

ABSTRACT

Mahmud, Ameliaty. 2016. The Correlation between Self-Regulated Learning and *Students' Reading Achievement* at the Fourth Semester of English Department of STAIN Ponorogo in Academic Year 2015/2016. **Thesis**, English Department, Tarbiyah Faculty, State Islamic College of Ponorogo (STAIN Ponorogo). Advisor DR. Harjali.

Key Words: *Students' Self-Regulated Learning*, Reading Achievement

In order to be successful in learning, students must take responsibility for the learning process by setting goal, monitoring, control and reflecting their learning. Especially in reading because reading needs complex process which students should coordinate multiple types of information. By regulating their learning self the students expect can achieve the target of reading because if the students can regulate their learning, they will be able to use various meta-cognitive strategies to monitor and easily to construct meaning from the text.

The problem of this research is as follow: is there significant correlation between self-regulated learning and students' reading achievement at the fourth semester of English Department of STAIN Ponorogo in academic year 2015/2016? The purpose of this research was to examine whether there is significant correlation between self-regulated learning and students' reading achievement at the fourth semester of English Department of STAIN Ponorogo in academic year 2015/2016.

This research used quantitative research design. There were 80 population and 56 samples from fourth semester of English Department of STAIN Ponorogo in academic year 2015/ 2016. The techniques of data collection were questionnaire and documentation. To analysis, the researcher used SPSS 16.00 to know whether there is significant correlation between self-regulated learning and students' reading achievement at the fourth semester of English Department of STAIN Ponorogo in academic year 2015/2016.

The result of the research showed that the coefficient correlation is 0,366. With $df = 54$, the significant standard of $5\% = 0,273$, so $0,366 > 0,273$. Because of $r_{xy} > r_{table}$, it means that null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. It can be concluded that there is correlation between self regulated learning and students' reading achievement at the fourth semester of English Department of STAIN Ponorogo in academic year 2015/2016.

CHAPTER I

INTRODUCTION

A. Background of the Study

In general, language is defined as a medium to communicate with other people. Language has an important function to all societies who used it, because language is a way to interact one to another person especially in a communication so that they can understand each other.

The goal of language learning is authentic communication between persons of different languages and cultural backgrounds.¹ To achieve this goal, all learners need to self-regulate their learning such as set learning goals, make their learning plans, choose their learning strategies, monitor their learning processes, and evaluate their learning outcomes. In short, they are expected to become good self-regulated learners.

Zimmerman and Schunk defined self-regulated learning as feelings, actions and thoughts that are self-generated and directed regularly toward the achievement of students' goals.² In other words, the goal setting process of self-

¹Abiy Yigzaw Filate, "The impact of students' self-regulated language learning on their reading achievement: Grade 9 students in focus", *ELT Research Journal*, 3 (2012), 175.

² Najva Nejabati, "The Effects of Teaching Self-regulated Learning Strategies on EFL Students' Reading Comprehension", *Journal of Language Teaching and Research*, 6 (2015), 1343.

regulated learning is encourages the students to define his or her outcomes of their learning by themselves.

In learning, the students need to know what their abilities are, how much progress they are making and what they can (or cannot yet) do with the skills they have acquired. Zimmerman also suggests that self-regulated learning is an active and constructive process where learners set themselves goals that enable them to monitor, regulate and control their meta-cognition, motivation and ensuing behavior within the contextual features of their environment.³ Thus, if the students can self-regulate their learning well they can manage and understand how they learn in order to can achieve the goals.

In educational field, reading is one of the main skills that students must acquire in the process of mastering a foreign language in school. Reading is not only an aim in itself; it is also a means of learning a foreign language. When reading a text, the students review sounds and letters, vocabulary and grammar, memorizes the spelling of words, the meaning of words and word combinations, he or she also reviews grammar and if the students can mastering these means they can achieve the target language.

Reading is good habit in our life because it is a great factor for an individual to develop her or his abilities and the most important activity in

³ Alexander Mikroyannidis and Teresa Connolly, "Self-regulated learning in formal education: perceptions, challenges and opportunities," Knowledge Media Institute, 2 (2014), 145.

school. However, to be a good reader is not easy because according to Artur Gates, “Reading is essentially a thought-full process a complex organization of patterns of higher mental processes and should embrace all types of thinking”.⁴ Thus, the students must be able to utilize some process in reading well.

Based on interview, students in English Department of STAIN Ponorogo especially on fourth semester in academic year 2015/2016 is not too interest in reading because the students lack of awareness to manage themselves to can understand the reading text and also lack of some elements of reading. Thus, they need to read more in order to comprehend the ideas, information and content of reading text.⁵

Reading is the process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information.⁶ As reading is a meaning constructing activity, readers need to utilize their linguistic, cognitive, and socio-cultural resources when they interpret a written text.⁷ Reading is most in need of self-regulation because it challenges students to coordinate multiple types of information. Thus, students who has good self-regulated learning can plan, monitor, control, reflection and overcome

⁴Russel G. Stauffer, “Theoretical Rationale Of The Language Experience Approach,” International Reading Association, 3 (April 1971), 1.

⁵Interview on Monday, March, 7, 2016 with some students at the fourth semester of English Department in STAIN Ponorogo.

⁶ Anderson Richard, *Becoming a Nation of Readers: The Report of the Commission on Reading* (Washington DC; National Inst. Of ED, 1985), 7.

⁷Abiy Yigzaw Filate, “The impact of students’ self-regulated language learning on theirreading achievement: Grade 9 students in focus”, *ELT Research Journal*, 3 (2012), 176.

reading problems. If readers know when and how to apply the self-regulation components (cognitive, meta-cognitive, and motivation), they can easily construct meanings from the text.

Based on the statements above, the writer assumes that self-regulated learning and reading have relation. To get valid information about it the writer conducts a test to prove the correlation between self-regulated learning and reading achievement. So, the writer took a title **“The Correlation between Self-Regulated Learning and Students’ Reading Achievement at the Fourth Semester of English Department of STAIN Ponorogo in Academic Year 2015/2016”**.

B. Identification of the Problems

From the background study above, some problems can be identified as follow:

1. Most of the students lack of awareness
2. Some students cannot regulate their learning well
3. Most of the students feel difficult to understand the reading text
4. Some students lack of reading elements knowledge

C. Limitation of the Problems

To avoid a far-ranging discussion, this study focuses on some concerns identified as follow:

1. This study focus on the students' self-regulated learning at the fourth semester of English department of STAIN Ponorogo in academic year 2015/2016.
2. This study focus on the students' reading achievement at the fourth semester of English department of STAIN Ponorogo in academic year 2015/2016.
3. Correlation between self-regulated learning and students' reading achievement at the fourth semester of English department of STAIN Ponorogo in academic year 2015/2016.

D. Statement of the Problem

Regarding the limitation of the study, this study promotes some problems as follow:

Is there significant correlation between self-regulated learning and students' reading achievement at the fourth semester of English department of STAIN Ponorogo in academic year 2015/2016?

E. Objective of the Study

Concerning with the problem statement, this study has objective to know is there correlation between self-regulated learning and students' reading achievement at the fourth semester of English department of STAIN Ponorogo in academic year 2015/2016?

F. Significance of the Study

This study focuses on the correlation between the between self-regulated learning and students' reading achievement. The result of the study is expected to have its benefits pointed to:

1. Theoretical Significance

The researcher hopes that this research can give contribution of knowledge to know that self-regulated learning is one of the affective factors that influences on the process of foreign language acquisition.

2. Empirical Significance

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

a. Lecturer

This study is expected to give lecturers a contribution, particularly the lecturers of English Education Department at STAIN Ponorogo to getting useful information about student's self-regulated learning. Besides, the lecturer can give motivation to the students to read especially in English reading text.

b. Students

This study is expected to increase the students' reading skill, particularly, the students of English Education Department at STAIN Ponorogo in academic year 2015/2016.

c. Other researcher

This study is expected to be able give contribution to readers, particularly, the students of English Department of STAIN Ponorogo, in enriching references concerned with the correlation between self-regulated learning and student's reading achievement.

G. Organization of the Thesis

To make easy to arrange the thesis, in this section will explain about the organization of the thesis. There are five chapters. They are:

Chapter I : Introduction

In this chapter consist of background of the study, focus and limitation of the problem, statement of the problems, objectives of the study, significance of the study, and organization of thesis.

Chapter II : Review of Related Literature

In this chapter consist of theoretcal analysis, the previous finding, theoretical framework, and hypothesis.

Chapter III : Research Methodology

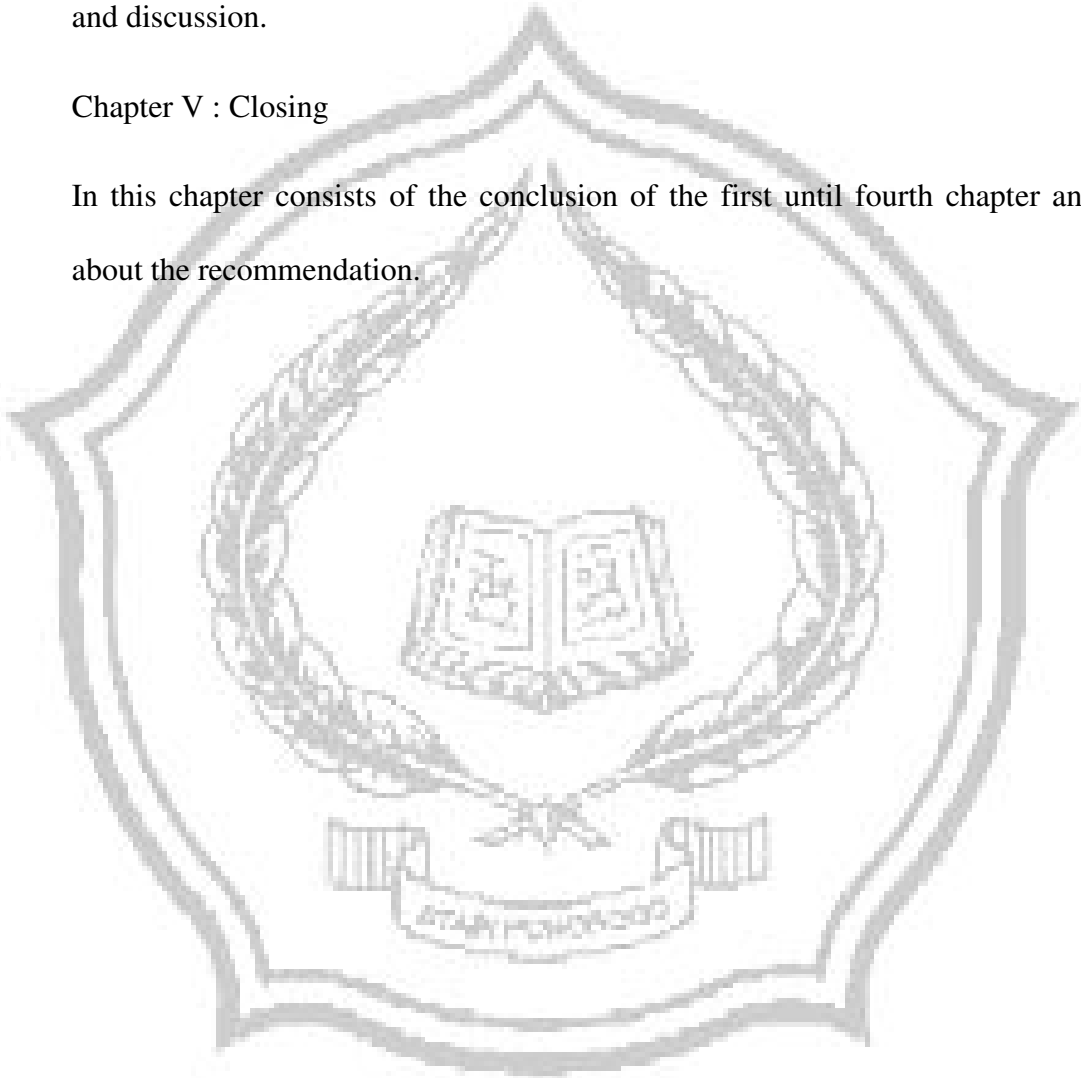
In this chapter consists of research design, population and sample, instrument of data collection, and technique of data analysis.

