah	94
18.	Reni Widyaningsih	94
19.	Rizqi Khoirun Nashibah	94
20.	Septin Kumalasari	94
21.	Zellya Agnes Wardani	90
22.	Ahmad Ali Mustofa	89
23.	Ahmad Zein Ar Rosyid	89
24.	Akrim Nuzulana Annafi'i	94
25.	Burhanuddin Yusuf Habibi	89
26.	Malikul Hasyim	90
27.	Mh Bagus Mukminin	87
28.	Muhammad Agam Averosy	94
29.	Muhammad Najib Nidhomi	87

30.	Muhammad Ni'am Muntaha Z	87
31.	Alfina Hidayatun Nafiroh	94
32.	Anisa Naila Sa'adah	94
33.	Dea Ayu Febriana	94
34.	Fiki Linailil Fadhilah	94
35.	Indah Dwi Nurrohmah	94
36.	Karisma Damayanti	94
37.	Layla Faidatul Hasanah	94
38.	Novia Retnowati Angraini	94
39.	Nuryyah Dewi Pertiwi	94
40.	Oktavia Wahyu Puspitasi	90
41.	Rindi Antika Sari	94
42.	Siti Uhsina Rahmawati	94
43.	Zain Maulida Fitria	94
44.	Adi Mas Nugroho	85
45.	Ahmad Faizun	85
46.	Ahmad Kavid Nur Kamali	85
47.	Ahmad Roozaq	85
48.	Ahmad Zaldi Irwanudin	85
49.	Aldy Saiful Anwar	89
50.	Bagas Aji Armansyah	90
51.	Fahrurrozi	85
52.	Ilham Syah	85
53.	Maulana Ahmad Chamim	94
54.	Misbahul Munir	89
55.	Moh. Hilmi Nasih	89
56.	Muhammad Echsanudin	85

57.	Nanda Wahyu Cipta Pratama	87
58.	Wahyu Dani Wijaya	87
59.	Yusron Fikri Nurwakhid	87
60.	Alfi Zachyatul Khusna	89
61.	Amaliya Elfariyani Maghfiroh	90
62.	Delia Atika Sari	89
63.	Della Nindiasari	90
64.	Diyah Ayu Purwati	90
65.	Febriana Khoirul Azizah	90
66.	Muna Ayu Istiqomah	85
67.	Nadia Khoiru Amalia	94
68.	Noviya Eka Safitri	90
69.	Nur Aini Octaviana	90
70.	Qoriah Khafidatul Abawaini	94
71.	Shaprina Nuranisa	89
72.	Siti Munawaroh	94
73.	Sri Wahyuningsih	90
74.	Susilowati	90
75.	Ahmad Nahrowi	85
76.	Dhyon Alip Utama	89
77.	Ilham Shofiul Amal	87
78.	Mohammad Fariz Albab	87
79.	Muhammad Rizqi Ramadhan	87
80.	Rizal Huda	89
81.	Alda Fuadiyah Liyana	94
82.	Alfia Findi Anti	90
83.	Aza Azkia Aulia Devi	90

84.	Bintang Maura Salsabila F	94
85.	Enggelika Aulia Putri	94
86.	Farida Muflihan Inayati	94
87.	Farida Nuzula Rohmawati	90
88.	Fatimatuzzahro	90
89.	Fifi Fitriyani	94
90.	Helma Fuadatum Mu'alimah	94
91.	Khisna Risawatul Salsabila	90
92.	Pita Triya Ony Agustina	90
93.	Rifqi Anjar Mustika	94
94.	Rihana Izza Nadifa	94
95.	Ririn Setiani	90
96.	Saniyya Ashfa Mufidah	94
97.	Muhammad Rizal Dwi M	85
98.	Muhammad Zaky Alfa'iz	85
99.	Nafi' Ihsan Buranuddin	85
100.	Safru Ardianto	85
101.	Aisyah Nor Imama	90
102.	Al Zulva Hafifah Isma Tonik	90
103.	Cahya Lutfiati	87
104.	Cindy Diah Komala	90
105.	Denise Adinda Putri Hanifa	89
106.	Dyah Ulfa Musfida	94
107.	Erlina Paudhatul Jannah	94
108.	Faradhilla Yaniazzahra	90
109.	Ikka Septiana Kurotul Ayun	94
110.	Kharisma Maharani	94

