

The Correlation Between Self Regulation and Listening Achievement
of Undergraduate EFL Students of
UIN Raden Fatah Palembang



UNDERGRADUATE THESIS

Submitted as a fulfillment of requirements to get
a bachelor's degree of Sarjana Pendidikan (S.Pd)

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2018

Skripsi

Kepada Yth,

Bapak Dekan Fakultas Ilmu Tarbiyah dan
Keguruan UIN Raden Fatah Palembang
Di
Palembang

Assalamu'alaikum Wr.Wb,

Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul **"The Correlation between Self Regulation and Listening Achievement of Undergraduate EFL Students of UIN Raden Fatah Palembang"**, ditulis oleh saudara Juwita Isnayasari (10250028) telah dapat diumumkan dalam sidang munaqosah Fakultas Tarbiyah dan Keguruan UIN Raden Fatah Palembang.

Demikianlah terima kasih

Wasalamu'alaikum Wr.Wb

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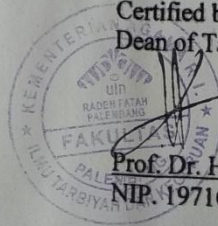
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STATEMENT PAGE

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1. All the data information and conclusions presented in this thesis, except for those indicated by the source, are the result of my observation, process and thought with guidance of my advisors.
2. The thesis that I wrote is original and has never been handed in for another academic degree neither at UIN Raden Fatah Palembang or other universities.

This statement is made truthfully and if one day, there is evidence of forgery in the above statement, I am willing to accept the academic sanction of the cancellation of my sarjana degree that I have received through this thesis.

Palembang, June 8th, 2018



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DEDICATION

My thesis proudly dedicated to :

For all my beloved :My Lord Allah SWT, My prophet Muhammad SAW, My advisors (Ms. Lenny Marzulina, M.Pd and Ms. Deta Desvitasari, M.Pd, My Parents (Mr.(Alm) Zulkipli & Mrs. Suryani Baihaki, S.Pd. S.Pd.SD), My Panda Bahenol (Mr. Dru Windra, SH), My sisters (Mrs. Vera Apriyanti, S.Pd & Ms. Ayu Marinna), My Gerombolan Sirkus (Mr. Zulfikar, Ms. Miftha Izzatika, SE, Ms. Fitriya Suhardi, S.Psi), My CCB Squads (Ms. Dina Pratiwi, S.Pd, Ms. Dewi Maharani, S.Pd, Ms. Devi Zulhenita, S.Pd, Ms. Septiria Wulandari, S.Pd) and the last My ammeter. Thanks for support emotically and materially, motivation and advice with prayer, love and patience to finish this thesis. Thanks to accompany my life.

I LOVE U ALL 

Motto :

“ We only win by facing our problems, especially what we’re afraid of.

If you run, you have no chance of winning”

(Stuart Engstrand)

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Juwita Isnayasari

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5. FC. Sertifikat BTA
6. FC. Sertifikat Komputer
7. FC. Sertifikat KKN
8. FC. Sertifikat TOEFL
9. FC. Surat Penunjukan Pembimbing Skripsi
10. FC. SK Pembimbing
11. FC. SK Perubahan Judul
12. FC. SK Ijin Penelitian
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14. FC. Kartu Bimbingan Proposal dan Skripsi
15. FC. SK Bebas Teori
16. FC. SK Lulus Ujian Komprehensif
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19. Rekapitulasi Nilai Ujian Munaqosah

ABSTRACT

This research was aimed to describe the correlation between self regulation and listening achievement. The method used in this research was correlational research. The population of the research was the sixth semester students of English Education Study Program of UIN Raden Fatah Palembang. There were 460 students from all English education study program as the population in this research. Eighty students were chosen as the sample by using purposive sampling. The students self regulation score was taken from Motivated Strategies for Learning questionnaire (MSLQ) provided by Pintrich (1991). Meanwhile, the student's listening achievement was taken from their final score. Based on the data analysis, it was found that the r -obtained (0.032) was lower than r -table (0.219). Then the level of probability (p) significance (sig.2-tailed) was 0.777. which means that p (0.777) was higher than 0.05. Therefore, null hypothesis (H_0) was accepted and the alternative hypothesis (h_a) was rejected. From the research finding, it could be concluded that there was no significant correlation between self regulation and listening achievement. It means that students self regulation was not a dominant factor that affects listening achievement.

Keywords: *Self regulation, listening achievement*

CHAPTER I

INTRODUCTION

This chapter presents (1) background, (2) research problems, (3) research objectives, and (4) the significance of the study.

1.1 Background

Language is one of the most important things in communication and it is used as a tool of communication among the people in all over the world. In line with that, Algeo (2010) state “a language is a system of conventional vocal signs by means of which human beings communicate” (p.2). According to Sanggam, “language is a set of rules used by human as a tool of their communication. People use language to express their feelings, to adapt in social environment, and to communicate to each other”. Thompson states that “the students’ success will depend on how much they contribute in their language learning. By using language, someone can communicate to each other, they can show their feeling, their mind, and share the formation through communication. One of the language that is used as tool of communication is English, which has a role as international language.

According to Crystal, “English is as a global language, which is widely used in various countries and in various fields. It can be at least understood almost everywhere among scholars and educated people. While, Harmer states that “International trade and diplomatic relationship also use English as

communication tool. As one of developed countries, Indonesia needs to have competence in communicating in English as the aim to enrich the knowledge to get information which is mostly written in that language” (as cited in Astrid, 2011, p. 176). Furthermore, Navracscics and Molnar state that “English as a lingua franca and globalization in terms of business, commerce and personal gain” (p. 37).

As an international language, English is very important and has many inter-relationships with various aspects of life owned by human being. It is related to the Brown’s (1987) opinion, which is “English is important to be learned and taught almost in all countries in the world, it used for specific book”.

In Indonesia, English is taught as a foreign language. It is taught as a compulsory subject starting from junior high school until to university, because English in globalisation era has become a crucial and impactful thing to happen in our lifetime. It connects people from all sorts of ethnic background and culture. In other words, when you learn English, you can use the knowledge to connect with others all around the world.

In mastering English, there are four skills that students need to learn. Those are listening, reading, speaking, and writing. The students need those skills not only to communicate with foreigners but also to pursue higher education or to enter the workforce, especially in sectors that require English skills.

However, among those four English skills, listening is considered the most important skills. Listening is the ability to identify and understand what others are saying. This involves understanding a speaker’s accent or pronunciation, his

grammar and his vocabulary and grasping his meaning (Howatt and Dakin, 1974). In addition according to Bulletin (1952), listening is one of the fundamental language skills. It's a medium through which children, young people and adults gain a large portion of their education-their information, their understanding of the world and of human affairs, their ideals sense of values and their appreciation. Moreover, Brock & Fawcett state that "listening is an active process by which the helper shows respect for the client and demonstrates interest in the problems presented".

Listening skill is the first skill in English. It is such as baby's steps to get speaking, listening is also the first process or steps to master English. Listening is important skill that all of people must have it because in communication we spend half of our time to listen. According to Sha (2002) listening is a voluntary process that through training and experience produces culture Listening is directed attention to what is heard, gathering, meaning, interpreting, and deciding on action (p. 27).

Listening is not an easy activity to do. The students are difficult in making prediction what the speaker talk about, guessing unknown words or phrase. Teaching listening is one of the most difficult task for english teacher especially for ELF teachers. By learning listening, the student do not just to hear and relay some information, but it means to pay thoughtful attention to what a person is saying and understand the message to be received. The students are not able to make prediction what the speaker talk about, guess unknown words and recognize

main point. It gets worse because students themselves who seldom practice their listening skill.