Chapter IV : Research Result

In this chapter consist of the research location, data description, data analysis, and discussion.

Chapter V : Closing

In this chapter consists of the conclusion of the first until fourth chapter and about the recommendation.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Background

1. Self-Regulated Learning

a. Definition of Self-Regulated Learning

Students need to self regulate their learning in order to they can design their learning experiences.

According to Zimmerman, “Self regulated of learning refers to students’ self generated thoughts, feelings and actions that are systematically designed to affect learning of knowledge and skill.”⁸

According to Pintrinch, “Self-regulated learning, or self-regulation, is “an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the environment”⁹

Zimmerman and Schunk defined "self-regulated learning as feelings, actions and thoughts that are self-generated and directed

⁸ Hafer Bembenutty, Marie C White, Miriam R. Velez, *Developing Self-Regulation of Learning and Teaching Skills Among Teacher Candidates* (New York: Springer, 2015), 9.

⁹ Dhale. H Shunk, “Self Regulated Learning,” *Journal of Educational Psychologist*, 2 (2005), 85-94.

regularly toward the achievement of students' goals. Also, as Zimmerman states "self-regulated learning refers to learning that occur when individuals are meta-cognitively, motivationally, and behaviorally active participants in their own learning process".¹⁰

Thus, in short, self-regulated learning is how the students manage themselves to achieve their goal.

b. Components of self-regulated learning

Self-regulated learning consists of three components: cognition, meta-cognition, and motivation.¹¹

1) The cognition

The component includes the skills and habits that are necessary to encode, memorize, and recall information as well as think critically. Cognitive strategies are used when the students actively organize information that they have to learn to enhance their achievement. Pintrich indicated that cognitive strategies include rehearsal, elaboration and organization. Such as:

- a) Rehearsal strategies are employed by learners to remember materials using repetition.¹² Rehearsal strategies do not help

¹⁰Najva Nejabati, "The Effects of Teaching Self-regulated Learning Strategies on EFL Students' Reading Comprehension," *Journal of Language Teaching and Research*, 6 (November 2015), 1343.

¹¹ Mary Ann C & Lary Condell, *Teaching Excellence in Adult Literacy* (USA: American Institute for Research, 2012), 29.

students to relate or to integrate new information with existing information. Instead, by rehearsing the material, the students try to memorize keywords. Some of rehearsal strategies include repeating the material aloud, copying the material, taking selective notes and understanding the most important part of the material.

- b) Elaboration strategies refer to the strategies that are helpful to organize information in the long-term memory by relating items that are going to be learned to each other. This means that the strategies are essential to integrate and relate new information to the previous information, and thus for making a connection with the information they have already learned. Some of the elaboration strategies that are used are imagery, paraphrasing, summarizing, and creating analogies, generative note-taking and question answering.¹³
- c) Organizational strategies refer to strategies that are essential in the selection of appropriate information, and to relate information in a form of meaningful categories, hierarchies and sequential structures. Therefore, the student is able to visualize,

¹² Tigist Merha Tsemrekal, "The Relationship Between Parenting Style, Self Regulated Learning and Academic Achievement in Selected Primary School in Ethiopia," (Thesis, University of South Africa, Africa., 2013), 50.

¹³ Ibid., 51.

analyze, understand and store the information in the memory in a way that gives meaning. Organizational strategies include the outlining and mapping of information and facts.¹⁴

2) Meta-cognitive

Within the meta-cognition component are skills that enable learners to understand and monitor their cognitive processes. Meta-cognition refers to the internal processes that help to control the thinking behavior, or to assist the students to learn. It is designed to check or determine whether learning is taking place. When there is no learning, meta-cognition activates other processes that are helpful to rectify the condition.

3) Motivation

Motivation refers to the belief of a learner in his or her ability to accomplish a task successfully. It includes judgment about one's ability to accomplish a task and one's confidence in one's skill to perform the task.¹⁵

c. Models of self-regulated learning

1) Planning phase

¹⁴ Norma and Rohaida, "Exploring Students' Cognitive Strategies in Chemistry Learning," (Thesis, University of Malaysia, Kuala Lumpur, 2012), 3.

¹⁵Mary Ann C & Lary Condell, Teaching Excellence in Adult Literacy (USA: American Institute for Research, 2012), 30.

In this phase, students analyze the learning task and set specific goals toward completing that task. Planning can help students self-regulate their learning prior to engaging in learning tasks. Planning and goal setting are complementary processes, as planning can help learners establish well thought out goals and strategies to be successful. Planning occurs in three stages: setting a goal for a learning task, establishing strategies for achieving the goal, and determining how much time and effort will be needed to achieve the goal.¹⁶

2) Self monitoring phase

In this phase, the students are attention and awareness of their actions and outcomes. The learners also check themselves for comprehension of knowledge or skills. Regulating strategies involve processes such as adjusting reading rate, re-reading, and reviewing.

In order for a learner to self-monitor their progress, they must focus their attention on the task at hand, for example when students learn, the students are aware that they have not understood something they have just read or heard, when they are aware that they are reading too quickly for the type of the text or the goals they have set (for examples: understanding the main ideas, find conclusion) or

¹⁶ Fermin Torano & Maria Casmer, "Self-Regulated Learning: Curent and Future Direction," *Journal of Research in Educational Psychology*, 1 (2004), 6

when they actively observe their own reading comprehension, they will ask themselves questions to see whether they have understood and the students have learning strategies to facilitate their understanding of material, for examples: The students select strategies to achieve their goals, sequence the strategies selected, set standards to gauge the quality of their performance and making progress in achieving their goals. If they become frustrated along the way, these students work to overcome the problem. They do not procrastinate and are aware of discrepancies among their actions, goals, and performance standards. When discrepancies are noted, academically self-regulated learners use this information to adjust their efforts and strategies. In addition, they try to take advantage of the help available and use routines and structure to help get their work done.¹⁷

3) Control

Control phase encompassing the selection and utilization of thought control strategies such as cognitive and meta-cognitive strategies, motivation, emotions, as well as those related to regulating time and effort. This process entails clearing the mind of distracting

¹⁷ Lana L. Becker, "Self-Regulated Learning an Introductory Undergraduate Accounting Course", *Electronic Journal*, 8 (2011), 7.

thoughts, as well as seeking suitable environments that are conducive to learning.¹⁸

4) Reflection

Students evaluate their performance on the learning task with respect to the effectiveness of the strategies that they chose, compare the results of their efforts with their intentions and think about whether they have acted according to their own standards or principles. During this stage, students also must manage their emotions about the outcomes of the learning experience. These self-reflections then influence students future planning and goals, initiating the cycle to begin again.¹⁹

d. Characteristics of Good Self-Regulated Learners

According to Butler and Winne, “In educational settings, self-regulation involves tasks that require the student’s settlement of goals to gain more knowledge, the use of strategies towards the achievement of goals, and the monitoring of student’s progress regarding the goals”.

According to Zimmerman, “Good self-regulated learners set up goals in a hierarchical way; prioritizing more immediate goals to more long term goals”. SRL is done when people set goals, monitor, and

¹⁸Fermin Torano & Maria Casmer, “Self-Regulated Learning: Current and Future Direction,” *Journal of Research in Educational Psychology*, 1 (2004), 7

¹⁹Ibid.

regulate their learning process to attain the goals set up, people also select the strategies to accomplish their goals, they know how to manage their resources, the effort put into the task, how to react to the feedback externally provided, and their reactions to their outcomes.²⁰

2. Reading

a. Definition of Reading

There are many definitions of reading, some of them say reading is a skill which enables us to get a message, understanding the meaning and also reading is a process to understand the written text which means extracting the required information from it as efficiently as possible.

According to Bacon, “Reading means to understand the meaning of printed words for example, written symbols”. Reading is an active process which consists of recognition and comprehension skill. Reading is an important activity in life with which one can update his/her knowledge.²¹ According to Ernest Horn “Reading includes those

²⁰ Garrido-Vargas, “Martha, Relationship of Self-Regulated Learning and Academic Achievement Among English Language Learners,” (Thesis, The University of Arizona, Amerika 2012), 16.

²¹M.F Patel, Praven. M Jain, English Language Teaching (Jaipur: Sunrise Publisher and Distributors, 2008), 113.

processes that are involved in approaching, perfecting and maintaining meaning through the use of the printed page”.²²

Alderson J.C. states that reading is built from two components: word recognition and comprehension.²³

Nunan in his book state “Reading is a process of decoding written symbols, working from smaller units (individual letters) to larges one (word, clause, sentences)”²⁴

Based on statements above, it shows the various definition of reading. Reading means complex process that involve comprehension skills, understanding, recognition in order to be able receives ideas, meaning, information and content of written text. By reading, the reader can get and update knowledge. Thus, reading is an important activity in life.

b. Reading process

1) Bottom-up models

²² Russel G. Stauffer, “Theoretical Rationale Of The Language Experience Approach,” International Reading Association, 3 (April 1971), 1.

²³ Qabas Jamal, “Reading As Means Of Communication,” Journal of Linguistics, 30 (2003), 159.

²⁴ David Nunan, Language Teaching Methodology (New York: Prentice Hall, 1991), 20.

Bottom-up model typically consist of lower-level reading processes. Students start with the fundamental basics of letter and sound recognition, which in turn allows for morpheme recognition followed by word recognition, building up to identification of grammatical structures, sentences, longer text, and finally meaning is the order in achieving comprehension.

2) Top down models

Top down models, on the other hand, begin with the idea that comprehension resides in the reader. The reader uses background knowledge, makes predictions, and searches the text to confirm or reject the predictions that are made. A passage can thus be understood even if all of the individual words are not understood. Within a top-down approach to reading the teacher should focus on meaning generating activities rather than on mastery of word recognition.

3) Interactive models

Interactive models, the reader combines elements of both bottom-up and top-down models of reading to reach comprehension.²⁵

Based on the definition above, we can conclude that reading processes have three models such as bottom-up, top-down and interactive models. The reader recognition words, letters, phrase, sentences, and meaning to achieve comprehension. The readers also use their background knowledge and makes prediction to achieve comprehension and the reader also can combine these models.

c. The Purpose of Reading

Reading has purpose to find information, such as material and meaning written. There are²⁶

- 1) Reading to search for simple information
- 2) Reading to skim quickly
- 3) Reading to learn from texts
- 4) To integrate information
- 5) To write (or research for information needed for writing

²⁵ David Nunan, *Practical English Language Teaching* (Singapore: McGraw-Hil, 2003), 70-72.

²⁶ William Grabe and Fredericka, Stoler *Teaching and Researching Reading* (London: Longman, 2002), 9.