111.	Mozeyyiroh Esduqo Reelatus S	94
112.	Muna Wida Zahira	94
113.	Nala Zakia Alfara Dysa	90
114.	Nanda Eka Seftyana	85
115.	Rivi Arniantika Musdalifah	89
116.	Rosa Dewi Aprilia	87
117.	Silvi Amalina	89
118.	Siti Zulfa Putri Az-Zahra	87
119.	Tika Nur Febrianti	94
120.	Viki Zahroh Zakiyyatul Muna	89
121.	Ahmad Abdul Rohman	87
122.	Aldian Rizky Wahyudi	85
123.	Ari Ardiansyah	85
124.	Fiky Amrulloh	89
125.	Firza Ulfiya Ridhwanul Hakim	87
126.	Muhammad Reza Fahlefi	85
127.	Richy Anggoro	85
128.	Wildant Tjakrabimantara Ds	85
129.	Agustina Aidatul Fitri	94
130.	Dewi Atika	89
131.	Dwi Risqiani	94
132.	Fatata Riska Afrisa	89
133.	Fauzah Agustina	89
134.	Irma Purwaning Astuti	94
135.	Kharisma Yoga Nurmayani	94
136.	Laily Nafis Istiazah	94
137.	Mahila Zahra	90

138.	Mauludiana Hikmal Latifiani	94
139.	Nanda Ahadiyah Fitri R	94
140.	Nuroh Kusumastuti	89
141.	Rafika Dwi Prahesti	94
142.	Riska Halima Maulida	90
143.	Risma Suaiba Maulida	90
144.	Rizqa Fauziah	89
145.	Salma Almaulida	89
146.	Salma Umar	94
147.	Ulfi Mar'atul Istiqomah	89
148.	Umi Alifah Zahro Alfina	94

From the table above, indicates that the highest score is 94, and the lowest score is 85. While the mean is 90, 33. For more detail, the statistics description of students' self-regulated learning score questionnaire, can be seen as follow.

Table 4.6
Statistics descriptions of students' English learning achievement score

Statistics		
ENGLISH_LEARNING_ACHIEVEMENT		
N	Valid	148
	Missing	0
Mean		90.33
Std. Error of Mean		.264
Median		90.00
Mode		94
Std. Deviation		3.214
Variance		10.332
Range		9
Minimum		85
Maximum		94
Sum		13369

From the table above, could be seen that the mean is 90.33 with standard error of mean 0.264, median 90.00, mode 94, std. deviation 3.214, variance 10.332, range 9, minimum 85 and maximum 94. For more details, can be seen in the following frequency distribution table.

Table 4.7
Frequency distribution of documentation of English learning achievement

ENGLISH_LEARNING_ACHIEVEMENT

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 85	20	13.5	13.5	13.5
87	14	9.5	9.5	23.0
89	29	19.6	19.6	42.6
90	30	20.3	20.3	62.8
94	55	37.2	37.2	100.0
Total	148	100.0	100.0	

From the table above, could be seen that the score of students' English learning achievement are various. There were 13.5% or 20 student get score 85, 9.5% or 14 students get score 87, 19.6% or 29

students get score 89, 20.3% or 30 students get score 90, and 37.2% or 55 students get score 94.

Based on the description above, the histogram can be seen as follows.

