



JURNAL PENDIDIKAN DAN SASTRA INGGRIS

Halaman Jurnal: <https://ejurnal.politeknikpratama.ac.id/index.php/jupensi>Halaman UTAMA: <https://ejurnal.politeknikpratama.ac.id/index.php>

“The Correlation Between The Students’ Self Regulation and Their English Learning Achievement of The Eleventh Grade at MAS TI Candung”

Nabila Nur Fajriah¹, Reflinda², Melyan Melani³, Veni Roza⁴^{1,2,3,4}Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, UIN SMDD BukittinggiEmail : nabilanurfajriah14@gmail.com¹, reflinda88@gmail.com², melyanmelani@gmail.com³, veniroz_501@yahoo.com⁴

Abstract. This research was conducted since there were many problems that occur in students’ self regulation in studying English. The first problem is there were some of students had good self regulation in learning English, prepared well before learning, active in learning, pay attention when the teacher explained, and did the assignment that was given by the teacher. However the students’ English achievement was still low from standardization of minimum criteria. It means the some students have good self regulation, but low in English achievement. Second, some students did not have good self regulation in learning English, but their English achievements are good in. The students did not actively engaged in learning, they did not pay attention when the teacher explained the lesson, and they did not read the material before studying English, but their achievement in English were are good from standardization of minimum criteria. It means the students are low in self regulation, but their English achievements are good. This research aimed to know whether there is correlation between students’ self regulation and students’ English learning achievement in studying English. The design of this research was correlation research. Then, the instruments that used in this research were questionnaire for measuring students’ self-regulation and documentation in the form of the students’ mid-semester English test scores for measuring the students’ English learning achievement. The population of this research was all of the eleventh grade students of MAS-TI Candung in the academic year of 2021/2022 which consists of 5 classes. The sample was 30 students taken by simple random sampling technique. To find that self-regulation and English learning achievement have correlation or not, the researcher used Pearson Product Moment Correlation Coefficient. The finding of this research revealed that the coefficient () between students’ self-regulation and students’ English learning achievement was 0.690. It means, there is high correlation between students’ self-regulation and students’ English learning achievement. In other words, based on hypothesis testing, the t-score was 0.690 and t-table on $\alpha = 0.05$ was 0.361. It means the t-score was higher than t-table. Hence, H_a was accepted and H_o was rejected which stated that there is a significant correlation between students’ self-regulation and students’ English learning achievement.

Keywords : Correlation, Self-Regulation, English Learning Achievement

INTRODUCTION

English is an international language which has been accepted by countries all over the world and used by many people in the world and it is used in many aspects of life including in areas of business, science and technology, medicine and education. Therefore, English in the era of globalization has become an important thing and gives big impact that happens in our lives. It connects people from all kinds of ethnic and cultural backgrounds. In other words, when people learn English, they can use the knowledge to connect with other people around the world.

Self regulated learners will prepare themselves to be ready to study at school. For instance, students who will study about a topic and they try to understand about the topic that will be studied and go to the teacher when they find difficulties. The use of self-regulation in learning helps students to perform tasks more effectively and independently. In other words, self-regulation that allows students to take a more active role in their education.

The researcher has done the preliminary research by doing observation in the eleventh grade classes of MAS-TI Candung on 17th January 2022. The researcher also interviewed some students of XI IPA (science class) 1 and XI IPK (religious class) 5 on 8th February 2022 and interviewed the English teacher of eleventh grade on 9th February 2022. The researcher conducted preliminary research in both classes because these

Received Februari 30, 2023; Revised Maret 02, 2023; Accepted April 04, 2023

classes are taught by the same teacher. Based on the preliminary research, problems were found related to the students' self regulation.

The first problem is there were some of students had good self regulation in learning English, prepared well before learning, active in learning, pay attention when the teacher explained, and did the assignment that was given by the teacher. However the students' English achievement was still low from standardization of minimum criteria. It means the some students have good self regulation, but low in English achievement.

Second, some students did not have good self regulation in learning English, but their English achievements are good in. for example, the students did not actively engaged in learning, they did not pay attention when the teacher explained the lesson, and they did not read the material before studying English, but their achievement in English were are good from standardization of minimum criteria. It means the students are low in self regulation, but their English achievements are good. From the phenomenon above, the researcher assumes that between self regulation and learning achievement in English has a correlation. In general, the correlation is collecting the data sequences to determine whether and to what degree a relationship of two or more measurable variables. Researcher assumes that students' self regulation influences their English achievement.

METHOD

In this research, the researcher used a quantitative method because the data formed in the form of numerical data and need to be quantified by statistical formulas. According to Sandu and Ali, quantitative method is a method that emphasizes more on aspects of measuring objectively on social phenomena. On the other words, quantitative method is a research method that requires the use of numbers, starting from data collection, interpretation of the data, and the appearance of the results. (Sandu Siyoto, Ali Sodik, 2015) The data was collected is about the students' self-regulation and their English achievement.

This research was included in the type of correlation research because this research is to find correlations between two research variables or more. Sukmadinata stated that correlation research is intended to determine the relationship of a variable with other variables. The relationship between one and several other variables is expressed by the amount of statistical significance. (Sukmadinata, Nana Syaodih, 2005) It means that correlation research is a research which involves collecting data and statistical counting in order to find the relationship between two or more variables. In this thesis, the researcher used two variables. Variable itself refers to a designation that can be assigned a numerical value (quantitative) or a quality value (qualitative). (Juliansyah Noor, 2011)

FINDINGS AND DISCUSSION

Findings

In testing, researcher's hypothehsis H_a : there is a correlation between self-regulation and English learning achievement. H_o : there is no correlation between self-regulation and English leaning achievement, the researcher consulted the index correlation () to the r-table. To consult with r-table, the researcher decided the Degrees of Freedom (df) and also the significant level (). The degrees of freedom in this research was $N-2=30-2=28$. Then, the researcher used $\alpha = 0,05$ to know the self-regulation of this df. To measure whether the researcher will accept or reject the hypothesis, the researcher used this formulation (Anas Sudijono, 2011)

Since, the r-table value on df on $\alpha = 0.05$ was 0.361, and the test obtained was 0.690 ($0.690 > 0.361$), it means the r_{xy} score was bigger rather than the r-table value in the table. In other words, the H_o was rejected and H_a which stated there is a significant correlation between self-regulation and English Learning achievement was accepted.