6) To critic texts for general comprehension

According to David Nunan the Purposes of reading are:²⁷

- 1) To obtain information for some purpose or because we are curious about some topic
- 2) To obtain instructions on how to perform some task for our work daily life (e.g knowing how an appliance works)
- 3) To act in a play, play game, do a puzzle
- 4) To keep in touch with friends by correspondence or to understand business latter.
- 5) To know when or where something will take place or what is available
- 6) To know what is happening or has happened (as reported in newspapers, magazine, reports)
- 7) For enjoyment or excitement

So that, reading has many purposes which must be known by students in study English.

d. Components of Reading

²⁷ David Nunan, *Designing Task for the Communicative Classroom*, (Sidney: Cambridge University Press, 1989), 33-34.

1) Phonemes

Phonemes are the smallest parts of sound in a spoken word that make a difference in the word's meaning. For example, changing the first phoneme in the word hat from /h/ to /p/ changes the word from hat to pat, and so changes the meaning.

Phonemic awareness is the ability to hear and manipulate the individual sounds within words.²⁸ For example, the student recognizing which words in a set of words begin with the same sound ("Bell, bike, and boy all have /b/ at the beginning.")

2) Phonic

Phonics is the relationships between the letters of written language and the individual sounds (phonemes) of spoken language. Phonics is used, for example, when a reader comes across an unknown word. With knowledge of phonics, he can try to read the word by focusing on the specific sound of each letter or combination of letters. For example, that phone is spelled this way rather than foan, their memory helps them to read, spell, and recognize the word instantly and more accurately than they could read foan.

²⁸ Timothy Shanahan, The National Reading Panel: Practical Advice For Teachers, (USA: NCREL, 2005), 6.

3) Fluency

Fluency is the ability to read a text accurately and quickly. When fluent readers read silently, they recognize words automatically. Fluency is the ability to read a text accurately and quickly. When fluent readers read silently, they recognize words automatically. They group words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking. Readers who have not yet developed fluency read slowly, word by word.

4) Vocabulary

Vocabulary refers to the words we must know to communicate effectively. In general, it can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print.

5) Comprehension

Comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading. The National Reading Panel determined that “Reading comprehension is the act of understanding and interpreting the information within a text. Comprehension is about the construction of meaning more than about passive remembering. It is a form of active and dynamic thinking and includes interpreting information through the filter of one’s own knowledge and beliefs, using the author’s organizational plan to think about information (or imposing one’s own structure on the ideas), inferring what the author does not tell explicitly as well as many other cognitive actions. Successful comprehension requires the thoughtful interaction of a reader with a text”.²⁹

e. Types of Reading

There are several types of reading³⁰

1) Intensive Reading :

Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of structure and for

²⁹ Shanahan, The National Reading Panel: Practical Advice For Teachers, 28

³⁰M.F Patel, Praven. M Jain, English Language Teaching, (Jaipur: Sunrise Publisher and Distributors, 2008), 115.

extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing. The material selected should parallel the type of material the advanced student would enjoy in the native language: short stories, novels, plays, and poems, articles on scientific discoveries, artistic achievements, political development, and aspects of contemporary community life in a country where the language is spoken.

There are few characteristics of intensive reading:

- a) This reading helps learner to develop active vocabulary.
- b) Teacher play main role in this Reading.
- c) Linguistic items are developed.
- d) This reading aims at active use of language.
- e) Intensive reading is reading aloud.
- f) In intensive reading speech habit are emphasized and accent, stress, intonation and rhythm can be corrected.

2) Extensive reading

Materialfor extensive reading will be selected at a lower level of difficulty than that for intensive reading. The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of

the teacher. Extensive reading can be made the basis for oral reports, to the rest of the class, or full class discussion.

Few Characteristics of Extensive Reading are:

- a) It helps learner to develop to active vocabulary.
- b) Extensive reading is silent reading.
- c) In extensive reading the subject matter is emphasized.
- d) In the extensive reading the learners play main role because they have to ask for measures.
- e) In extensive reading the idea can be developed.
- f) The aim of extensive reading is to enrich learners' knowledge.
- g) Through extensive reading the good reading habit can be developed.

3) Aloud Reading

Reading aloud also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation.

4) Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties. It is kind of habit in which learner are enabled to read without any audible whisper.

f. The Correlation between Self-Regulated Learning and Students' Reading Achievement

One reason why the students find reading in some subject fields difficult because of the lack of awareness to manage and control themselves to can comprehend the reading text. The ability of managing, make a goal, make learning plans, choose learning strategies, monitor their learning processes, and evaluate their learning is called self-regulated learning

Reading is a complex skill requiring the coordination of a number of interrelated sources of information.³¹ Thus, reading activity need self-regulated learning because it challenges students to coordinate multiple types of information in reading text. Through self-regulated learning the students can increase reading achievement.

³¹ Anderson, Richard, *Becoming a Nation of Readers: The Report of the Commission on Reading* (Washington DC; National Inst. Of ED, 1985), 7.

B. Previous Research Finding

There are some studies which are relevant to the study the researcher conducts here. This study can be supported by an extensive review of the literature on self-regulated learning and reading achievement.

In this research, the researcher use previous study of research finding below:

Sadigheh Abbasnasab Sardarah examined whether self-regulated learning strategies and academic achievement in Pre-University EFL Learners had correlation. The purpose of Sadigheh Abbasnasab Sardarah's examined to investigate the relationship between academic achievement and self regulated learning strategies and to investigate the meaningful differences between male and female students concerning the use of self regulated learning strategies

The resulted of Sadigheh Abbasnasab Sardarah's examined were: 1) The finding of this research showed strong relationship between academic achievement and self-regulated learning strategies. 2) The finding of this research showed that there is a difference between male and females as to the use of SRL strategies. Females outperformed males in both academic achievement and the use of SRL strategies.³²

³²Sedigheh Abbasnasab Sardareh,, "Self-Regulated Learning Strategies (SRLS) and academic achievement in pre-university EFL learners" California Linguistic Notes, 1, (Winter, 2012), 12.

Kit-Ling Lau examined whether reading performance and self-regulated learning of Hong Kong students had correlation. The purpose of Kit-ling Lau's examined was to investigate the relationship between reading performance and students' self-regulated learning.

The resulted of this Kit-Ling Lau showed significant relationship between reading performance and self-regulated learning.³³

Esther Sui-Chu Ho examined whether self-regulated learning and academic achievement of Hong Kong Secondary School student had correlation. The purpose of Esther Sui-Chu Ho's examined was to investigate the relationship between self regulated learning and academic achievement (reading, mathematics, and science).

The resulted of Esther Sui-Chu Ho's showed there is significant relationship between self regulated learning and academic achievement (reading, mathematics, and science)³⁴

From the previous study above, the researcher find same variable. The previous study also explain about self regulated learning, students' achievement, and reading performance but this thesis explain two variables; self-regulated

³³ Kit-ling Lau, "Reading Performance and Self-regulated Learning of Hong Kong Students," *Asia-Pacific Edu Res*, 1, (June, 2015), 11.

³⁴ Esther Sui-Chu Ho, "Self-regulated Learning and Academic Achievement of Hong Kong Secondary School Student," *Education Journal*, 2(Winter 2004), 104=

learning and students' reading achievement. Related to the research, these previous study becomes a contribution and reference to the researcher.

C. Theoretical Framework

This section describes two variables: self regulated learning and reading achievement. The first variable is self-regulated learning followed by its definition of self-regulated learning and its element. And the second is reading achievement is followed by definition of reading and its element.

According to Zimmerman, "Good self-regulated learners set up goals in a hierarchical way; prioritizing more immediate goals to more long term goals". Self-regulated learning is done when people set goals, monitor, and regulate their learning process to attain the goals set up, people also select the strategies to accomplish their goals, they know how to manage their resources, the effort put into the task, how to react to the feedback externally provided, and their reactions to their outcomes.³⁵

Based on statements above, the researcher conclude the theoretical framework as follows:

³⁵ Garrido-Vargas, "Martha, Relationship of Self-Regulated Learning and Academic Achievement Among English Language Learners," (Thesis, The University of Arizona, Amerika 2012), 16.

1. If the students have low self-regulated learning, the students reading achievement is low.
2. If the students have high self-regulated learning, the students reading achievement is high.

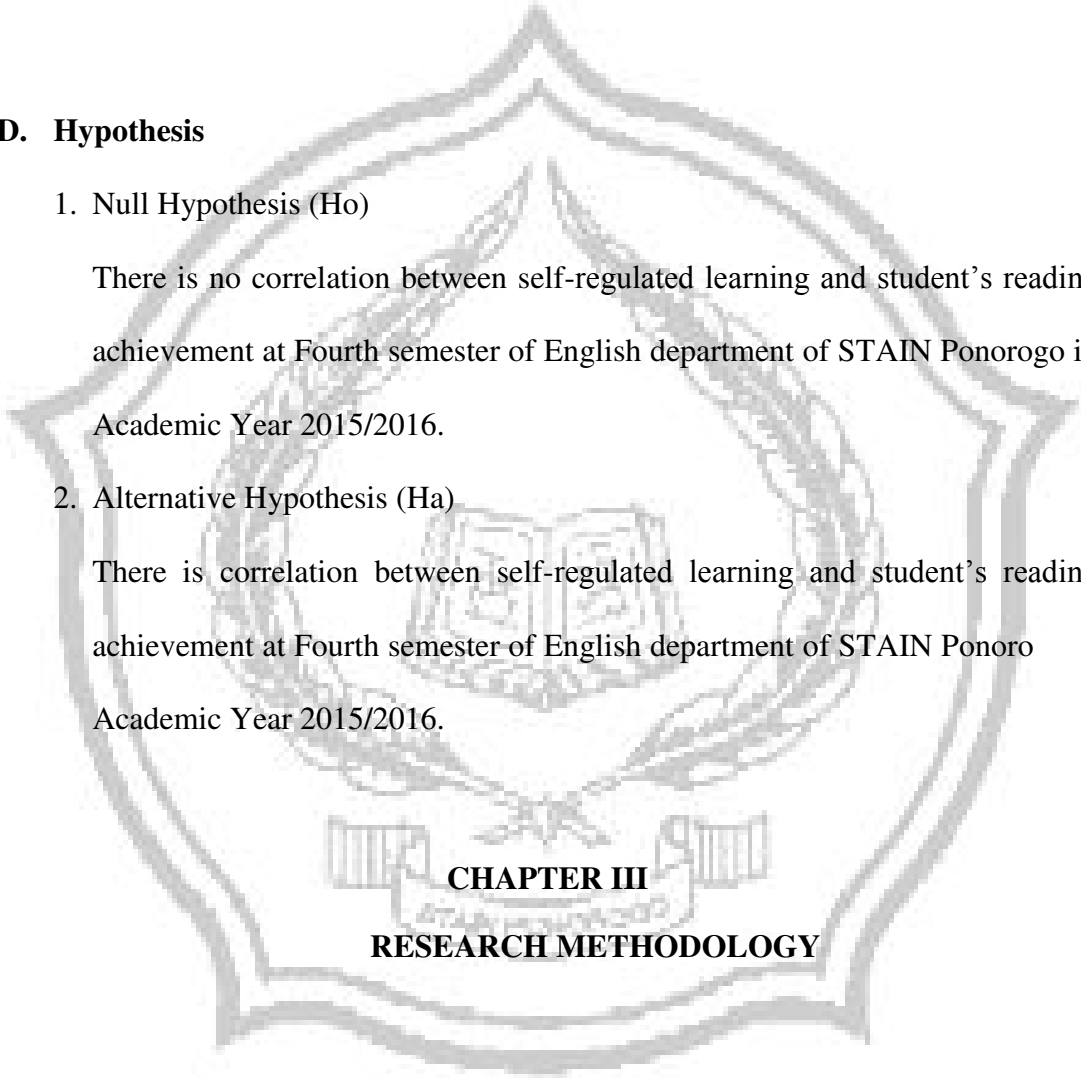
D. Hypothesis

1. Null Hypothesis (Ho)

There is no correlation between self-regulated learning and student's reading achievement at Fourth semester of English department of STAIN Ponorogo in Academic Year 2015/2016.