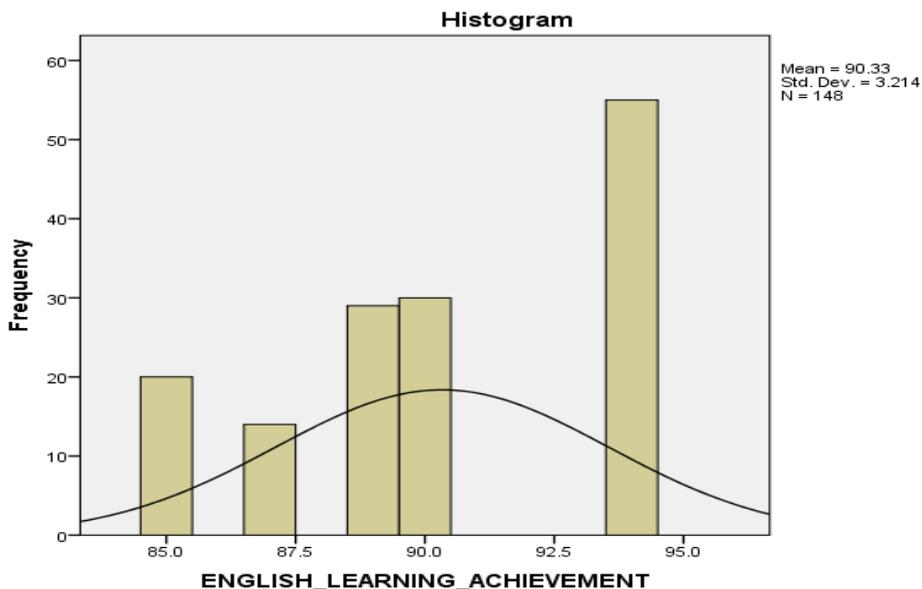


Figure 4.2 histogram for documentation of English learning achievement

From the histogram above, it is stated M (mean) = 90.33 and SD (deviation standard) = 3.214. The determination category of students' English learning

achievement is good, medium or low. The scores grouped using the standard as follow.

- a. More than $M + 1.SD$ ($90.33 + 3.214 = 93$) is categorized into good.
- b. Between $M - 1.SD$ to $M + 1.SD$ ($87 - 93$) is categorized into medium.
- c. Less than $M - 1.SD$ ($90.33 - 3.214 = 87$) is categorized into low.

Thus it can be seen that the scores which more than 93 is categorized into good, while the scores which are less than 87 is categorized into low, and scores of between 87 – 93 is categorized into medium.



Table 4.8
The categorization of students' English learning achievement

No.	Score	Frequency	Percentage	Category
1.	More than 93	55	37.2%	Good
2.	87 – 93	73	49.3%	Medium
3.	Less than 87	20	13.5%	Low
Total		148	100%	

From the categorization can be seen that the students' English learning achievement score showed that 37.2% or 55 students in a good category, 49.3% or 73 students in a medium category and 13.5% or 20 students in a low category.

So, it can be concluded that many students have many medium English learning achievement. It can be seen from the total number of students who have medium English learning achievement are 49.3% or 73 students from 148 students.

B. Analysis of The Data

Before analyzing the data and identifying hypothesis, the data have to fulfill the requirement or assumption test that are normality and linearity and hypothesis test.

1. Assumption Test

The final factor that we need to consider is the set of assumptions of the test.

a. Normality test

Normality test is a test of distribution normality (pattern) data. This normality test assumes that the data in each variable comes from a normally distributed population. There are several statistic tests that can be used to test the normality of the data. In this research, the researcher used SPSS with Kolmogorov-

Smirnov formula.⁶⁶ The whole computation for normality test can be seen as follows.

Table 4.9
Table of normality test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
VAR00001	.070	148	.073	.980	148	.030

a. Lilliefors Significance Correction

From the table above, it shows the significant value is 0.073. The significant value is greater than 0.05. It indicates that the test is normal distribution.

b. Linearity test

Linearity test is a linear test of regression line. Used in simple linear regression analysis and multiple linear regression analysis. The linearity test is done by finding the regression

⁶⁶ Andhita Dessy Wulansari, *Statistika Parametrik* (Ponorogo: STAIN Po Press), 38.

line model from the independent variable x to the dependent variable y . based on the regression line model, can be tested linearity line regression.⁶⁷ The whole computation for linearity test can be seen as follows.

Table 4.10
Linearity test for English learning achievement and self-regulated learning

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
english_learning_achievement * self_regulated_learning	Between Groups	(Combined)	701.845	36	19.496	2.649	.000
		Linearity	336.881	1	336.881	45.773	.000
		Deviation from Linearity	364.964	35	10.428	1.417	.088
	Within Groups		816.932	111	7.360		
	Total		1518.777	147			

Based on the table above, can be seen the result of linearity test for English learning achievement and self-regulated learning. It

⁶⁷ Ibid, 55.

shows the value of sign. Deviation from linearity is 0.088 is higher than 0.05. So it can be concluded that this sample is linear distribution.