Mastering listening skill is very important for students, without mastering the listening skill, it is difficult to communicate effectively with others because people can speak, read and must listen first and also listening is very active because as people listen their process not only what they hear but also they must connect it to information that they have known.

One of the factors that influence students' listening is self-regulation. According to Zimmerman (2002), self-regulation is defined as one's ability to devise thoughts, feelings and actions which result in obtaining their goals. Highly regulated people can be compatible to various situations and come up with a solution while approaching a task in a confident, tenacious, purposeful mode (Zimmerman, 2002). According to Bandura (1986), learners need to pass through three processes to be self-regulated: Self-observation, Self-judgement, and Self-reaction. Self-regulation is a process of taking control of and evaluating one's own learning and behaviour. Self-regulation involves monitoring, management and control of cognition, motivation, behaviour and environment in order to achieve self-set goals (Wolters, 2003). Duckworth, Akerman, MacGregor, Salter & Vorhaus (2009) suggest that self-regulation is not just resisting impulse or regulating the concentration, rather it involves "setting goals for learning, attending to and concentrating on instruction, using effective strategies to organize, code and rehearse information to be remembered, establishing a productive work environment, using resources effectively, seeking assistance when needed,

holding positive beliefs about one's capabilities, the value of learning and the outcomes of actions, as well as experience, pride and satisfaction with ones efforts (p. 631)

Based on the informal interview with the fifth semester students' of UIN Raden Fatah Palembang who have taken all the listening courses, some students felt hard in listening classes because they had no idea about pronounciation to understand and comprehend the material. These problems made the students' learning achievement low in listening skill.

Not only the student's, the researcher also had an informal interviewed with Miss Winny, one of English lecturer at UIN Raden Fatah, she said that the difficulties in teaching listening are preparing the equipments, taking to much time to make student's understand what speaker said and having worried about lack of student's experienced in vocabulary.

Some studies have examined self ragulation in listening. Previously those studies have revealed and found that the self regulation has some relationships with the language proficiency and has some effects to the listening ability (Mohamad Ali Fatheni, 2014) found that there is no correlation between self regulation and listening comprehension of undergraduate Iranian EFL learners.

Another researcher, (Martha Garrido, 2012) found that there is significantly correlation between self regulation and academic among English language learners.

Taking into consideration on what has been documented above, the researcher is interested in conducting a study entitle The Correlation Between Self

Regulation and Listening Achievement of Undergraduate EFL Students English Education Study Program of Uin Raden Fatah Palembang.

1.2 Research Question

This study is conducted on the basis of the following questions:

1. Is there any significant correlation between self regulation and listening achievement of undergraduate EFL students of UIN Raden Fatah Palembang?
2. Does self regulation significantly influence listening achievement of undergraduate EFL students of UIN Raden Fatah Palembang?

1.3 Purpose of the Study

As previously mentioned, this study is to obtain two following objectives.

1. To find out if there is a significant correlation between self regulation and listening achievement of undergraduate EFL students of UIN Raden Fatah Palembang
2. To find out if there is a significant influence between self regulation and listening listening of undergraduate EFL students of UIN Raden Fatah Palembang.

1.4 Significance of the Study

It is expected that this research will be useful for some parties, for the students, lecturers, future researchers and researcher herself. First, for students, the researcher hopes this study will give them the reflection and information about self regulation and how it influences their learning. Second, for the lecturers, particularly the lecturer of EFL students at UIN Raden Fatah Palembang, it is expected that this research will become the consideration and concern to design a course that can facilitate their students to explore more about self regulation through listening. Third, for the researcher it is expected this study will be useful for herself to add her knowledge about self regulation and listening comprehension and improve her knowledge in conducting educational research. And the last, this study also will be useful for other researchers as a consideration to carry out any further studies in the same field.

CHAPTER II

LITERATURE REVIEW

This chapter presents (1) Correlational study, (2) Concept of self-regulation, (3) the components of self-regulation, (4) listening achievement, (5) self regulation to listening achievement (6) previous related studies, (7) hypotheses, and (8) criteria for testing hypothesis.

2.1 Correlational Research

Correlation is a relationship between two variables or more. Fraenkel, Wallen and Hyun (2012) define correlational studies investigate the possibility of relationships between only two variables, although investigations of more than two variables are common (p. 331). In contrast to experimental research, however, there is no manipulation of variables in correlational research. A correlational study describes the degree to which two or more quantitative variables are related, and it does so by using a correlation coefficient. Based on Fraenkel, et. al. (2012) when variables are correlated, a correlation coefficient is produced. This coefficient will be a decimal, somewhere between 0.00 and +1.00 or -1.00. The closer the coefficient is to +1.00 or -1.00, the stronger the relationship (p. 340). If the sign is positive, the relationship is positive, indicating that high scores on one variable tend to go with high scores on the other variable. If the sign is negative, the relationship is negative, indicating that high scores on

one variable tend to go with low scores on the other variable. Coefficients that are at or near .00 indicate that no relationship exists between the variables involved.

There are two primary types of correlation research design; explanation and prediction (Creswell, 2012, p. 340). An explanatory research design is a correlational design in which the researcher is interested in the extent to which two variables (or more) co-vary, that is, where changes in one variable are reflected in changes in the other. Explanatory designs consist of a simple association between two variables or more than two. Creswell (2012) adds that the characteristics, which are common in this type of design; The researcher correlate two or more variables, collect data at one point in time, analyzes all participants as a single group, obtains at least two scores for each individual in the group one for each variable, reports the use of the correlation statistical test (or an extension of it) in the data analysis (p. 340). Finally, the researcher makes interpretations or draws conclusions from the statistical test results.

Creswell (2012) says in a prediction design, researchers seek to anticipate outcomes by using certain variables as predictors (p. 341). For example, superintendents and principals need to identify teachers who will be successful in their schools. To select teachers who have a good chance of success, the administrators can identify predictors of success using correlational research. Prediction studies, therefore, are useful because they help anticipate. The purpose of a prediction research design is to identify variables that will predict an outcome or criterion. In this form of research, the investigator identifies as one or more predictor variable and a criterion or forecast future behavior. In this form of

research, the investigator identifies variable is a variable used to make a forecast about an outcome in correlational research while being predicted in correlational research, however, is called the criterion variable. Creswell (2012) shows the characteristics of this design are that the researcher typically include the word prediction in the title, measure the predictor variable(s) at one point in time and the criterion variable at a later point in time, and forecast future performance (p. 341-342).

Lodico, Spaulding and Voegle (2010) provide correlation coefficient which can be seen in the following table:

Table. 1 Correlation Coefficient

Interval Coefficient	Level of Correlation
0 - .19	Nor or weak relationship
0.20 – 0.34	Slight relationship
0.35 – 0.64	Moderately strong relationship
0.65 – 0.84	Strong
0.85 – 1.00	Very strong

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Johnson and Christensen (2012) add that in an explanatory study, all the data on both variables will usually be collected within a fairly short time (p.339). Often, the instruments used are administered in a single session or in two sessions one immediately after the other.

In a prediction design, researcher seeks to anticipate outcomes by using certain variables as predictors. This design is useful because it helps anticipate or forecast future behavior. The purpose of this design is to identify variables that will positively predict an outcome or criterion. In this form of research, the investigator identifies one or more predictor variables and a criterion (or outcome) variable. A predictor variable is the variable used to make a forecast about an outcome in correlational research while criterion variable is the outcome being predicted. Creswell (2005) shows that the characteristics of this design are that the researchers typically include the word “prediction” in the title or research questions, measure the predictor variable(s) at one point in time and the criterion variable at a later point in time, and forecast future performance (p. 341).