2. Alternative Hypothesis (Ha)

There is correlation between self-regulated learning and student's reading achievement at Fourth semester of English department of STAIN Ponorogo Academic Year 2015/2016.



CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

According to Redman and Mory, “Research as a systematized effort to gain new knowledge”.³⁶ A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.³⁷

In this research, the researcher used quantitative approach. Quantitative method is “Explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics)”.³⁸ Thus, quantitative method provides the result in the form of description which uses statistic number.

This research applied a correlative research. Correlation research purposed to look for relationship between two variables or more. This research is objected to find out the correlation between self-regulated learning and reading achievement.

The research promotes a hypothesis “There is correlation between self-regulated learning and students’ reading achievement at the fourth semester of English department of STAIN Ponorogo in Academic Year 2015/2016”.

The hypothesis offers two variables. Those variables were self-regulated learning (X) as independent variable and reading achievement (Y) as dependent

³⁶ C. R Kothari, *Research Methodology* (New Delhi: New Age International 2004), 1.

³⁷ *Ibid.*, 31.

³⁸ Daniel Muijs, *Doing Quantitative Research In Education* (London: Sage Publications 2004),1.

variable. The students' self-regulated learning were measured through questionnaire and the students' reading achievement was taken from documentation of students' evaluation estimation were used to examine whether there was a significant correlation between students' self-regulated learning and students' reading achievement or not.

B. Population and sample

1. Population

Population is any group of individuals that have one or more characteristics in common that are of interest to the researcher.³⁹ According to Daniel "The population is the group you want to generalise your findings Based on definitions above, population is all of objects in research. The population of this research was the fourth semester of STAIN Ponorogo in English department in academic year 2015/2016. The total number of population was 80 students take from 3 classes. The population like the table followed:

Table 3.1 Table of Population

Classes	Students in Each class
T.B.I/a	26

³⁹ John W. Bust & James V. Kahn, Research in Education (New Delhi: Prentice-Hall, 1995), 13.

T.B.I/b	22
T.B.I/c	32
Total of students	80

2. Sample

The small group that is observed is called a sample.⁴⁰ Based on other book, the definition of sample is a small proportion of a population selected for observation and analysis.⁴¹ In other words, sample is a part of population that will be observed.

Researcher used random sampling as the sampling technique. The basic characteristic of random sampling is that all members of the population have an equal and independent chance of being included in the random sampling.⁴²

According to Michael and Isaac the formula to determine the sample of population is as follows:⁴³

$$S = \frac{\lambda^2 NP(1-p)}{d(N-1) + \lambda^2 P(1-p)}$$

Explanation:

S : Sample

⁴⁰ Ibid., 129

⁴¹ John W. Bust & James V, Kahn, Research in Education (New Delhi: Prentice-Hall, 1995),

⁴² Ary, Introduction to Research in Education, 131.

⁴³ Sugiono, Metode Penelitian Kuantitatif Kualitatif dan R&D (Alfabeta: Bandung, 2011), 87.

N: Total of population

P: Proportion of population = 0,50

d: The degree of accuracy

λ^2 : The value of chi-square based on reliance degree (0,95 = 1,841)

This is to determine sample based on the formula above

$$S = \frac{\lambda^2 NP (1-P)}{d(N-1) + \lambda^2 P(1-p)}$$

$$S = \frac{1,841.80.0,5(1-0,5)}{0,05^2(80-1) + 1,841.0,5(1-0,5)}$$

$$S = \frac{73,64.0,5}{0,0025(79) + 0,9205(0,5)}$$

$$= \frac{36,82}{0,1975 + 0,46025}$$

$$= 55,9787153$$

$$= 56$$

Based on the calculation above, the researcher gets 56 sample from 80 population of fourth semester of STAIN Ponorogo in English Department in academic year 2015/2016.

C. Instrument of Data Collection

The instrument of data collection used questionnaire and documentation.

This questionnaire was arranged based on research variable with indicator of each sub-variable. Thus design describe as follows:

Table 3.2 Instrument of Data Collection before Validity Test

Title	Variable	Sub- Variable	Indicator	No.	Technique
The Correlation Between Self Regulated Learning And Student's Reading Achievement Of The Fourth Semester At STAIN Ponorogo In Academic Year 2015/2016	Self Regulated Learning (Variable X)	1. Cognition	<ul style="list-style-type: none"> - Rehearsal - Elaboration - Organizational strategies - Learners understand cognitive process - Self motivation 	2 5 12	Questionnaire
		2. Metacognition		8, 10	
		3. Motivation		1, 4,36	
		4. Planing	<ul style="list-style-type: none"> - Have a goal - Set the goal - Plan the time 	28,31, 33 27, 35 26,29, 32, 34	Questionnaire
		5. Self Monitoring	<ul style="list-style-type: none"> - Aware of their understanding - Make strategies 	25,30, 36 17, 18, 19	Questionnaire

		6. Control	<ul style="list-style-type: none"> - Select cognitive and metacognitive strategies - Managing motivation - Emotional control 	14,15, 21, 23 20,22, 24 7, 13, 16	Questionnaire
		7. Self Reflection/selfevaluation	<ul style="list-style-type: none"> - Evaluate their learning 	3, 6, 9, 11	Questionnaire
	Reading Achievement (Variable Y)		Mark of reading test (KHS)		Documentation

Table 3.3 Instrument of Data Collection after Validity Test

Title	Variable	Sub- Variable	Indicator	No.	Technique
The Correlation Between Self Regulated Learning And Student's Reading Achievement of The Fourth Semester At STAIN Ponorogo In Academic Year 2015/2016	Self Regulated Learning (Variable X)	1. Cognition	<ul style="list-style-type: none"> - Rehearsal - Elaboration - Organizational strategies 	2 5 12	Questionnaire
		2. Metacognition	<ul style="list-style-type: none"> - Learners understand cognitive process - Self motivation 	8, 10	
		3. Motivation		1, 4,36	

		4. Planing	<ul style="list-style-type: none"> - Have a goal - Set the goal - Plan the time 	28,31, 33 35 26,29, 32	Questionnaire
		5. Self Monitoring	<ul style="list-style-type: none"> - Aware of their understanding - Make strategies 	25, 30,17 18, 19	Questionnaire
		6. Control	<ul style="list-style-type: none"> - Select cognitive and metacognitive strategies - Managing motivation - Emotional control 	21, 23 20, 22, 7, 13,16	Questionnaire
		7. Self Reflection/self evaluation	<ul style="list-style-type: none"> - Evaluate their learning 	3, 6, 9, 11	Questionnaire
	Reading Achievement (Variable Y)		Mark of reading test (KHS)		Documentation

To identify the instruments of data collection, the researcher applied validity and reliability. They are used to measure the data from questionnaire.

1. Validity

Validity is that quality of data-gathering instrument or procedure that enables it to measure what it is supposed to measure.⁴⁴ In other words, validity means the ability of the test to measure what we want to measure.

In this research, the researcher conducted validity test in order to know whether the instrument of self-regulated learning is valid or not. After finding r_{xy} , it was consulted to r_{table} with 5% level of significance. If the value of r_{xy} is equal to or greater than the value of r_{tabel} , it indicates that item is a valid.⁴⁵ According to the r_{table} value for $N = 29$ and the researcher interprets $Df = N -$

2. The researcher interprets in the following:

$$\begin{aligned} Df &= N - nr \\ &= 29 - 2 \\ &= 27 \end{aligned}$$

From the formula above, it is known that $df = 27$. In standard significance table, for standard significance 5% r_{index} is equal to 0,361. The result of the validity test is presented below:

Table 3.4 Result of Validity Test

⁴⁴ W Bust & V. Kahn, Research in Education, 208.

⁴⁵ Retno Widyaningrum, Statistika Edisi Revisi (Ponorogo: STAIN Press Ponorogo, 2013),

No.	"r" calculated	"r" table	Notes
1	0,602	0,361	Valid
2	0,594	0,361	Valid
3	0,466	0,361	Valid
4	0,411	0,361	Valid
5	0,470	0,361	Valid
6	0,594	0,361	Valid
7	0,742	0,361	Valid
8	0,484	0,361	Valid
9	0,629	0,361	Valid
10	0,514	0,361	Valid
11	0,661	0,361	Valid
12	0,701	0,361	Valid
13	0,600	0,361	Valid
14	0,274	0,361	Invalid
15	0,072	0,361	Invalid
16	0,535	0,361	Valid
17	0,471	0,361	Valid
18	0,651	0,361	Valid
19	0,684	0,361	Valid
20	0,613	0,361	Valid
21	0,638	0,361	Valid
22	0,725	0,361	Valid
23	0,425	0,361	Valid

24	0,352	0,361	Invalid
25	0,497	0,361	Valid
26	0,400	0,361	Valid
27	0,321	0,361	Invalid
28	0,484	0,361	Valid
29	0,717	0,361	Valid
30	0,657	0,361	Valid
31	0,614	0,361	Valid
32	0,645	0,361	Valid
33	0,640	0,361	Valid
34	0,336	0,361	Invalid
35	0,486	0,361	Valid
36	0,353	0,361	Invalid

The table above showed that 30 items of self-regulated learning variable were valid. The calculations were done using a computer program SPSS version 16.0. The computer print outs can be seen in the Appendix 3.

2. Reliability

After having tested the validity of the instrument, the next step is to examine the reliability. Reliability means dependability or consistency. It suggests that the same thing is repeated or recurs under the identical or very

similar conditions.⁴⁶ It means that if the instrument has a consistent result in the second chances or more, the instrument is reliable.

A questionnaire and test called to be reliable if the respondents' answers are consistent⁴⁷. The instrument reliability was estimated by using Cronbach Alpha reliability test. As a benchmark of high and low reliability coefficient, provides indicator as follows: 0,800-1.000=very high, 0,600-0.799=high, 0,400- 0,599= enough, 0,200 - 0.399 =low, and 0,000 - 0.199=very low⁴⁸. The result of reliability calculation is presented in the following tables:

Table 3.5 Result of Reliability Test

Cronbach's Alpha	N of items
0,926	36

Based on the results, the value of α was 0,926. The table showed that the instruments used in this study have a very high level of reliability. The calculations were done using a computer program SPSS version 16.00. The computer print outs can be seen in the Appendix 4.

⁴⁶ Lawrence Neuman, Basic Of Social Research Qualitative and Quantitative Approaches (USA: Pearson Education, 2007), 115.

⁴⁷ Suharsimi Arikunto, Prosedur Penelitian Suatu Pendekatan Praktek (Jakarta: PT Rineka Cipta, 2002), 152.

⁴⁸ Sugiyono. Metodologi Penelitian Pendidikan. (Bandung: Alfabeta. 2008), 15.

D. Technique of data collection

1. Questionnaire

Questionnaire is printed list of question to be answered by a number of people, especially as part of survey. Instrument data collection also called by questionnaire which contains some questions or statement by respondent.⁴⁹

According to Wilson and Mc Lean, “The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze.”⁵⁰

In this research, the researcher used questionnaire method to collect data to know about students’ self-regulated learning on the reading achievement. The researcher dispenses questionnaire to respondent and respondent fill questionnaire which is expected.