2. Hypothesis Test

In this research, there is one hypothesis that should be tested. To decide whether H_a is accepted or rejected, it is necessary to compute the data, therefore the conclusion for hypothesis can be drawn based on the result of computation. The H_0 will be rejected and H_a will be accepted if the value of F -test is higher than F -table. Meanwhile, H_0 will be accepted and H_a will be rejected if the value of F -test is lower than F -table.⁶⁸ The result of simple

⁶⁸ Tony Wijaya, *Analisis Data Penelitian Menggunakan SPSS Untuk Skripsi, Tesis Dan Disertasi Disertai Contoh-Contoh Penelitian Dan Interpretasi Output SPSS* (Yogyakarta: Universitas Atma Jaya Yogyakarta, 2007), 108.

linear regression analyze by using SPSS version 23.00 for windows.

The analysis of self-regulated learning on students' English learning achievement, can be seen as follows.

Table 4.11
Model summary of simple linear regression

Model Summary ^b									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.471 ^a	.222	.216	2.845	.222	41.615	1	146	.000

a. Predictors: (Constant), self_regulated_learning

b. Dependent Variable: english_learning_achievement

Based on the table above, the value R as a symbol of coefficient correlation showed 0,471. It means that the correlation between two variable namely self-regulated learning and English learning achievement is categorized into moderate. Moreover the value of R -square/coefficient determinations

inform how well the independent and dependent variable interact. The *R-square* above showed 0.222. It implies that the independent variable (self-regulated learning) give 22.2% contribution on dependent variable (English learning achievement), then 77.8% influenced by other factors.

Then analysis focus on the linearity of each variable, namely the independent variable X (self-regulated learning) toward the dependent variable Y (English learning achievement), it can be seen from the ANOVA table below.

Table 4.12
Anova table

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	336.881	1	336.881	41.615	.000 ^b
	Residual	1181.897	146	8.095		
	Total	1518.777	147			

a. Dependent Variable: english_learning_achievement

b. Predictors: (Constant), self_regulated_learning

Referring to the ANOVA table above, the *F*-test is 41.615 higher than *F*-table 3.91. *F*-table with $df1 = 1$, $df2 = 146$ listed 3.91. Then the significant value is 0,000. It means that the regression model equation is significant because it has already fulfilled the criteria of linearity. The criteria is if the significant value (less than) < 0.05 , linear regression could be applied.⁶⁹

Then the analysis focus on the effect of the effect of the independent variable X (self-regulated learning) toward the dependent variable Y (English learning achievement). It can be seen from the coefficient table above.

⁶⁹ Sambas Ali Muhidin, Maman Abdurahman, *Analisis Korelasi, Regresi, Dan Jalur Dalam Penelitian* (Bandung: Pustaka Setia, 2007), 198.

Table 4.13
Coefficients table

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	81.551	1.381		59.053	.000
self_regulated_learning	.146	.023	.471	6.451	.000

a. Dependent Variable: english_learning_achievement

Table 4.13 above gives clear description about equation regression model through unstandardized coefficients B. therefore, the equation regression model is $Y=81.551 + 0.146X$. The *t-score* above shows 6.451, it was compared to *T-table* with 5% level of significant, it listed 1.97. It means the *T-score* is higher than *T-table*. And the significant value is 0,000. It means that the equation regression is significant because it already fulfilled the criteria of linearity. The criteria is if the significant value (less than) < 0.005 .

Based on the result above, can be conclude that H_a is accepted and H_0 is rejected. It implied that self-regulated learning are significantly influence or effect the students' English learning achievement.

C. Discussion

The research was conducted to know whether there was a significant influence of self-regulated learning toward students' English learning achievement of the first grade students at MA Al-Islam Joresan Mlarak or not. In this research, questionnaire used to get data about self-regulated learning and documentation of English subject score to get data about students' English learning achievement and school profile of MA Al-Islam Joresan Mlarak.

After collecting data, then make data description. It described the result of questionnaire and documentation of students' score in English subject. Then made the data

analysis. From the data analysis about the significant influence of self-regulated learning on students' English learning achievement at the first grade students of MA Al-Islam Joresan Mlarak in academic year 2018/2019, it founded that the significant value is 0,000. It means that the regression model equation is significant because it has already fulfilled the criteria of linearity. The criteria is if the significant values (less than) < 0.05 , linear regression could be applied. It can concluded that H_a is accepted and H_0 is rejected.