2.2 The Concept of Self Regulation

Self regulation is one's ability to control our self to obtain their goals. According to Pintrich's (2000), there are four regularly cognitive recurring cycles of self regulation. The first cycle deals with planning, goal targeting and also assessing the presupposition related to approaching a task. The second cycle involves a different self monitoring process indicating cognitive self awareness and personal learning strategies. The third one is related to the different dimensions of self control/regulation and the task in situations. In cycle four, one's reactions or reflections of the process are revealed.

Self-regulation is not a mental ability or an academic performance skill; rather it is the self-directive process by which learners transform their mental abilities into academic skills (Zimmerman, B.J. 2002). Three research findings are highlighted. First, "self-regulation of learning involves more than detailed knowledge of a skill; it involves the self-awareness, self-motivation, and behavioral skill to implement that knowledge appropriately." (p. 66)

2.3 The Components Of Self Regulation

There are two components of self regulation : 1). Motivation and 2). Learning Strategies Components

2.3.1 Motivation

Motivation is a need or desire that energizes behavior and directs it towards a goal. The model proposes that there are three motivational components that may be linked to the three different components of self regulated learning, there are: a) Value component, b) Expectancy component, c) Affective components.

According to Slavin, “motivation is the influence of needs and desires on the intensity and direction of behavior” (as cited in Ria, 2016, p. 76). Furthermore, Wlodkowski states that “being motivated meant being purposeful. The students use attention, concentration, imagination, passion, and other processes to pursue goals, such as learning a particular subject or completing a degree” (as cited in Arib, 2017, p. 6)

2.3.1.1 Value Components : Intrinsic Goal Orientation

Goal orientation refers to the students perception of the reason why the students are engaged in a learning task. Goal orientation refers to students general goals or orientation to the course as a whole. Intrinsic goal orientation concerns the degree to which the student perceives herself to be participating in a task for reasons such as challenge, curiosity and mastery (Pintrich,2000). Having an intrinsic goal orientation towards on academic task indicates that the students participation in every task is an end all to itself, rather than participation being means to an end.

2.3.1.2 Value Component : Extrinsic Goal Orientation

According to Pintrich (2000) Extrinsic goal orientation complements intrinsic goal orientation and concern the degree to which the student perceives herself to be participating in a task for reasons such as grades, rewards, performance, evaluation by others and competition. When one is high in extrinsic goal orientation. Engaging in a learning task is the means to an end. The main concern the students has is related to issues that are not directly related to participating in the task itself (such as grades, rewards, comparing one's performance to that of others). Again, this refers to the general orientation to the course as a whole.

2. 3.1.3 Value Components : Task Value

Task value differs from goal orientation in that task value refers to the student's evaluation of the how interesting, how important and how useful the task is ("what do I think of this task?"). Goal orientation refers to the reasons why, the student is participating in the task ("why am I doing this?"). Zimmerman (2000) state that high task value should lead to more involvement in one's learning. Task value refers to student's perceptions of the course material in terms of interest, importance and utility.

2.3.1.4 Expectancy Components : Control of Learning Belief

Control of learning refers to students beliefs that their efforts to learn will result in positive outcomes (Zimmerman, 2002). It concerns the belief outcomes

are contingent on one's own effort, in contrast to external factors such as the teacher. If students believe that their efforts to study make a difference in their learning, students should be more likely to study more strategically and effectively. That is, if the student feels that she can control her academic performance, she is more likely to put forth what is needed strategically to effect the desired changes.

2.3.1.5 Affective Components : Task Anxiety

Zimmerman (2002) state that test anxiety is thought to have two components: a worry, or cognitive component and an emotionality component. The worry component refers to students negative thoughts that disrupt performance, while the emotionality component refers to affective and physiological arousal aspects of anxiety. Cognitive concern and preoccupation with performance have been found to be the greatest sources of performance development. Training in the use of effective learning strategies and test taking skills should help reduce the degree of anxiety.

2.3.2 Learning Strategies Components

2.3.2.1 Cognitive and Metacognitive Strategies : Rehearsal

According to Pintrich (2000) basic rehearsal strategies involve reciting or naming items from a list to be learned. These strategies are best used for simple tasks and activation of information in working memory rather than acquisition of new information in long term memory. These strategies are assumed to influence the attention and encoding processes, but they do not appear to help students

construct internal connections among the information or integrate the information with prior knowledge.

2.3.2.2 Cognitive and Meta Cognitive Strategies : Elaboration

Elaboration strategies help students store information into long-term memory by building internal connections between items to be learned. Elaboration strategies include paraphrasing, summarizing, creating analogies and generative note-taking. These help the learner integrate and connect new information with prior knowledge.

2.3.2.3 Cognitive and Meta cognitive strategies : Organization

Organization strategies help the learner select appropriate information and also construct connections among the information to be learned (Pintrich, 2000). Examples of an organizing strategy are clustering, outlining and selecting the main idea in reading passage. Organizing is an active, full of effort endeavor and result in the learner being closely involved in the task. This should result in better performance.

2.3.2.4 Cognitive and Metacognitive : Critical Thinking

Critical thinking refers to the degree to which students report applying previous knowledge to new situation in order to solve problems, reach decisions, or make critical evaluations with respect to standard of excellent.

2.3.2.5 Resource Management Strategies : Time and Study Environment

Beside self regulation of cognition, students must be able to manage and regulate their time and their study environment. Time management involves scheduling, planning, and managing one's study time. This includes not only setting aside blocks of time to study, but the effective use of that study time and setting realistic goals. Zimmerman (2000) state that time management varies in level, from an evening of studying to weekly and monthly scheduling, study environment management refers to the setting where the student does her class work. Ideally, the learners study environment should be organized, quiet and relatively free of visual and auditory distraction.

2.3.2.6 Resource Management Strategies : Effort Regulation

Self regulation also includes students ability to control their effort and attention in the face of distractions and uninteresting tasks. Effort management is self management and reflects a commitment to completing one's study goals, even when there are difficulties or distractions.

Effort management is important to academic tasks because it is not only signifies goal commitment, but also regulates the continued use of learning strategies.

2.3.2.7 Resource Management : Peer Learning

Collaborating with one's peers has been found to have positives effects on achievement. Dialogue with peers can help a learner clarify course material and reach insights one may not have attained on one's own.

2.3.2.8 Resource Management : Help Seeking

Another aspect of the environment that the students must learn to manage is the support of others. This includes both peers and instructors. Pintrich (2000) state good students know when they do not know something and are able to identify someone to provide them with some assistance. There are a large body of research that indicates that peer help, peer tutoring and individual teacher assistance facilitate student achievement.

2.4 Listening Achievement

According to Hornby (2010) states that “Achievement is a thing that somebody has done successfully using their own effort and skill” (p. 12).

According to Sha (2002, p.27) listening is a voluntary process that through training and experience produces culture listening is directed attention to what is heard, gathering, meaning, interpreting and deciding on action. Moreover, Patricia (2010, p.11) listening is an active process of hearing and comprehending what is said. In addition, O'Malley, Chamot, Kuper , and Vandergrift state that “Listening is widely viewed as the most difficult skill to approach in foreign language learning” (as cited in Suyono, 2015. p, 86). However, Brown states that “listening is not a one way street it is not merely the processes of a unidirectional receiving of audible symbols.

From the previous definitons, the researcher concludes that listening achievement is a thing that somebody has done successfully in identifying and understanding what other are saying that involves understanding a speaker accent

or pronunciation, his grammar or his vocabulary and grasping his meaning using their own effort and skill.