In this research, the questionnaire used the Likert scale, which contains five alternative of answer.⁵¹ This questionnaire, consist of 36 numbers and 5 alternative of answer in each question that counts as follow:

Always : 5 point

⁴⁹ Nana Syaodih S, Metode Penelitian Pendidikan (Bandung: Remaja Rosda KARYA, 2005), 219.

⁵⁰ Louis Cohen, Lawrence Manion and Keith Morrison, Research Methods in Education: Sixth Edition, (New York: Madison Avaneue, 2007), 317.

⁵¹Ibid., 325-326.

Often : 4 point

Sometimes: 3 point

Seldom : 2 point

Never : 1 point

2. Documentation

Document method was used to find out the data from the written documentation, such as daily notes, transcript, book, newspaper.⁵² In this research, documentation was used to get some data about students' reading achievement at fourth semester of English department of STAIN Ponorogo.

The documentation method also was used by researcher to collect data such as books, journal document, history of school, and the other data.

E. Technique of Data Analysis

For analyzing the data of statement of problem, the researcher used the correlation analysis. The technique of data analysis used the technique of correlation product moment because product moment correlation is one of technique to find the correlation between the two variables. This correlation

⁵² Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2002), 158

technique is developed by Karl Pearson who eventually called Correlation Technique.⁵³

The formula of Product Moment Correlation is purposed to test whether there is positive correlation between self-regulated learning (X) and reading achievement (Y) or not.

In this research, the researcher applied SPSS 16.00 for windows to find out of one hypothesis above. After getting the result from calculating hypothesis, the statistical hypothesis can be formulated as follow:

a. $H_0 = r_{xy} \leq r_t$

It means that there is no correlation between self-regulated learning (X) and reading achievement (Y)

b. $H_a = r_{xy} \geq r_t$

It means that there is correlation between self-regulated learning (X) and reading achievement (Y)

CHAPTER IV

RESEARCH RESULT

A. General Data

⁵³ Retno Widyaningrum, Statistik Edisi Revisi (Ponorogo: STAIN Press Ponorogo, 2009), 105.

1. The history of STAIN Ponorogo

The history of State Islamic Collage (STAIN) Ponorogo could not be seperated from the history of IAIN Sunan Ampel of Surabaya. In the begining of 1970, IAIN Sunan Ampel grew fast and succeeded to open 18 faculties, spreading in three provinces: East Java, East Kalimantan, West Nusa Tenggara. One of the faculties of IAIN Sunan Ampel is Syari'ah Faculty of Ponorogo. On 6th Robiul Awal 1390 Hijriyah, exactly in 12th May 1970, it was handover from Preparation Committee to Ministry of Religion of Indonesian Republic. At the same time, it began to open the Program Sarjana Muda (SARMUD).

Started from academic year 1985/1986, Syariah faculty of IAIN Sunan Ampel of Ponorogo grew and amended. It operated the doctoral program (S-1) by opening Qadha and Muamalah Jiniyah Department. In addition, the President's decision number 11 about the founding of State of Islamic College (STAIN) have been released and ratified by Ministry of Religion on 25th shafar 1418 H/30th June 1997.

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Based on the President's above, on academic year 1997/1998 Syariah Faculty of Ponnorogo changed its status from region faculty become STAIN. It was an organic unit under Religion Department and lead by the chairman who has responsibility to Ministry of Religion. Whereas the

construction functionally is operated by institutional general directorad of Islamic religion. The change of status of Syari'ah Faculty of IAIN Sunan Ampel become STAIN Ponorogo was decided based on revolved letter of institutional General Directur of Islamic religion number E/136/1997. Since this change of status operated educational academic and profesionalism by opening three departments: Syari'ah , Tarbiyah, and Usuluddinn Islamic College (STAIN) Ponorogo

2. Vision, mission and goal of STAIN Ponorogo

a. Vision of STAIN Ponorogo

State Islamic college of Ponorogo is the study center and the development of Islamic knowledge in order to create the madani society on 2022.

b. Mission of STAIN Ponorogo

- 1) Implement education and the learning of good Islamic knowledge
- 2) Implement the study on excellent Islamic knowledge
- 3) Implement the excellent society perpetuation
- 4) Implement the excellent cooperation with institute that connected in national and international level.

c. Goal of STAIN Ponorogo

The goal of State Islamic College (STAIN) Ponorogo is become thrive, qualified and egaliter.

3. Geographical position of STAIN Ponorogo

State of Islamic college of Ponorogo is located on Pramuka street 156

Siman District Ponorogo Regency, that verge with:

- a. North side : Let. Jend. Suprpto Street 1 Alley
- b. South side : Menur Street
- c. East side : Settlement
- d. West side : Let. Jend. Suprpto Street

4. Organization Structure of STAIN Ponorogo

- a. Head element
 - 1) Chairman of State Islamic College
 - 2) Deputy Chairman of the Academic Affair and Institute Development
 - 3) Deputy Chairman of Public Administration Affair, Draftsman and finances
 - 4) Deputy Chairman of Students Affair and Cooperation
- b. Senate of State Islamic College of Ponorogo
- c. Faculty
 - 1) Syari'ah and Islamic Economy
 - 2) Ushuluddin Faculty
 - 3) Tarbiyah Faculty
- d. The Center of Research and Dedication Society
 - 1) Head of the Center Research and Dedication Society
 - 2) Secretary of the Center Research and Dedication Society

- 3) Research Division
- 4) Dedication of Society Division
- 5) Publishing Division
- 6) Study of Gender Division
- e. General Administration Affair, Academic and Finances
 - 1) Head of General Administration Affair, Academic and Finances
- f. Sub-Section of Academic Affair, Students and Alumnus
 - 1) Head of Academic Affair, Students and Alumnus
 - 2) Registration and Her-registration Affair
 - 3) Education Administration and Teaching Affair
 - 4) Research Administration and Dedication of Society Affair
 - 5) Founding administration and Institute of Students and Alumnus Affair
 - 6) Prosperity Management of Students Affair
- g. Sub-section of Monetary and Planning
 - 1) Head of Sub-section of Monetary and Planing
 - 2) Treasurer of Outcomes
 - 3) Treasurer of Incomes
 - 4) PPABP
 - 5) Staff of SAIBA
 - 6) Staff of filing
 - 7) Manager of Monetary Report

- 8) Staff of Tax Manager
- h. Sub-section of General Administration
 - 1) Head of Sub-section of General Administration
 - 2) ULP
 - 3) Administration Affairs
 - 4) Domestic Affairs
 - 5) Public Relation
 - 6) Caretaker of Tools Office
 - 7) Manager of administration and Documentation Sub-section of General Administration/Manager of Radio
- i. Element of Technical Executor
 - 1) Library
 - 2) Computer Center
 - 3) Public Relation Affairs
 - 4) Language Center⁵⁴
 - 5) Guarantor of Education Quality Center
 - 6) Postgraduate⁵⁴

B. Data Description

1. The Data Description of Self-regulated Learning

⁵⁴ Tim Penyusun, Pedoman Penyelenggaraan Pendidikan Tahun Akademik 2015/ 2016 (Ponorogo: STAIN Ponorogo Press, 2015), 3-12.

The researcher used questionnaire to analyze the level scores of self-regulated learning. Based on data obtained from a questionnaire distributed to 56 respondents indicated that questionnaire of students' self-regulated learning showed the highest score was 125 and the lowest was 47. The result of questionnaire of students' self regulated learning can be seen clearly on the following table.

Table 4.1 Result of Self-regulated Learning Questionnaire

No	Name	NIM	Score of Questionnaire
1	Rismayya Ratna L	210914020	118
2	Karimatul Aristya	210914002	105
3	Nur Isnawati	210914009	108
4	M Ado Rizqi M	210914005	75
5	Rina Anngun K	210914024	87
6	Mukti Febriana R	210914021	103
7	Rimyatul Inayah	210914025	100
8	Dista Tyas A	210914004	106
9	Wahyu Noor H	210914015	115

10	Rika Susanti	210914027	100
11	Milatul Karimah	210914006	118
12	Latifatun Nafiah	210914012	47
13	Yeni Afrida	210914003	111
14	Shulikah Rahma	210914017	112
15	Yuhanith Zamaruda	210914022	106
16	Rini Rohmawati	210914023	99
17	Faridiatus Sholikhah	210914011	104
18	Nur Rita	210914024	122
19	Shofi Nur Jannah	210914054	117
20	Nurma Yunita	210914047	97
21	Septian Eka P	210914037	48
22	Miftahul Laili	210914038	112
23	Tri Astuti	210914041	112
24	Linda Khomariyah	210914044	79
25	Nu rLaela	210914048	105

26	Hane Yulita	210914033	86
27	Fitria Rahmawati	210914031	87
28	Dias Ayu C	210914029	120
29	Nanik astute	210914030	89
30	Nawawi	210914066	87
31	Fakhrul Anam	210914056	102
32	R. Cherly	210914043	87
33	Umul Mukminati	210914036	77
34	Sandya Nur	210914034	107
35	Puguh Jimantoro	210914064	98
36	Tria Wijayanti	210914058	96
37	Alfina Qomariyah	210914067	93
38	Dewi Yulianti	210914086	121
39	Ria Ratna	210914089	91
40	Wahyu S R	210914091	102
41	Eliya Hidayatur	210914085	91
42	Miftahul Naim	210914065	117

43	Efrilia Febriani	210914075	87
44	Rini Susanti	210914074	93
45	Afrian Noor R	210914069	88
46	Ida Setyaningsih	210914080	75
47	Nila Ambarsari	210914057	99
48	Kussnul Afifah	210914070	102
49	Dina P	210914083	100
50	Happy F	210914072	108
51	Umar Kisah	210914084	113
52	Nisa' Khoirul	210914076	69
53	Yuli P	210914062	103
54	Hajar Qurbiyatullah	210914079	105
55	Chindy Finovera	210914090	125
56	Wahyu Sri	210914091	115

Table 4.2 Frequency Distribution of the Self-Regulated Learning Questionnaire

			Valid	Cumulative
--	--	--	--------------	-------------------

Valid	Frequency	Percent	Percent	Percent
47	1	1.8	1.8	1.8
48	1	1.8	1.8	3.6
69	1	1.8	1.8	5.4
75	2	3.6	3.6	8.9
77	1	1.8	1.8	10.7
79	1	1.8	1.8	12.5
86	1	1.8	1.8	14.3
87	5	8.9	8.9	20.32
88	1	1.8	1.8	25
89	1	1.8	1.8	26.8
91	2	3.6	3.6	30.4
93	2	3.6	3.6	33.9
96	1	1.8	1.8	35.7
97	1	1.8	1.8	37.5
98	1	1.8	1.8	39.3
99	2	3.6	3.6	42.9

100	3	5.4	5.4	48.2
102	3	5.4	5.4	53.6

Next table.....