The value of *R-square/coefficient determination* informs about how well the independent and dependent variable interacted. The *R-square* shows 0.22. It implied that the independent variable X (self-regulated learning) gives 22.2% contribution toward dependent variable Y (students' English learning achievement). Then the *F-*

test is 41.615 higher than *F-table* 3.91 and the equation regression model is $Y=81.551 + 0.146X$.

The data above shows that the significant influence of self-regulated learning on students' English learning achievement at the first grade students of MA Al-Islam Joresan Mlarak in academic year 2018/2019 is 22.2%. It can be concluded that H_a is accepted and H_0 is rejected. It means that the increasing of self-regulated learning is followed by the increasing of students' English learning achievement. Self-regulated learning defines as self-generate thoughts, feelings, and actions that are planned and cyclically adapted to the attainment of personal goals.⁷⁰ Zimmerman states, Self-regulated is seen as mechanism to help explain achievement differences among students and as a means

⁷⁰ Kathryn R Wentzel, Allan Wigfield. *Handbook Of Motivation At School* (New York: Roulledge, 2009), 247.

to increase achievement. Pintrich believed that self-regulatory activities mediated the relations between learners and their environments and influenced learners' achievements⁷¹

It means the result of this research is support this theory that self-regulated learning influence students' English learning achievement in the first grade students at MA Al-Islam Joresan Mlarak in academic year 2018/2019.

⁷¹ Dale H Schunk, "Self-Regulated Learning: The Educational Legacy of Paul R Pintrich," *Educational Psychologist*, 40 (2005), 85.

CHAPTER V

CLOSING

This chapter discusses the conclusion and recommendations of the research conducted.

A. Conclusion

After conducting the research conclude that there is significant influence self-regulated learning on students' English learning achievement. The ANOVA table shows, the *F-test* is 41.615 and *F-table* 3.91. *F-table* with $df1 = 1$, $df2 = 146$ listed 3.91. it means that *F-test* is higher than *F-table*. Because of $F\text{-test} > F\text{-table}$. It means that Null hypothesis (H_0) is rejected and alternative hypothesis is accepted. And the equal regression model is $Y = 81.551 + 0.146X$. And sig. value 0.000. ($P < 0.05$). So H_a accepted and H_0 rejected. The *R-square* showed 0.222. it implies that independent variable (self-regulated learning) give 22.2%

contribution on dependent variable (English learning achievement) then 77.8% influenced by other factors.

From this research also show that Self-regulated learning of students at first grade students of MA Al-Islam Joresan Mlarak is enough or medium. It can be prove, there are 62% or 92 students from 148 students in a medium category Students' English learning achievement also medium enough. It can be proved there are 49.3% or 73 students from 148 students in a medium category.

B. Recommendations

Based on the result of the study, the researcher want to give some suggestions as follow.

1. For teachers
 - a) Self-regulated learning has relationship with English learning achievement. So teachers

must be able to motivate the students in order to improve students' self-regulated learning.

b) Teachers should give support and motivation to increase students' self-regulated learning

2. Students

The students should be able to improve their self-regulated learning in English learning in order to achieve their learning goal and achievement. Students should regulated and also controlled their learning performance.



BIBLIOGRAPHY

- Alotaibi, Khaled, Tiyad Tohmaz, Omar Jabak. "The Relationship between Self-Regulated Learning and Academic Achievement for A Sample Community College Students at King Saud University," *Education Journal*, Vol 6 No.1. January, 2017.
- Alwisol. *Psikologi Kepribadian*. Malang: UMM Press, 2009.
- Ary, Donald *Et Al*, *Introduction to Research in Education Eighth Edition*. Canada: Wadsworth, 2010.
- Bachman, Lyle F. *Fundamental Consideration in Language Teaching*. New York: Oxford University Press, 1997.
- Balapumi, Rohini. *Factors and Relationships influencing Self-Regulated Learning among ICT students*. Curtin University: 2015.
- Boekaerts, Monique, Paul R Pintrinch, Moshe Zeidner. *Handbook of Self-Regulation*. USA: Elsevier, 2005.

Brunswick. *Reading and Achievement Standards*. Canada: New Nouveau, 2008.

Brown, H Douglas. *Language Assessment Principle and Classroom Practices*. California: Longman, 2003.