2.5 Self Regulation and Listening Achievement

Among the very limited studies conducted relating the listeners use of different learning strategies, different motivational beliefs and listening performance. Vandergrift, Goh, Mareschal and Tafaghodtari (2006) conclude that listening tasks which help students deal with the process of listening, by involving them in the different stages of prediction, monitoring, evaluating and problem solving can assist listeners to develop the meta cognitive and strategic knowledge essential for developing a self regulated listener. Mareschal (2007) investigated the interrelationships between language learners metacognitive awareness, self-regulatory abilities, listening comprehension strategy use and the overall success in listening comprehension. The results indicated strong interrelationship between these factors. That is to say when listeners have self regulatory abilities and metacognitive awareness about listening, they use listening comprehension strategies successfully and that result in their overall success in listening comprehension.

Fatemi, Alishahi, Noori Khorasani and Seifi (2004) investigated the relationship between EFL learners listening comprehension and their self regulation. The results of Pearson correlation coefficient indicated a statistically significant relationship between the two variables.

Except few studies mentioned above, studies on the relationship between self regulation and listening comprehension are few and far between hence there is a need for more comprehensive pieces of research in different contexts.

2.6 Previous Related Studies

Many studies have been conducted to study about self regulation in ESL and EFL Learning area. Many of them investigated about the correlation between self regulation and language proficiency as well as listening ability. This part will refer to some of them :

The first research which entitled *The Relationship between EFL Learners' Self Regulation and Their listening Comprehension* which was conducted by Mohammad Ali Fatheni in 2014. It was conducted in the English department at Islamic Azad University, Iran. Accordingly the following null-hypothesis was proposed by the researcher : H₀: there is not any significant relationship between EFL learner's self regulation and their listening comprehension. Having analyzed the data collected from the instruments, it was found that there was a statistically significant relationship between the above mentioned variables ($p=.000$). it can be concluded that the participants with high level of self regulation have achieved high listening scores. Zimmerman (2002) states that people with a high level of regulation can be compatible to different situations being able to find an appropriate solution while approaching a task in a purposeful manner. Accordingly, EFL teachers should implement self regulatory approaches to improve their students listening comprehension ability.

Another research was conducted by Martha, Garrido, Vargas in 2012, entitled *Relationship of Self Regulated learning and Academic Among English Language Learners*. With regards to the major hypotheses, findings indicated that SRL (MSLQ) correlated significantly with the academic achievement of ELL students in all three areas (reading, writing, and mathematics) that were measured by AIMS with correlation coefficients ranging from a low of .37 for mathematics to a high of .49 for writing. The 76 result that SRL has a positive significant relationship to academic achievement has been documented by many sources (e.g., Purdie and Hattie, 1996; Swalander and Taube, 2007; Villavicencio and Bernardo, 2012; Zimmerman and Martinez-Pons, 1986, 1990).

The third which entitled *Self regulated learning strategies, Achievement goals and Listening achievement of Iranian ELF Learners* was conducted by Alieh Nasrollahi-Mouziraji in 2016. It was conducted in the Department of English, Science, and Research Branch at Islamic Azad University. This study was an attempt to find the contribution of different self-regulatory strategies to listening achievement of EFL learners. The relationships between different goals and these strategies have also been detected. In essence, the findings of this study identified significant relationships between different goal orientations, namely mastery goals, performance-avoidance goals, and different self-regulatory strategies and listening achievement of Iranian EFL learners and highlighted the importance of a consideration of motivational beliefs and a strategic approach towards learning in lesson planning and material development by EFL teachers, administrators and educators. Consistent with past research, this study found that

mastery goal orientation was significantly related to self-regulated learning and contributed to higher achievement in listening comprehension. The consistency of such results suggests that mastery goals are strong predictors of self-regulated learning and listening achievement. Students who believed in their capability in learning were more likely than others to self-regulate themselves and outperform others in listening comprehension. The same analyses revealed that the use of self-regulatory strategies was strongly related to listening performance of the learners. Students who reported greater use of self-regulatory strategies achieved better in their listening comprehension test. The findings are consistent with the model of self-regulated learning developed by Pintrich and his colleagues (Pintrich, 1989; Pintrich & De Groot, 1990; Pintrich & Schrauben, 1992). The significance of self-regulation in academic learning and in developing long-life learners depicts the necessity of enhancing such skills as a major function of education (Zimmermann, 2002). This implies that learners must be taught and provided with opportunities to practice selfregulation in educational settings. Practically, teachers can introduce these strategies through direct explanation of different strategies, followed by a modeling of the strategies by the teacher and final practice of the strategies by the students through a variety of learning tasks. Findings regarding achievement goals highlighted the significance of mastery goals. If education wishes to improve desired outcome, they should help them link their concerns and expectations with concrete strategies to take action. They should also provide future goals which increase their opportunities for self-evaluation and self-decisions. If students are given the opportunity to set a goal or

are given a goal by teachers, they are more likely to perceive an initial sense of self-efficacy for achieving it and feel more committed to attempt it and engage in activities which are believed to lead to goal attainment.

In comparison with the previous related studies above, this study has some similarity since it has the same independent variable (Self regulation). However, there are some differences among each other. This research focused on investigating the correlation between self regulation and listening skills in different context from the previous studies

2.7 Research Hypotheses

The hypotheses of this study are proposed in the forms of null and research hypotheses below:

1. Ho : There is no significant correlation between self regulation and listening comprehension of undergraduate EFL students English Education Study Program of UIN Raden Fatah Palembang
Ha : There is a significant correlation between self regulation and listening comprehension of undergraduate EFL students English Educational Study Program of UIN Raden Fatah Palembang
2. Ho : Self regulation does not significantly influences listening comprehension of undergraduate EFL students English Educational Study Program of UIN Raden Fatah Palembang
Ha : Self regulation significantly influences listening comprehension

of undergraduate EFL students English Educational Study
Program of UIN Raden Fatah Palembang

2.8 Criteria of Hypotheses

These hypotheses tested in order to know whether the correlation coefficient score is significant score is significant or not. In testing hypotheses, there are some criteria from Cohen, Manion and Morrison (2007,p.188-1889) and Fraenkel, Wallen and Hyun (2011, p. 335-336). Those are in the following :

1. Significance correlation :

- If p-output higher than 0.20, Ha accepted and Ho is rejected
- If p-output is lower than 0.20, Ha is rejected and Ho is accepted

CHAPTER III

METHODS AND PROCEDURES

This chapter presents (1) research design , (2) research variables, (3) operational definitions, (4) population and sample , (5) techniques for collecting data , (6) validity and reliability, and (7) data analysis.

3.1 Research Design

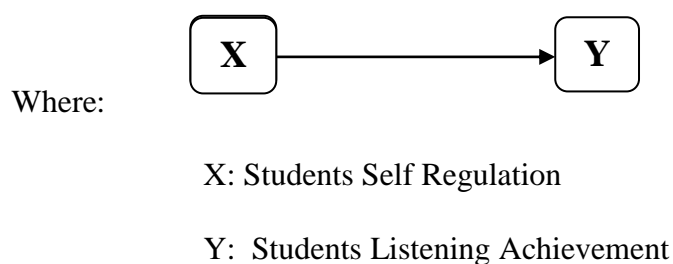
In this research, correlational research was used to find out the correlation between variables and interpret the results that may appear. Creswell states that “correlation design is procedures in quantitative research in which investigators measure the degree of association (relationship) between two or more variables using the statistical procedure of correlation analysis” (as in cited Lestari and Holandiyah , 2016, p, 49)

According to Fraenkel, et al. (2012) correlation research is also sometimes referred to as a form of descriptive research because it describes an existing relationship between variables (p. 331). According to Siregar (2013) correlation research is a research that aims to know the relation of two or more variables (p. 7). In this research correlational research will be used to find out the correlation between students self regulation and listening comprehension.