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
103	2	3.6	3.6	57.1
104	1	1.8	1.8	58.9
105	3	5.4	5.4	64.3
106	2	3.6	3.6	67.9
107	1	1.8	1.8	69.6
108	2	3.6	3.6	73.2
111	1	1.8	1.8	75
112	3	5.4	5.4	80.4
113	1	1.8	1.8	82.1
115	2	3.6	3.6	85.7
117	2	3.6	3.6	89.3

118	2	3.6	3.6	92.9
120	1	1.8	1.8	94.9
121	1	1.8	1.8	96.4
122	1	1.8	1.8	98.2
125	1	1.8	1.8	100.0
Total	56	100.0	100.0	

From the table above, could be seen that the score questionnaire of students' self-regulated learning was varieties. The students who get score 47, 48, 69, 77, 79, 86, , 88, 89, 96, 97, 98, 104, 107, 111, 113, 120, 121, 122, 125 was 1 students. The students who got score 75, 91, 93, 99, 103, 106, 108, 115, 117, 118 were 2 students. The students who got score 100, 102, 105, 112 were 3. The students who got score 87 were 5.

Based on table above, the histogram can be seen in as follows:

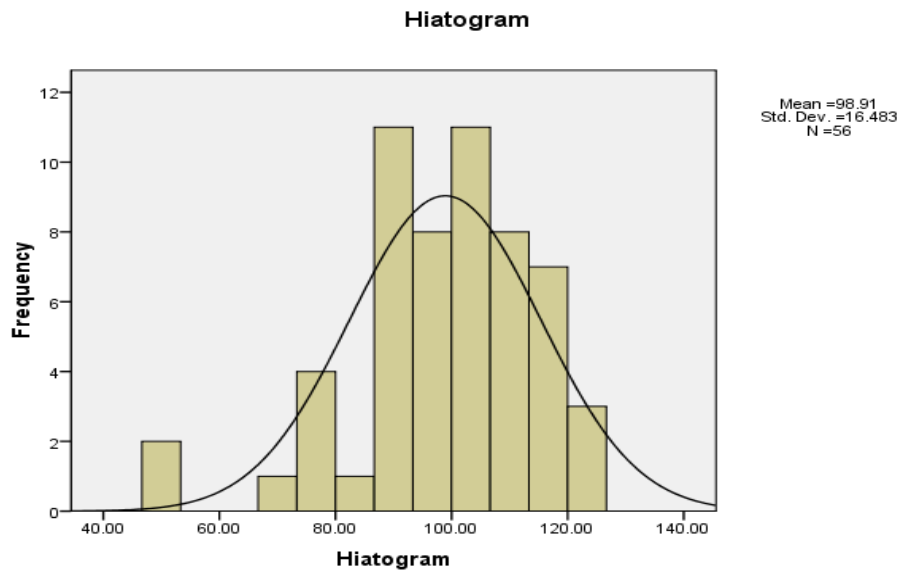


Figure 4.1 Histogram of Self-Regulated Learning Questionnaire

From the histogram above, it is known Mean (Mx) = 98,91 and Standard Deviation (SDx) = 16.483 to determine the category of self-regulated learning at fourth semester of Education English Department was good, enough, or less, made grouping scores using standard as follows:

- a. Score more than $Mx + 1.SDx$ is the category of self-regulated learning is good
- b. Score more than $Mx - 1.SDx$ is the category of self-regulated learning is less
- c. Score between $Mx - 1.SDx$ to $Mx + 1.SDx$ is the category of self-regulated learning is enough

The calculation is:

$$Mx + 1.SDx = 98,91 + (1)(16,483)$$

$$= 98,91 + 16,483$$

$$= 115,393$$

$$= 115 \text{ (rounded)}$$

$$Mx - 1.SDx = 98,91 - (1)(16,483)$$

$$= 98,91 - 16,483$$

$$= 82,427$$

$$= 82 \text{ (rounded)}$$

Thus it can be seen that score over 115 is considered good category of self-regulated learning, while scores less than 82 were categorized as less of self-regulated learning and score between 82–115 is enough category. To know more clearly about the categorization of self-regulated learning of the students can be seen in the following table:

Table 4.3 Categorization of Self-Regulated Learning

No	Score	Frequency	Category	Percents
1	More than 115	8	Good	14,3%
2	82-115	41	Enough	73,2%
3	Less than 82	7	Less	12,5%
Total		56		100%

Based on the accounting above, the researcher can see the reading comprehension the students of English department in fourth semester at state Islamic College of Ponorogo variety. There are 14,3% or 8 students get good categorization with score more than 115, there are 73,2% or 41 students get enough categorization with score between 82-115, and there are 12,5% or 7 students get less categorization with score less than 82. So that, it can be concluded that self regulated-learning of the students is enough.

2. The Data Description of Reading Achievement

Based on data obtained from documentation 56 respondents indicated that students reading comprehension showed the highest score was 3,75 and the lowest was 2,25. The result of documentation on students' reading comprehension can be seen clearly on the following table.

Table 4.4 Students' Reading Achievement Score

No	Nama	NIM	Score of Reading

1	Rismayya Ratna L	210914020	3.25
2	Karimatul Aristya	210914002	3.25
3	Nur Isnawati	210914009	2.75
4	M Ado Rizqi M	210914005	2.25
5	Rina Anngun K	210914024	3
6	Mukti Febriana R	210914021	2.25
7	Rimiyatul Inayah	210914025	3
8	Dista Tyas A	210914004	3.25
9	Wahyu Noor H	210914015	3.5

Next table.....

	Nama	NIM	Score of Reading
10	Rika Susanti	210914027	3.25
11	Milatul Karimah	210914006	3.75
12	Latifatun Nafiah	210914012	2.5
13	Yeni Afrida	210914003	3
14	Shulikah Rahma	210914017	3
15	Yuhanith Zamaruda	210914022	2.5

16	Rini Rohmawati	210914023	2.75
17	Faridiatus Sholikhah	210914011	3.25
18	Nur Rita	210914024	3.5
19	Shofi Nur Jannah	210914054	3.25
20	Nurma Yunita	210914047	2.5
21	Septian Eka P	210914037	3.5
22	Miftahul Laili	210914038	2.5
23	Tri Astuti	210914041	3.25
24	Linda Khomariyah	210914044	2.75
25	Nur Laela	210914048	3.25
26	Hane Yulita	210914033	2.5
27	Fitria Rahmawati	210914031	2.5
28	Dias Ayu C	210914029	3.5
29	Nanik astuti	210914030	3
30	Nawawi	210914066	2.5
31	Fakhrul Anam	210914056	3.25
32	R. Cherly	210914043	3.5

33	Umul Mukminati	210914036	3.5
34	Sandya Nur	210914034	3.5
35	Puguh Jimantoro	210914064	3.5
36	Tria Wijayanti	210914058	2.5
37	Alfina Qomariyah	210914067	2.5
38	Dewi Yulianti	210914086	3.75
39	Ria Ratna	210914089	3
40	Wahyu S R	210914091	3
41	Eliya Hidayatur	210914085	2.75
42	Miftahul Naim	210914065	3.25

Next table.....

No.	Name	NIM	Score of Reading
43	Efrilia Febriani	210914075	3
44	Rini Susanti	210914074	3
45	Afrian Noor R	210914069	3.75
47	Nila Ambarsari	210914057	3.25

48	Kussnul Afifah	210914070	2.75
49	Dina P	210914083	3.25
50	Happy F	210914072	2.75
51	Umar Kisah	210914084	3.25
52	Nisa' Khoirul	210914076	2.75
53	Yuli P	210914062	3.25
54	Hajar Qurbiyatullah	210914079	3.25
55	Chindy Finovera	210914090	3.75
56	Wahyu Sri	210914091	3

Table 4.5 Frequency Distribution of Reading Achievement

	Frequency	Percent	Valid Percent	Cumulative Percent
2.2	2	4.6	3.6	3.6
2.5	9	16.1	16.1	19.6
2.7	8	14.3	14.3	33.9

3	10	17.9	17.9	51.8
3.2	15	26.8	26.8	78.2
3.5	8	14.3	14.3	92.9
3.7	4	7.1	7.1	100.00
To	56	100	100	

From the table above, could be seen that the score of students' reading comprehension was varieties. There were 3.6% or 2 students got score 2,25, 16,1% or 9 students got score 2,5, 14,3% or 8 students got score 2,75, 17,9% or 10 students got score 3, 26,8% or 15 students got score 3,25, 14,3% or 8 students got score 3,5 and 7,1% or 4 students got score 3,75.

Based on the table above, the histogram can be seen as follows:

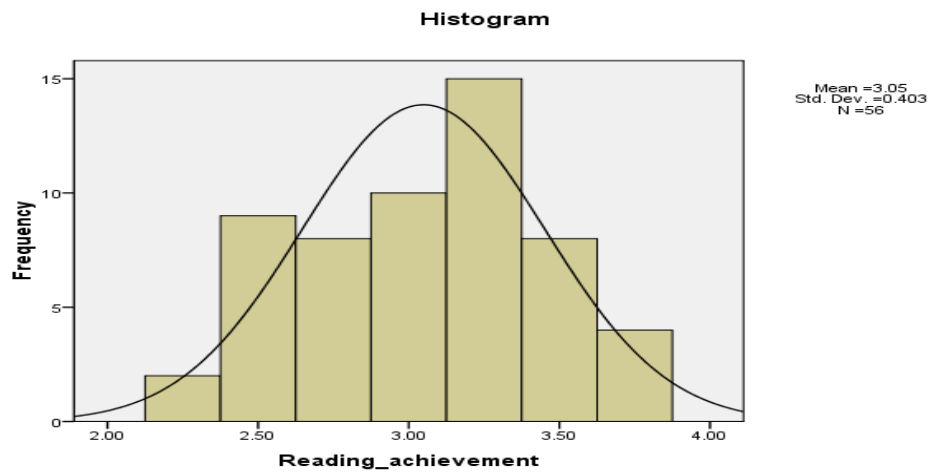


Figure 4.2 Histogram of Reading Achievement

From the histogram above, it is stated Mean (M_x) = 3,05 and Standard Deviation (SD_x) = 0.403 to determine the category of students' reading achievement at fourth semester of Education English Department is good, enough, or less, made grouping scores using standard as follows:

- a. Score more than $M_x + 1.SD_x$ is the category of reading achievement
- b. Score more than $M_x - 1.SD_x$ is the category of reading achievement
- c. Score between $M_x - 1.SD_x$ to $M_x + 1.SD_x$ is the category of reading achievement

The calculation is:

$$M_x + 1.SD_x = 3,05 + (1)(0,403)$$

$$= 3,05 + 0,403$$

$$= 3,453$$

$$= 3,4 \text{ (rounded)}$$

$$Mx - 1.SDx = 3,0491 - (1)(0,403)$$

$$= 3.05 - 0,403$$

$$= 2,6461$$

$$= 2.6 \text{ (rounded)}$$

Thus it can be seen that score over 3,4 is considered good category of reading achievement, while score less than 2.6 were categorized as less of reading achievement and its score of 2,6 – 3,4 is enough category. To know more clearly about the categorization of reading achievement of the students can be seen in the following table:

Table 4.6 categorization of Reading Achievement

No	Score	Frequency	Category	Percents
1	More than 3.4	12	Good	21%
2	2.6 – 3.4	33	Enough	59%
3	Less than 2.6	11	Less	20%
Total		56		100%

Based on the accounting above, the researcher can see the reading comprehension of the students of English department in fourth semester at state Islamic College of Ponorogo is variety. There are 21% or 12 students get good categorization with score more than 3.4, there are 59% or 33 students

get enough categorization with score between 2.6 – 3.4, and there are 20% or 11 students get less categorization with score less than 2.6. So that, it can be concluded that self regulated-learning of the students is enough.

3. Self-regulated Learning and Students' Reading Achievement

The result of questionnaires and documentation of students' reading achievement are shown in this table.