Bull, Victoria. *Oxford Learner's Pocket Dictionary Fourth Edition*. New York: Oxford University Press, 2011.

Cetin, Baris. "Academic Motivation And Self-Regulated Learning In Predicting Academic Achievement In College" *International Education Research*, 22. 2015.

Cohen, Louis, Lawrence Manion, Keith Morrison. *Research Methods in Education Sixth Edition*. New York: Roulledge, 2007.

Creswell, John W. *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research Fourth Edition*. New York: Pearson, 2002.

Gall, M. D. *et al*, *Applying Educational Research Seventh Edition*. America: Pearson, 2015.

Hacker, Douglas J, John Dunlosky, Arthur C. Grasser. *Handbook of Metacognition in Education Edited By Douglas J Hacker, John Dunlosky, and Arthur C. Grasser*. New York: Routledge, 2009.

Hall, Nathan C, Thomas Goetz. *Emotion, Motivation, and Self-Regulation: A Handbook for Teacher*. UK: Emerald, 2013.

Kotari, C.R. *Research Methodology: Method and Technology Second Revised Edition*. New Delhi: New Age International Publishers, 1990.

Leong, Lai-Mei, Seyedeh Masoumeh Ahmadi, “An Analysis Of Factors Influencing Learners’ English Speaking Skill”, *International Journal Research In English Education*. February, 2017.

- Muhidin, Sambas Ali, Maman Abdurahman. *Analisis Korelasi, Regresi, Dan Jalur Dalam Penelitian*. Bandung: Pustaka Setia, 2007.
- Nunan, David. *Practical English Language Teaching*. America: Contemporary, 2009.
- _____. *Practical English Language Teaching: Speaking*. New York: Mcgraw-Hill, 2005.
- Ormrod, Jeanne Ellis. *Human Learning sixth Edition*. USA: Pearson, 2012.
- Putri, Maria Resita Eka. "Hubungan Self-Regulated Learning Dan Stres Akademik Pada Mahasiswa Skripsi". Thesis: Sanata Dharma University, 2017.
- Sagala, Syaiful. *Konsep Dan Makna Pembelajaran*. Bandung: ALFABETA, 2013.
- Sarwono, Jonathan. *English For Academic Purpose a Successful Way to Learn Scientific English*. Yogyakarta: CV Andi Offside, 2013.

- Schunk, Dale H. "Self-Regulated Learning: The Educational Legacy of Paul R Pintrich," *Educational Psychologist*, 40. 2005.
- Siane, Molla Haftu. "The Effect of Self-Regulated Learning Strategies and Self-Efficacy on Academic Achievement of Primary School Students". *Psychology and Behavioral Science*, 2015.
- Sugiyono, *Metode Penelitian Pendidikan*. Bandung: Alfabeta, 2012.
- Syah, Muhibbin. *Psikologi Pendidikan*. Bandung: PT Remaja Rosdakarya, 2013.
- Wahab, Rohmalina. *Psikologi Belajar*. Jakarta: Rajawali Press, 2016.
- Wentzel, Kathryn R, Allan Wigfield. *Handbook of Motivation at School* (New York: Roudedge, 2009.
- Widyaningrum, Retno. *Statistika*. Yogyakarta: Pustaka Felicha, 2017.

- Wigfield, Allan, Susan L. Klauda, Jenna Cambria. "Influences on the Development of Academic Self-Regulatory Processes" *Handbook of Self-Regulation of Learning and Performance*. March, 2011.
- Wijaya, Tony. *Analisis Data Penelitian Menggunakan SPSS Untuk Skripsi, Tesis Dan Disertasi Disertai Contoh-Contoh Penelitian Dan Interpretasi Output SPSS*. Yogyakarta: Universitas Atma Jaya Yogyakarta, 2007.
- Wulansari, Andhita Dessy. *Penelitian Pendidikan: Suatu Pendekatan Praktik Dengan Menggunakan SPSS*. Ponorogo: STAIN Po Press, 2012.
- _____. *Statistika Parametrik*. Ponorogo: STAIN Po Press.
- Zumbrunn, Sharon, Joseph Tadlock, Elizabeth Danielle Roberts. "Encouraging Self-Regulated Learning in the Classroom", *VCU Scholars Compass*. October, 2011.