The procedure is that, first: to identify the students self regulation by administering MSLQ questionnaire by pintrich. Second, by using listening score documentation . then the correlation and influence between variables will

analyzed through statistical package for social and science (SPSS) based on the result of the questionnaire and listening documentation. Last, explanation and interpretation of the result will be discussed. Fraenkel, et al., (2012) proposed the research design as follow :

CORRELATION RESEARCH DESIGN



3.2 Research Variables

According to Fraenkel, et al (2012) a common and useful way to think about variable is to classify them *independent* or *dependent* (p. 80). Variable is presumed to affect is called a dependent variable. In common sense term, the dependent variable depends on what the dependent variable does to it, how to affect it. It is possible to investigate more than one independent (and also more than one dependent) variable in a study. In this study, the independent variable is self regulation the fifth semester students of English Education Study Program at UIN Raden Fatah Palembang, while the dependent variable is their listening achievement.

3.3 Operational Definitions

In this research, there are two variables that was correlated which are undergraduate EFL students self regulation and listening achievement.

Self regulation refers to one's ability to control and manage them selves to obtain their goal. In this research, the 6th semester students self regulation will be measured by using Motivated Strategies for Learning Questionnaire (MSLQ) questionnaire by Pintrich

Listening achievement refers to students ability to understand the meaning of words that they hear to comprehend the materials. In this research, the listening achievement of undergraduate EFL students English Education Study Program will be correlate with their self regulation.

3.4 Subject of the Study

3.4.1 Population

According to Sukardi (2010) population is all members of well-defined class of people, events, and objects (p. 53-54). Richards and Schmidt (2010) state that population in statistics is any set of items, individuals, which share some common and observable characteristics and from which a sample can be taken (p. 443). The population of this study is all the students of English Education Study Program of UIN Raden Fatah Palembang in the academic year 2016-2017. The distribution of population of the study can be seen below:

Table. 4. Distribution of Population

<u>No</u>	<u>Semester</u>	<u>Number of Students</u>
1	I	140
2	III	103
3	V	120
4	VII	97
Total		468

3.4.2 Sample

The sample of this study was taken by using purposive sampling method. Singh states that the “purposive sampling is selected by some arbitrary method because it is known to be representative of the total population, or it is known that it will produce well matched groups” (as cited in Wahyudi, 2016, p. 98)

Moreover, Johnson and Christensen (2012, p.231) add that in purposive sampling, the researcher specifies the characteristics of population of interest and then tries to locate individuals who have those characteristic.

The students of the fifth semester will be the participants in this research because they have accomplished the listening subject (Listening I-III)

Table.5 Distribution of Sample

Semester	Class	Number of Students
VI	PBI 1	28
	PBI 2	30
	PBI 3	29
	PBI 4	27
Total		114

3.5 Data Collection

In collecting data, students self regulation will be identified by using questionnaire and listening achievement will be collected by having documentation.

3.5.1 Self Regulation Questionnaire

To obtain the information of students self regulation, the MSLQ (Motivated Strategies for Learning Questionnaire Manual) questionnaire developed by Pintrich, Smith, Garcia and McKeachie (1991) will be distributed to the students.

Table 6. Self Regulation Questionnaire Specification

Self Regulation Components	Items	Total
A. Motivational		
1. Intrinsic goal orientation	1, 16, 22, 24, 7, 14, 13, 30	8
2. Extrinsic goal orientation	4, 10, 17, 23, 26, 27	6
3. Task Value	2, 9, 18, 25	4
4. Control of learning belief	5, 6, 12, 15, 20, 21, 29, 32	8
5. Self-efficacy for learning performance	3, 8, 14, 19, 28	5
6. Task Anxiety		
B. Learning Strategies Scale		
1. Rehearsal	39, 46, 59, 72	4
	53, 62, 64, 67, 69, 81	6
2. Elaboration	32, 42, 49, 63	4
3. Organization	38, 47, 51, 66, 71	5
4. Critical Thinking	33, 36, 41, 44, 54, 56, 57,	7
	61, 76, 78, 79	4
5. Metacognitive self regulation	35, 43, 52, 65, 70, 73, 77,	7
	80, 37, 48, 60, 74	5
6. Time and study environment	34, 5, 50	3
	40, 58, 68, 74	4
7. Effort regulation		
8. Peer learning		
9. Help seeking		
total		81

The MSLQ manual the motivation section consists of 31 items that assess students goal and value belief for a course, their beliefs about their skill to succeed in a course, and their anxiety about tests in a course. The learning strategy section includes 31 items regarding students use of different cognitive and metacognitive strategies. In addition, the learning strategies section includes 19 items concerning student management of different resources (Pintrich et al., 1991, p.5)

No	Self regulation components	Items in the Questionnaire
1	Motivational	1-31
2	Learning strategy	32-81

The students self regulation score will be determined by dividing total item scores with the total item. The table below is the self regulation score category (Pintrich, Smith, Garcia, & McKeachie, 1991)

Table 7. Self Regulation Category

Self-Regulation Score

1	Regulated	≤ 4
2	Unregulated	≥ 4

3.5.2 Listening Documentation

Documentation is defined as the data are obtained by collecting the listening achieves such as books, documents, journal and so on (Hartono, 2008, p.128). In this Research, the data of the students listening achievement will be collected by having their listening score of the listening lecturer which conducted by University

3.6 Research Instrument Analysis

Before the questionnaire and real test are conducted, the researcher was check their validity and reliability. Johnson and Cristensen (2012, p. 137) explain that validity and reliability are the two most essential psychometric properties to consider in using a test or assessment procedure. Validity refers to the accuracy of the inferences or interpretations made from the test scores, while reliability refers to the consistency or stability of the test scores. To know the validity and reliability of the instruments in this research, the validity and reliability tests will be done.

3.6.1 Validity Test

Fraenkel, et al. (2012, p.148) states that content validity refers to the content and format of the instrument. A content validity is very important since it is an accurate measurement of what it is supposed to measure. While, Creswell states that “validity is seen as a strong factor and it is used to determine whether the findings are accurate from the standpoint of the researcher, the participants, or the readers of an account” (as cited in Muspawi, Arifin, and Nadhila, 2017, p. 62).

Moreover, Fraenkel et al. (2012, p.147) state that validity has been defined as referring to appropriateness, correctness, meaningfulness and usefulness of the specific inferences researchers make based on the data they collect. In this research the questionnaire is ready made by Pintrich (1991).

3.6.2 Reliability Test

Fraenkel et al. (2012, p.154) say that reliability refers to the consistency of the scores obtained how consistent they are for each individual from one administration of an instrument to another and from one set of items to another. The self regulation questionnaire from Pintrich (1991) is ready made and reliable, since the cronbach alpha score is 0,93.

3.7 Data Analysis

In analyzing the data in this research, there will be some analysis related to research problems in this research. The data analysis in this research are questionnaire analysis, listening test analysis, correlation analysis by using Pearson Product Moment will be apply to achieve the first research problem to find the correlation between variable and the last is regression analysis will be used to achieve the influence relate to the second research problem

3.7.1 Questionnaire Analysis

Fistly, the data from questionnaire will be analyze and calculate to decide the students self regulation by identifying their answer and count the score of students self regulation. The scoring system will be using 7 point Likert scale ranging from “Not at all true of myself” to “True of Myself”. The students self regulation score will be determine by dividing total item scores with the total item.

Manual Formula for Self Regulation

$$M = \frac{S}{L}$$

M : Students Score

S : Total Items Score

L : Total Items

3.7.2 Listening Achievement Analysis

Secondly, the students listening achievement will be determine and will be categorized. There are five cathegorized which is based on the range of the score or their GPA.