Table 4.7 Students' self-Regulated Learning and Students' Reading Achievement

No	Nama	NIM	Score of Questionnaire	Score of Reading
1	Rismayya Ratna L	210914020	118	3.25
2	Karimatul Aristya	210914002	105	3.25
3	Nur Isnawati	210914009	108	2.75
4	M Ado Rizqi M	210914005	75	2.25
5	Rina Anngun K	210914024	87	3
6	Mukti Febriana R	210914021	103	2.25
7	Rimyatul Inayah	210914025	100	3

8	Dista Tyas A	210914004	106	3.25
9	Wahyu Noor H	210914015	115	3.5
10	Rika Susanti	210914027	100	3.25
11	Milatul Karimah	210914006	118	3.75
12	Latifatun Nafiah	210914012	47	2.5
13	Yeni Afrida	210914003	111	3
14	Shulikah Rahma	210914017	112	3
15	Yuhanith Z	210914022	106	2.5
16	Rini Rohmawati	210914023	99	2.75

next table....

No	Nama	NIM	Score of Questionnaire	Score of Reading
17	Faridiatus S	210914011	104	3.25
18	Nur Rita	210914024	122	3.5

19	Shofi Nur Jannah	210914054	117	3.25
20	Nurma Yunita	210914047	97	2.5
21	Septian Eka P	210914037	48	3.5
22	Miftahul Laili	210914038	112	2.5
23	Tri Astuti	210914041	112	3.25
24	Linda Khomariyah	210914044	79	2.75
25	Nu rLaela	210914048	105	3.25
26	Hane Yulita	210914033	86	2.5
27	Fitria Rahmawati	210914031	87	2.5
28	Dias Ayu C	210914029	120	3.5
29	Nanik astute	210914030	89	3
30	Nawawi	210914066	87	2.5
31	Fakhrul Anam	210914056	102	3.25
32	R. Cherly	210914043	87	3.5
33	Umul Mukminati	210914036	77	3.5
34	Sandya Nur	210914034	107	3.5
35	Puguh Jimantoro	210914064	98	3.5

36	Tria Wijayanti	210914058	96	2.5
37	Alfina Qomariyah	210914067	93	2.5
38	Dewi Yulianti	210914086	121	3.75
39	Ria Ratna	210914089	91	3
40	Wahyu S R	210914091	102	3
41	Eliya Hidayatur	210914085	91	2.75
42	Miftahul Naim	210914065	117	3.25
43	Efrilia Febriani	210914075	87	3
44	Rini Susanti	210914074	93	3
45	Afrian Noor R	210914069	88	3.75
46	Ida Setyaningsih	210914080	75	2.75
47	Nila Ambarsari	210914057	99	3.25
48	Kussnul Afifah	210914070	102	2.75
49	Dina P	210914083	100	3.25
50	Happy F	210914072	108	2.75

next table.....

No	Nama	NIM	Score of Questionnaire	Score of Reading
51	Umar Kisah	210914084	113	3.25
52	Nisa' Khoirul	210914076	69	2.75
53	Yuli P	210914062	103	3.25
54	Hajar Q	210914079	105	3.25
55	Chindy Finovera	210914090	125	3.75
56	Wahyu Sri	210914091	115	3

C. Data Analysis

1. Assumption Test Analysis

Assumption test analysis conducted as the prerequisite for testing hypothesis. The Assumption is the data are normally distributed. It can be done by conducting Normality Test.

In this research, the researcher used Kolmogorov-Smirnov formula and the calculation by using SPSS 16.00 for Windows. It is in the following:

Table 4.8 Result of Normality Test for Self-Regulated Learning

		Self-Regulated_Learning
N		56
Normal Parameters ^a	Mean	98.9107
	Std. Deviation	16.48280
Most Extreme Differences	Absolute	.109
	Positive	.063
	Negative	-.109
Kolmogorov-Smirnov Z		.818
Asymp. Sig. (2-tailed)		.515
a. Test distribution is Normal		

Based on the table above, it can be concluded that the data is normally distributed. The data is normally distributed if the significant value $> 0,05$. In the Asymp. Sig. (2 tailed) column, we can view that the significant value for self-regulated learning is 0,515. Therefore, the significant value is greater than 0,05.

The result of normality test of reading achievement can be seen as follow:

Table 4.9 Result of Normality Test for Reading Achievement

		Reading_Achievement
N		56
Normal Parameters ^a	Mean	3.0491
	Std. Deviation	.40289
Most Extreme Differences	Absolute	.173
	Positive	.110
	Negative	-.173
Kolmogorov-Smirnov Z		1.296
Asymp. Sig. (2-tailed)		.070
a. Test distribution is Normal.		

Based on the table above, it can be concluded that the data is normally distributed. The data is normally distributed if the significant value $> 0,05$. In

the Asymp. Sig. (2 tailed) column, we can view that the significant value for reading achievement is 0,70. Therefore, the significant value is greater than 0,05.

2. Testing Hypothesis

Pearson's "r" correlation coefficient is used to analyze the relationship between two continuous variables. The relationship may be positive or negative.

In this study to calculate the hypothesis, the researcher is using SPSS 16 for windows. The result of computation is described in hypothesis as follows:

The hypothesis of this research is there is correlation between self-regulated learning (X) and students' reading achievement (Y). To test the hypothesis, the researcher is analyzed by using the statistical formulations as follows:

- a. $H_0 = r_{xy} \leq r_t$. It means that there is no correlation between self-regulated learning (X) and students' reading achievement (Y).
- b. $H_a = r_{xy} \geq r_t$. It means that there is correlation between self-regulated learning (X) and students' reading achievement (Y).

The result of Product Moment Correlation to calculate of correlation between self-regulated learning and reading achievement by using SPSS 16 for windows as follows:

Table 4.11 Result of Correlation between Students' Self-Regulated Learning and Students' Reading Achievement

		Self_Regulated_ Learning	Reading_Achievement
Self_Regulated_Learning	Pearson Correlation	1	.366**
	Sig. (2-tailed)		.006
	N	56	56
Reading_Achievement	Pearson Correlation	.366**	1
	Sig. (2-tailed)	.006	
	N	56	56

** . Correlation is significant at the 0.01 level (2-tailed).

The result of calculation obtained the score of Pearson's "r" correlation or r_{xy} is 0.366.

D. Discussion

The analysis above shows that index of coefficient correlation between students' self-regulated learning and students' reading achievement is 0,366 with 56 total numbers of cases. From the data, the researcher interprets in the following:

$$\begin{aligned} Df &= N - nr \\ &= 56 - 2 \\ &= 54 \end{aligned}$$

From the formula above, it is known that $df = 54$. In standard significance table, for standard significance 5% r_{index} is equal to 0.273. While the result of r_{xy} is 0.366, it implied that r_{xy} is greater than r_{index} for 5% significance. It's mean that H_a is accepted.

It is suitable with theory of Zimmerman and Schunk that state “Self-regulated learning as feelings, actions and thoughts that are self-generated and directed regularly toward the achievement of students' goals”⁵⁵

From the data above, the researcher conclude that there is a significant correlation between self-regulated learning and reading achievement to the fourth semester of English department students at State Islamic College of Ponorogo in academic year 2015/2016.



⁵⁵Najwa Nejabati, “The Effects of Teaching Self-regulated Learning Strategies on EFL Students’ Reading Comprehension,” *Journal of Language Teaching and Research*, 6, (November 2015), 1343.

CHAPTER V

CLOSING

A. Conclusion

After conducting the research, the researcher concluded that:

There is correlation between self-regulated learning and students' reading achievement. The coefficient correlation is 0,366. With $df = 54$, the significant standard of 5% = 0,273, so $0,366 > 0,273$. Because of $r_{xy} > r_{table}$, it means that null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted.

B. Recommendation

Based on the result of the study, the researcher wants to give some suggestion as follows:

1. For Teacher

- a. Self-regulated learning has relationship with reading achievement. So, the lecturer should give good model and motivate the students in order to can regulate their self in learning.
- b. The lecturer should give support to increase the students' self regulate in learning. For examples: the lecturer not only explain about the materials but also give support, motivation in order to the students can achieve their learning goal.

2. Students

The students should regulate their learning self such as monitor, control, evaluate their study in reading in order to can achieve their learning goal in reading.



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APPENDIX 1

Questionnaire of Self Regulated Learning before Getting Validity Test

Identity of Respondent

Name:

Class :

Please read the following questions carefully and fill in the blank spaces with put a tick (√) in the brackets where appropriate. Please choose answers from the following statements according to your actual situation. Be honest with yourself. This is not a test, so there is no right or wrong answers. Thank you very much.

Direction to fill the questions:

I never use it : Never

I seldom use it : Seldom

I sometimes use it : Sometimes

I often use it : Often

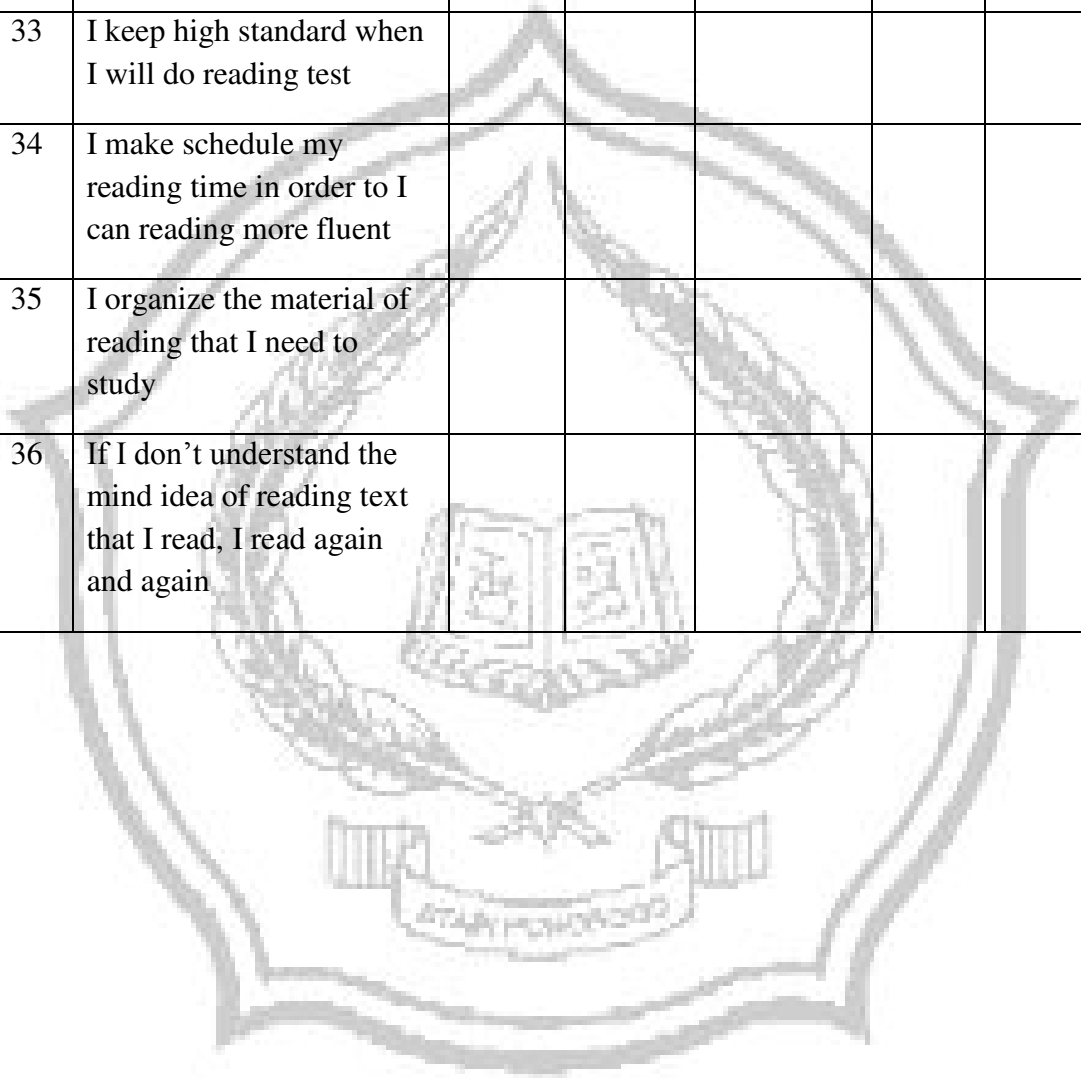
I always use it : Always

No.	Statement of Self Regulated Learning	Never	Seldom	Sometimes	Often	Always
1	I like to read new thing					
2	I write some new vocabularies in my book note in order to I can memorize them					
3	I Ask classmate when I have questions about something I read					
4	I go to library to read everything					
5	I classify new words in order to memorize them					
6	I check my reading task before turning it in					
7	I study hard even when there are more fun things to do at home					
8	If the article that I read is difficult to understand, I change the way I read. For example: Read more loud					
9	When I finish my reading homework, I welcome feedback on my work					