Discussion

This research is about the correlation between self-regulation and English learning achievement of eleventh grade at MAS TI Candung. It can be said that the researcher correlates between self-regulation as X variable and English learning achievement as Y variable. The data were collected by using questionnaire and documentation from English teacher.

This research purposed to find out the correlation between self-regulation and English learning achievement. Based on the result, the magnitude of the relationship between students' self regulation and their English learning achievement is 0.690. From the data, the result obtained there are 70% students have bad self regulation in English learning so it affects on the students' English learning achievement. Most of them get the English learning achievement below the minimum criteria.

The results are influenced by what the eleventh grades had done during the learning. Many students were not actively engaged in learning, they didn't seek out information when needed. Some of them were afraid to admit when they didn't understand about the lesson, they were lazy to find the solution in completing the tasks. Many students also didn't prepare themselves before studying at school, they didn't read the lesson at home. Some of them also couldn't manage their time well. They were being passive when the teacher ask about the lesson but they also didn't have initiative to ask back to their teacher. Many students also didn't evaluate themselves if they fail in the learning.

The researcher can conclude that based on the interpretation table, there is strong correlation between self-regulation and English learning achievement because the coefficient correlation is 0.690. It means that if the students' self regulation is good, so the students' academic achievement in studying English will increase too, and if the students' self regulation is not good, the learning achievement will also decrease. In other words, in the eleventh grade of MAS-TI Candung both of variables have strong relationship each other.

As said by Cheng that self-regulation is the best predictor of students' achievement and use of this skill facilitates learning. (Abdullah Adiguzel et,2017) In addition, Wolters et al., in Sharon Zumbrunn also pointed out that self-regulation is essential to the learning process. It can help students create better learning habits and strengthen their study skills, apply learning strategies to enhance academic outcomes, monitor their performance, and evaluate their academic progress. (Sharon Zumbrunn et al,2011)

In other words, self-regulation influences learning achievement, whether the achievement is the proficiency of the learner or the score in English subject. Where in learning English, students must regulate themselves in learning to achieve the goals. From the explanation above, it can be concluded that between self regulation and students' achievement in learning English has a strong relationship. Where if students want to get good achievement in learning, they must have a good self regulation in learning. But in fact, most of the eleventh grade students get low English learning achievement that means their self regulation in English learning is not good.

CONCLUSION AND SUGGESTION

The purpose of this research was to know whether there is a significant correlation between self-regulation and students' English learning achievement of the eleventh grade at MAS TI Candung. It means, the t-score is higher than t-table and H_0 is rejected. The magnitude between self-regulation and English learning achievement is strong level. It is proved by the coefficient correlation on category is high correlation. High correlation means between self-regulation and English learning achievement, if the learner has good self-regulation in learning it is possible that their English achievement will also increase. If the learner has bad self regulation in learning, and if the students' self-regulation is not good, then their English achievement will also decrease. Based on the findings above, it has been proved that there is significant correlation between self-regulation and English learning achievement. Teachers should guide and help students to become students who have self-regulation, and provide feedback so that students can encourage themselves for better learning in the future, As a students, they should be more active in learning English. And we as students must have self regulation in learning because self regulation can help us to increase our learning achievement.

REFERENCES

- Afdaleni. 2013. *Language learning strategy in english reading comprehension used by successful learners at college*. International Review of Social Sciences and Humanities, 5(2), 193-202.
- Arikunto, Suharsimi. 2007. *Manajemen Penelitian*. Jakarta : Rineka Cipta.
- Kuo, Ya-Hui. 2010. *Self-Regulated Learning: From Theory to Practice*. Taiwan : Wenzao Ursuline College of Language.
- María et al., 2008. *Methods and Instruments for Measuring Self-Regulated Learning*. Handbook of Instructional Resources & Applications: University of Navarra. ISBN 978-1-60456-104-3.
- Najah, Afiatun. 2012. *Self Regulated Learning Mahasiswi Ditinjau Dari Status Pernikahan*. Educational Psychology Journal: Universitas Negeri Semarang. ISSN 2552-634X
- Siregar, Syofian. 2013. *Metode Penelitian Kuantitatif Dulengkapi dengan Perbandingan Perhitungan Manual dan SPSS*. Jakarta : Kencana Prenada Media Grup.
- Sudaryono et all,. 2013. *Pengembangan Instrumen Penelitian Pendidikan*. Yogyakarta : Graha Ilmu.
- Sudijono, Anas. 2008. *Pengantar Statistik Pendidikan*. Jakarta: PT. Raja GrafindoPersada.
- Sudjana, Nana. 2011. *Penilaian Hasil Proses Belajar Megajar*. Bandung: Remaja Rosdakarya.
- Sugiyono. 2007. *Statistik Untuk Penelitian*. Bandung : Alfabeta.
- Syahniar. 2014. *The Correlation Between Self Regulated and Learning Achievement of underachiever students*. Padang : International Conference on Education , Social Sciences and Technology.
- Zumbrunn, Sharon. 2011. *Encourage Self Regulated Learning in The Classroom*. Virginia Common Wealth University : Metropolitan Educational Reseach Consortium (MERC).