3.8 Pre-requisite Analysis

As the matter of fact, it will be essential to do prerequisite test since the study will be in the notion of parametric statistics, correlation and regression. Thus, before analyzing the data, the researcher will try to find out whether the data distribution from each variable was normal and linear or not between two variables

3.8.1 Normality test

Normality test was used to know whether the collected data are normally distributed or not. When the data are normal, the result of the normality test can be generalize to the population. It is due to many parametric statistical methods, including pearson correlation test and linear regression test, require that the

dependent variable is approximately normality distributed (Lofgren, 2013). In this study, computer program SPSS-Kolmogorov-Smirnov test (K-S test) will be apply to test the normality of data. If the significance of K-S test higher 0.05, the data are normally distributed.

3.8.2 Linearity Test

The linearity test was conducted in order to recognize whether the data between the variables are linear or not. Test for linearity by using SPSS will be conducted in order to recognize whether the data of the variables are linear or not. Therefor, if the p-value (linearity) is less than 0.05 ($p\text{-value} < 0.05$) the data are linearly. Then, after the researcher conduct those test. If the data are normal and linear, the further analysis will be able to be administered.

3.8.3 Correlation Analysis

Correlation analysis was applied after analyzing the data from questionnaire and students listening achievement. In order to find out the correlation between students self regulation and their listening achievement, Pearson-Product Moment Correlation will be used. The process will be apply by using SPSS.

3.8.4 Regression Analysis

Regression analysis was applied after analyzing the data from self regulation questionnaire, and students listening achievement of undergraduate

EFL students of UIN Raden Fatah Palembang . If there is a correlation between self regulation and listening achievement, it will be continued to find out the influence between two variables, regression analysis will be applied by using Statistical Package for Social and Science (SPSS) 24th version computer program

CHAPTER IV

FINDINGS AND INTERPRETATIONS

This chapter presents (1) research findings, (2) statistical analyses, and (3) interpretations.

4.1 Research findings

There two four kinds of research findings in this study: (1) the result of students' self-regulation and (2) the result of students' listening achievement

4.1.1 Results of Self Regulation

The total population were 468 students. All the sixth semester students participated in this study. The total active students were 114 students, but 80 students participated in this study and 34 students were absent when conducting this study. The 81 items of Motivated Strategy for Learning Questionnaire Manual (MSLQ) were administrated to investigate the participants self regulation. The MSLQ was rated by Likert scale. The desriptive statistical analysis of MSLQ for the participants is shown in Table 8.

Table. 8. Descriptive Statistic of Students self regulation

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Self_Regulation	80	3	7	5,07	,913
Valid N (listwise)	80				

Based on the descriptive statistics of students' self regulation , it was found that the total number of participants were 80 students. The minimum score was 3, and the maximum score was 7. Meanwhile, the standard deviation was 0.913 and the mean of the students' locus of control was 5.07.

It was revealed that from the questionnaire, the two levels of self regulation all perceived by the students with different numbers. Unregulated as the least perceived level and Regulated as the most perceived one. The detail are as follows:

Table. 9 Distribution of Students Self Regulation

Category	Range	Frequency	Percentage
Regulated	>4	74	92,5%
Unregulated	<4	6	7,5%
Total		80	100%

After the data from the students was collected, then each students was categorized into regulated or unregulated based on their self regulation category.

4.1.2 Result of Students Listening Achievement

The result of students listening achievement showed that the maximum score is 90 and the lowest score is 30. The mean of the listening achievement for the participants is 62.45 and the standard deviation is 15.909. The descriptive statistic analysis of listening achievement for the participants is shown below.

Table 10. Descriptive Statistic Students Listening Achievement

	N	Minim um	Maxim um	Mean	Std. Deviation
Listening_Achieve ment	80	30	90	62,45	15,909
Valid N (listwise)	80				

The maximum score was 90, and the lowest score was 30. The mean listening achievement for the participants was 62.45, and the standard deviation was 15.909.

It can be seen from the table 14 above that there was 2 students (2,5%) obtained in very good category, while 19 students (23,75%) were in good category, 30 students (37,5 %) were in very average category, 25 students (31,25 %) were in poor category, 4 students (5 %) were very poor category. The percentage is shown the table 14 below.

Table 11. Distribution of Listening Achievement

Score Interval	Category	Frequency	Percentage
86-100	Very Good	2	2.5 %
71-85	Good	19	23.75 %
56-70	Average	30	37.5 %
41-55	Poor	25	31.25 %
0-40	Very Poor	4	5 %
Total		80	100 %

4.2 Statistical Analysis

There were three statistical analyses that the researcher applied in this study:

1. The statistical analysis of normality and linearity
2. The statistical analysis of correlation analysis between students self regulation and their listening achievement in all participants
3. The statistical analysis regression analysis between students self regulation and listening achievement in all participants

4.2.1 Normality test and Linearity test

Normality test and linearity test were conducted prior to data analysis through SPSS 24th version for windows. As parametric statistics, in term of correlation and regression and purposive sampling technique were used in this research, it was fundamental to see if the distribution of data were normal for each variable and linear between variables.

4.2.1.1 The Result of Normality Test

The data are interpreted normal if $p > 0,05$. If $p < 0,05$, it means the data are not normal. Kolmogorov-smirnov was used to see the normality. The results of normality test is shown in table 12 indicated that the data from each variable were all normal and appropriate for data analysis with coefficients 0.200 for self-regulation and 0.168 for listening achievement

Table. 12 One-Sample Kolmogorov-Smirnov Test

		Self_Regulation	Listening_Achievement
N		80	80
Normal Parameters ^{a,b}	Mean	5,07	62,45
	Std. Deviation	,913	15,909
Most Extreme Differences	Absolute	,077	,090
	Positive	,077	,074
	Negative	-,067	-,090
Test Statistic		,077	,090
Asymp. Sig. (2-tailed)		,200	,168

a. Test distribution is normal

The normal Q-Q plot of each variable is illustrated in the following figures:

Figure 1. Distribution of Self Regulation Data

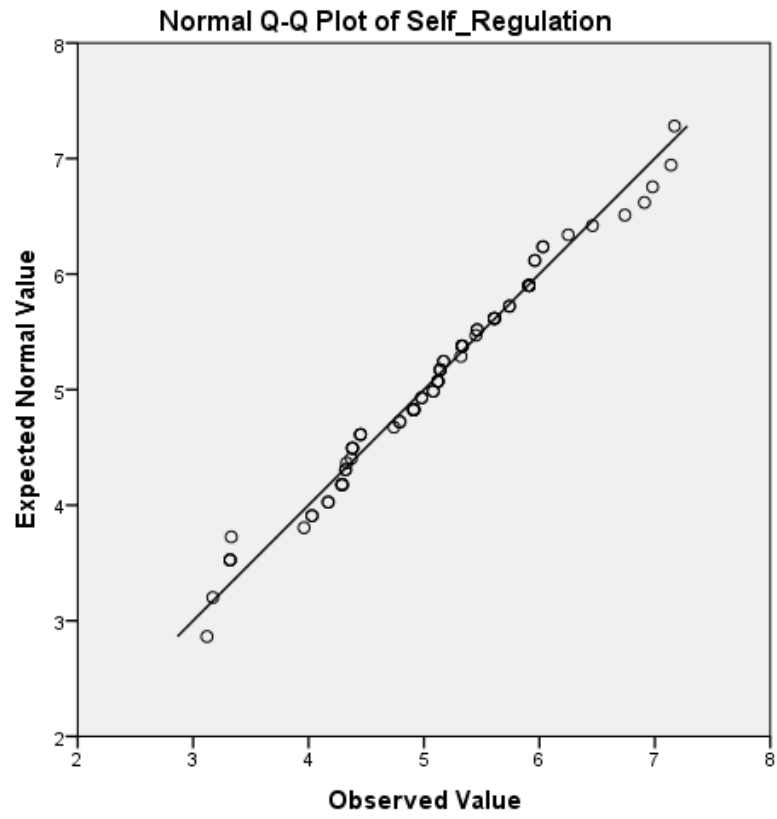
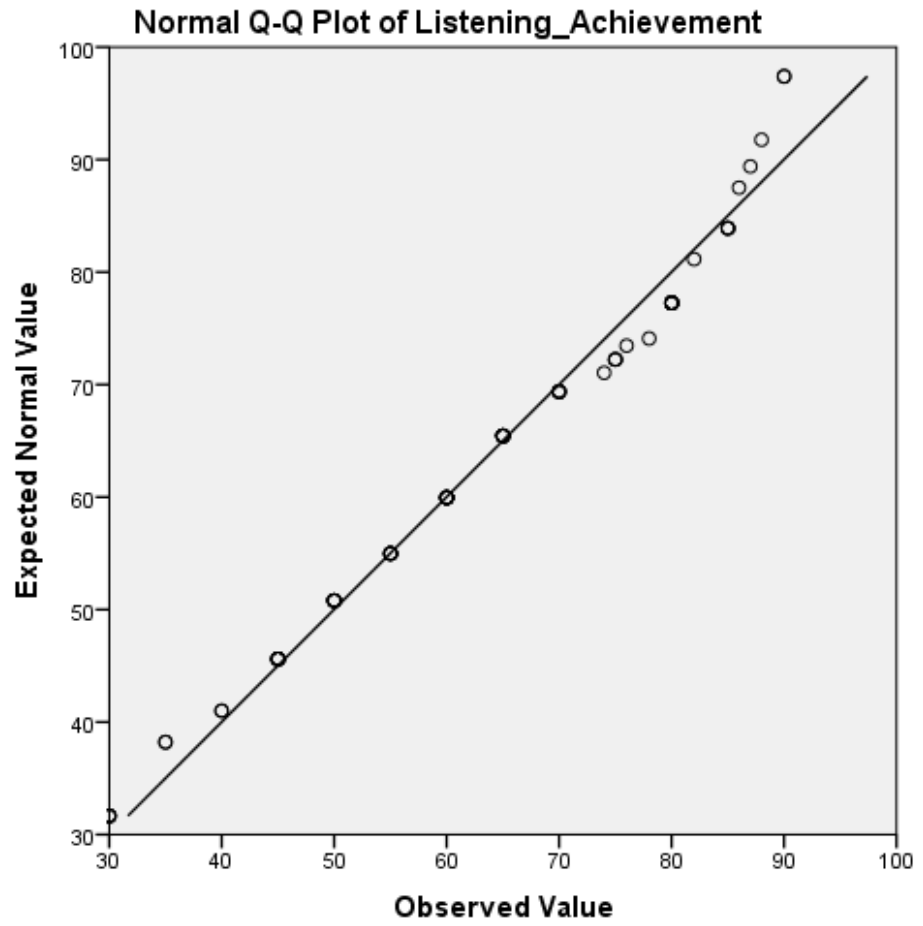


Figure 2. Distribution of Listening Achievement Data



4.2.1.2. The Result of Linearity Test

For linearity test, deviation of linearity was obtained. If probability is higher than 0.05, the two variables are linear. The result showed that, the deviation from linearity between self regulation and listening achievement was ,647 or higher than 0.05 it means that the result was linear.

ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
Listening_Achievement * Self_Regulation	Between Groups (Combined)	8363,993	36	232,333	,859	,678
	Linearity	20,637	1	20,637	,076	,784
	Deviation from Linearity	8343,356	35	238,382	,881	,647
Within Groups		11629,807	43	270,461		
Total		19993,800	79			

4.3 Correlation between Students Self Regulation and Listening achievement

This section answered the first research problem. By analyzing the result of descriptive statistic for the self regulation questionnaire (MSLQ) and listening achievement.

Based on Pearson Product Moment Correlation Coefficient, the result indicated that the pattern of self regulation and listening achievement was negative. The correlation coefficient or the r -obtained (0.032) was lower than r -table (0.219). Then the level probability (p) significance (sig.2-tailed) was 0.777 it means that p (.777) was higher than 0.5. thus there was no significant correlation between the students self regulation and listening achievement.

Table. 14 Correlations between Students Self Regulation and Listening Achievement

Correlations

		Self_Regulation	Listening_Achievement
Self_Regulation	Pearson Correlation	1	,032
	Sig. (2-tailed)		,777
	N	80	80
Listening_Achievement	Pearson Correlation	,032	1
	Sig. (2-tailed)	,777	
	N	80	80

4.2.3 Influence of Students Self Regulation on Their Listening Achievement

This section answered the second research problem. By analyzing the result of descriptive statistic for the self-regulation questionnaire (MSLQ) and listening achievement.

In addition, since there was no significant correlation between self regulation and listening achievement, so the influence of self regulation and listening achievement cannot be analyze further.

4.3 Interpretations

In order to strengthen the value of this study the interpretations are made based on the result of data analyses. According to the findings, there was no a significant correlation between self-regulation and listening achievement. Also, there was no significant influence of self-regulation on listening achievement.

First, based on the result of pearson product moment correlations, it was found that there was no significant correlation between self regulation and listening achievement of the undergraduate EFL students of UIN Raden Fatah Palembang ($r= 0.032$). this means that self regulation had no correlation to their listening achievement. The explanation to support this finding is that from the beginning of the first semester the participants had been involved in English listening practices and assignments or explores to English listening materials and interactions from printed textbooks, online media, and social networks. Also, the students joined

English course inside and outside school. In addition, they are conscious with the importances and advantages by listening.

Based on the result of self regulation questionnaire, all of the students self regulation were in regulated category and the result of their listening achievement, most of the students listening achievement were in average category. However the correlation result showed that there was no significant correlation between students self regulation and their listening achievement. It was strengthened by informal interview from the students, most of the students sometimes found it difficult in the process of listening, in addition they did not know about self regulation so they are not aware of the benefits of self regulation to achieve their goals. Even the students are self regulated, they might just do the task without maximum attempts and effort. It can be seen from the students listening achievement, most of them in average category, only 2.5% in very good category. It can be concluded that the students self regulation did not mirror their listening achievement.

This result of this present study is in agreement with the study of Alief Nasrollahi-Mouziraji (2016) who investigated self regulated learning strategies, achievement goals and listening achievement of Iranian EFL Learners. It was found that there was a negative relationship between self regulation and listening achievement.

In short, the total contribution of self regulation and listening achievement showed no correlation and influence. It was possible to happen because listening achievement influenced by many factors. Brown (2004) explained that every teacher of language knows that one's oral production ability is only as good as one's listening comprehension ability. Effective listening is extremely important for students as they spend most their time listening to the speakers.

Finally, this study found there was no correlation and influence between self regulation and listening achievement of Undergraduate EFL students of UIN Raden Fatah Palembang.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents (1) conclusions, and (2) suggestion based on the findings of the research.

5.1 Conclusions

After conducting the research at Sixth semester students of UIN Raden Fatah Palembang and analyzing the data, the following conclusions are drawn :

1. There was no significant correlation between self regulation and listening achievement of Undergraduate EFL Students of UIN Raden Fatah Palembang. The finding showed that the null hypothesis (H_0) was accepted and the alternative hypothesis (H_a) was rejected.
2. Based on the finding, it can be concluded that the self regulation does not give dominant effect through listening achievement. It also means that regulated students do not always get very good achievement in listening achievement

5.2 Suggestions

Based on the conclusion above, there are some suggestions which can be delivered are addressed to the following parties:

1. Students

The students must actively in listening activities in order to increase their listening achievement. The students must improve their vocabulary to know what's the speakers said.