10	During read I miss important points because I'm thinking of other things					
11	I check my progress in reading by reviewing past performance					
12	When I read an English article, I imagine the scene described in the article in order to better understand what I have read					
13	I look over my homework assignments if I don't understand something.					
14	I often find that I have been reading a book but don't know what it was all about					
15	It's hard for me to decide what the main idea are in what I read					
16	I tell myself to keep trying when I can't learn a topic or idea					
17	Adjust my reading speed according to difficulty of article					
18	I use an appropriate strategies to comprehend reading text well					
19	I summarize the most important point of the whole of reading text					

20	It is very important to me to be a good reader					
21	I ask myself questions to make sure I understand the whole of my reading					
22	I read to learn new information about topic that interest me					
23	When reading a book, I try to relate the material to what I already know					
24	If a book is interesting I don't care how hard it is to read					
25	I try to read at a time when I can be more focused					
26	I find time before to review my notes before reading exam					
27	I think out specific strategies or ways in order to I get good mark when I do reading test					
28	I have in mind an end goal when I read					
29	I choose a time with few distractions for reading					
30	I pay attention when my teacher explain the materials of reading					
31	I have a goal in mind					

	when I read					
32	I feel I need more time and effort to understand reading text if I find the difficulty of reading text					
33	I keep high standard when I will do reading test					
34	I make schedule my reading time in order to I can reading more fluent					
35	I organize the material of reading that I need to study					
36	If I don't understand the mind idea of reading text that I read, I read again and again					





APPENDIX 2

Questionnaire of Self Regulated Learning after Getting Validity Test

Identity of Respondent

Name:

NIM :

Class :

Please read the following questions carefully and fill in the blank spaces with put a tick (√) in the brackets where appropriate. Please choose answers from the following statements according to your actual situation. Be honest with yourself. This is not a test, so there is no right or wrong answers. Thank you very much.

Direction to fill the questions:

I never use it : Never

I seldom use it : Seldom

I sometimes use it : Sometimes

I often use it : Often

I always use it : Always

No.	Statement of Self Regulated Learning	Never	Seldom	Sometimes	Often	Always
1	I like to read new thing					
2	I write some new vocabularies in my book note in order to I can memorize them					
3	I Ask classmate when I have questions about something I read					
4	I go to library to read everything					
5	I classify new words in order to memorize them					
6	I check my reading task before turning it in					
7	I study hard even when there are more fun things to do at home					
8	If the article that I read are difficult to understand, I change the way I read. For example: Read more loud					
9	When I finish my reading homework, I welcome feedback on my work					
10	During read I miss important points because I'm thinking of other					

	things					
11	I check my progress in reading by reviewing past performance					
12	When I read an English article, I imagine the scene described in the article in order to better understand what I have read					
13	I look over my homework assignments if I don't understand something.					
14	I tell myself to keep trying when I can't learn a topic or idea					
15	Adjust my reading speed according to difficulty of article					
16	I use an appropriate strategies to comprehend reading text well					
17	I summarize the most important point of the whole of reading text					
18	It is very important to me to be a good reader					
19	I ask myself questions to make sure I understand the whole of my reading					
20	I read to learn new information about topic that interest me					
21	When reading a book, I try to relate the material to					

	what I already know					
22	I try to read at a time when I can be more focused					
23	I find time before to review my notes before reading exam					
24	I have in mind an end goal when I read					
25	I choose a time with few distractions for reading					
26	I pay attention when my teacher explain the materials of reading					
27	I have a goal in mind when I read					
28	I feel I need more time and effort to understand reading text if I find the difficulty of reading text					
29	I keep high standard when I will do reading test					
30	I organize the material of reading that I need to study					

APPENDIX 4

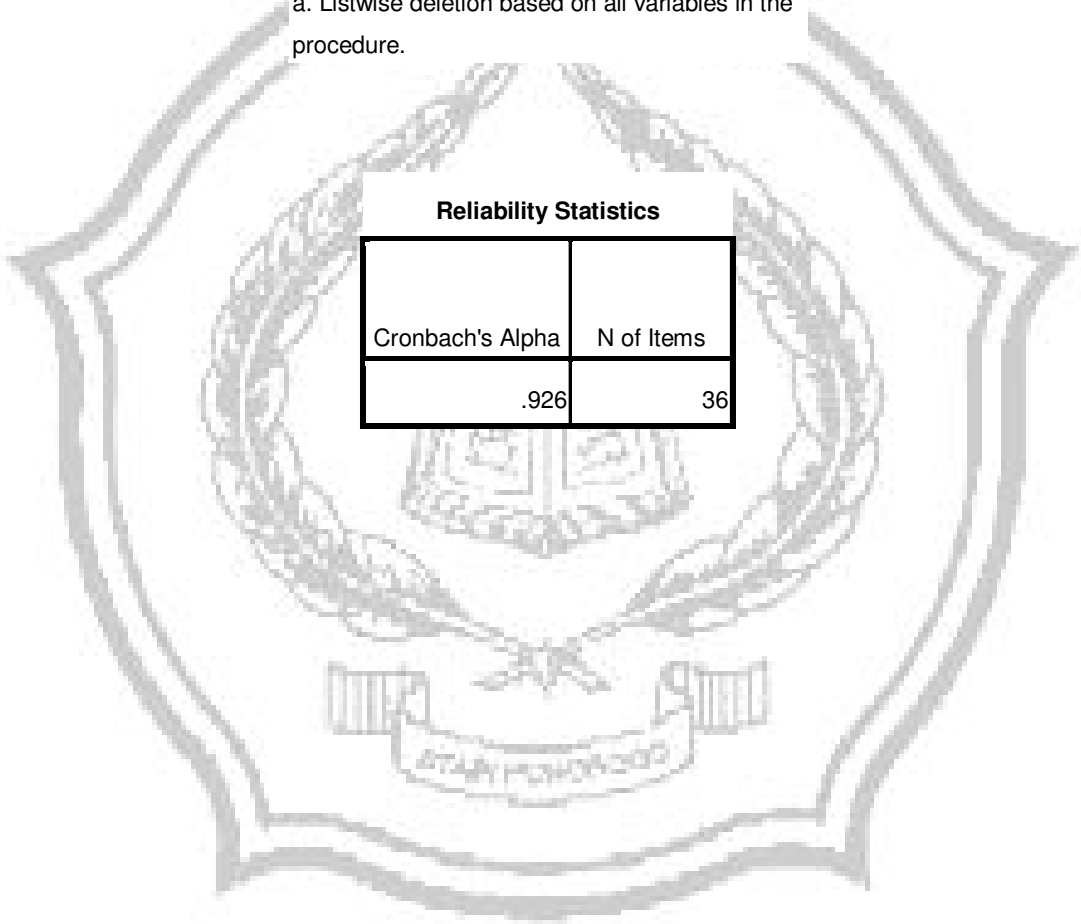
Case Processing Summary

		N	%
Cases	Valid	29	100.0
	Excluded ^a	0	.0
	Total	29	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.926	36



APPENDIX 5

Score of Self-Regulated Learning Questionnaire

No	No Item																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1	4	2	3	2	1	2	4	2	3	3	2	3	3	3	2	5	3	4	4	4	3
2	3	2	3	2	3	4	2	2	2	4	3	4	3	3	3	3	3	2	2	3	2
3	4	3	2	4	3	3	3	3	3	4	3	3	4	3	4	5	3	4	4	4	3
4	4	3	4	2	2	4	3	4	3	4	3	4	4	3	4	3	3	4	3	4	3
5	4	2	4	3	2	4	3	4	4	3	3	4	3	3	3	2	3	3	4	3	3
6	5	5	4	4	4	4	3	3	3	3	3	5	3	3	2	2	3	4	3	5	3
7	4	3	3	4	3	3	3	3	4	4	4	3	3	4	4	4	3	3	4	3	4
8	4	3	3	4	5	4	5	4	4	4	3	4	4	4	5	3	4	3	5	5	3

24	3	3	2	2	2	3	2	2	2	2	3	3	3	3	3	2	2	2	2	2	2
25	3	3	4	3	3	3	3	3	2	2	2	3	3	4	3	3	4	3	3	3	3
26	2	2	4	2	3	3	3	4	3	2	2	2	3	4	4	2	4	2	2	3	2
27	2	3	1	2	3	3	3	3	3	4	3	2	1	4	3	4	4	4	4	3	4
28	4	3	2	3	1	1	2	3	1	3	2	3	2	3	3	3	3	2	3	3	3
29	3	3	3	2	2	2	2	3	3	3	2	3	4	4	3	2	3	2	3	3	2



Next data.....

No Item															
22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	Total
5	4	4	3	5	3	5	3	4	5	5	3	3	4	5	124
3	3	3	3	2	2	3	3	3	3	3	3	2	2	3	101
3	3	3	4	3	3	4	2	4	4	5	4	3	3	3	123
4	3	2	3	3	3	4	3	4	4	4	3	3	4	4	122
4	3	3	4	3	4	3	4	3	3	3	2	3	4	3	116
4	3	4	5	3	3	3	4	4	5	5	4	3	4	5	133
4	3	3	4	4	4	3	4	4	3	4	3	3	3	3	125
5	4	5	5	4	4	3	5	3	3	4	5	3	4	3	143
1	4	4	4	4	4	2	2	1	2	1	2	4	3	4	80
4	4	4	4	3	3	3	3	3	3	3	3	3	3	3	119
4	4	3	3	3	3	4	4	3	3	4	4	4	3	4	124

4	3	3	3	4	3	3	3	4	3	3	3	3	3	3	114
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4	3	5	4	4	3	3	4	4	4	5	3	2	3	5	138
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4	4	3	4	4	4	4	4	4	4	4	4	3	3	4	129
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3	3	4	2	2	3	3	3	3	3	3	3	3	3	3	107
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4	4	3	2	3	3	1	4	4	3	4	3	3	1	1	106
3	3	3	3	3	3	3	2	2	3	2	2	2	2	3	92
2	3	4	4	3	2	2	2	3	2	4	3	1	3	3	98