2. Lecturers

Eventhough the result of this study showed no correlation between self regulation and listening achievement. The lecturer hopefully can encourage the students to reinforce themselves to have confidence in listening material.

3. Other researcher

It is advisable for other researchers who are interested in conducting the same research by using self regulation to read more book, articles and journal about self regulation. They should do the research which is the closest with this research. More importantly, realizing the advantages of self-regulation theory and approaches lecture should still consider their existence in improving students' listening skill.

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APPENDIX A

INFORMAL INTERVIEW

1. Researcher : I wanna ask you about my informal interview, please answer honestly. What is the most difficult skill based on your opinion?

Student 1 : I think speaking

Student 2 : Listening, speaking, writing

Student 3 : Listening

Student 4 : Listening

Student 5 : All of the difficult

Student 6 : Listening, writing

Student 7 : Reading, Listening, Writing

2. Researcher : What is your problem in listening process?

Student 1 : I'm afraid speak english

Student 2 : I confuse about the pronunciation, lack of vocabulary

Student 3 : I don't know about the speaker's said

Student 4 : Confusing the pronunciation

Student 5 : difficult to understand, lack of vocabulary

Student 6 : I'm not confident about my listening & writing skill

Student 7 : I'm affraid about my skill all

3. I wanna ask you about my informal interview, and please answer honestly.

Do you know self regulation?

All of the students answered that they didn't know about self regulation.

4. Do you know what is the important of self regulation?

All of the students answered that they didn't know about the important of self regulation

5. I wanna ask you, please answered honestly. Have you measure your self regulation?

They didn't know how to measure self regulation

APPENDIX B

NAME :
 NIM :
 CLASS :

**Motivated Strategies for Learning Questionnaire Manual
 By Pintrich, Smith, Garcia and Mckeache (1991)
 Part A. Motivation**

The following question ask about your opinion for and attitudes about your classes. Remember there are not right or wrong answers, just answer as accurately as possible. Use the scale below to answer the questions. If you think that statement is very true of you, circle 7. If a statement not at all true of you, circle 1. If the statement is more or less true of you, find the number between 1 and 7 that describes you.

Not at all true of me \longrightarrow 1 2 3 4 5 6 7 \longleftarrow Very true of me

1	In my classes, I prefer course material that really challenges me so I can learn new things (Ketika di kelas, saya lebih menyukai materi yang menantang, dengan begitu saya bisa belajar hal-hal baru)	1	2	3	4	5	6	7
2	If I study in appropriate ways, then I will be able to learn the material in my classes (Jika saya belajar dengan cara yang tepat, saya akan bisa mempelajari materi tersebut di kelas)	1	2	3	4	5	6	7
3	When I take a test I think about how poorly I am doing compared with other students (Ketika saya mengikuti sebuah tes, saya berpikir tentang betapa kurangnya kemampuan saya dibandingkan siswa-siswa lain)	1	2	3	4	5	6	7
4	I think I will be able to use what I learn in one course in other courses (Saya kira saya akan bisa menggunakan apa yang saya pelajari di sebuah pelajaran pada pelajaran lainnya)	1	2	3	4	5	6	7
5	I believe I will receive excellent grades in my classes (Saya percaya saya akan meraih nilai yang sangat baik di kelas)	1	2	3	4	5	6	7
6	I'm certain I can understand the most difficult material presented in the readings for my courses (saya yakin saya bisa memahami materi tersulit yang di sajikan di dalam bahan pelajaran saya)	1	2	3	4	5	6	7
7	Getting a good grade in my classes is the most satisfying thing for me right now (Memperoleh hasil yang baik di kelas merupakan	1	2	3	4	5	6	7

	hal paling memuaskan bagi saat ini)							
8	When I take a test I think about items on other parts of the test I can't answer (Ketika saya mengikuti sebuah tes, saya memikirkan tentang soal di bagian yang tidak bisa saya jawab)	1	2	3	4	5	6	7
9	It is my own fault if I don't learn the material in my courses (Merupakan kesalahan saya sendiri jika saya tidak mempelajari materi pelajaran di kelas)	1	2	3	4	5	6	7
10	It is important for me to learn the course material in my classes (Sangat penting bagi saya untuk mempelajari materi pelajaran di kelas)	1	2	3	4	5	6	7
11	The most important thing for me right now is improving my overall grade point average, so my main concern in my classes is about getting a good grade (Hal terpenting bagi saya saat ini adalah meningkatkan rata-rata IPK, jadi tujuan utama saya di kelas adalah memperoleh nilai yang bagus)	1	2	3	4	5	6	7
12	I'm confident I can learn the basic concepts taught in my courses (Saya percaya saya bisa mempelajari konsep dasar yang diajarkan di kelas)	1	2	3	4	5	6	7
13	If I can, I want to get better grades in my classes than most of the other students (Jika saya bisa, saya ingin mendapatkan nilai yang lebih baik dari kebanyakan siswa lain)	1	2	3	4	5	6	7
14	When I take tests I think of the consequences of failing (Ketika saya mengikuti sebuah tes, saya memikirkan kemungkinan gagal dalam tes tersebut)	1	2	3	4	5	6	7
15	I'm confident I can understand the most complex material presented (Saya percaya saya bisa memahami materi paling sulit yang di ajarkan guru di sebuah pelajaran)	1	2	3	4	5	6	7
16	In my classes, I prefer course material that arouses my curiosity, even if it is difficult to learn (Di kelas, saya lebih suka materi pelajaran yang membangkitkan rasa keingintahuan saya, meski itu sulit di pahami)	1	2	3	4	5	6	7
17	I am very interested in the content area of my courses (Saya sangat tertarik dengan isi dari pelajaran saya)	1	2	3	4	5	6	7
18	If I try hard enough, then I will understand the course materials (Jika saya telah mencoba dengan cukup keras, maka saya akan memahami materi pelajaran)	1	2	3	4	5	6	7
19	I have an uneasy, upset feeling when i take my exams (Saya merasa gugup dan khawatir, ketika mengikuti ujian)	1	2	3	4	5	6	7

20	I'm confident I can do an excellent job on the assignments and test in my course (Saya percaya saya bisa melakukan sebuah pekerjaan rumah dan tes dengan sangat baik di sebuah mata pelajaran)	1	2	3	4	5	6	7
21	I expect to do well in my classes (Saya berharap dapat berusaha dengan baik dikelas)	1	2	3	4	5	6	7
22	The most satisfying thing for me in my courses is trying to understand the content as thoroughly as possible (Hal paling memuaskan buat saya adalah mencoba memahami isi materi dengan sebaik mungkin)	1	2	3	4	5	6	7
23	I think the course material in my classes is useful for me to learn (Menurut saya, materi pelajaran di kelas sangat berguna untuk saya pelajari)	1	2	3	4	5	6	7
24	When I have the opportunity in my classes, I choose course assignment that I can learn from even if then don't guarantee a good grade (Ketika saya mempunyai kesempatan di kelas, saya memilih sebuah tugas yang bisa saya jadikan pelajaran meskipun itu tidak menjamin nilai yang baik)	1	2	3	4	5	6	7
25	If I don't understand the course materials, it is because I didn't try hard enough (Jika saya tidak mengerti materi pelajaran itu karena saya tidak mencoba dengan cukup keras)	1	2	3	4	5	6	7
26	I like the subject matter of my course (Saya menyukai material pelajaran saya)	1	2	3	4	5	6	7
27	Understanding the subject matter of my courses is very important to me (Memahami masalah utama dari pelajaran adalah hal terpenting buat saya)	1	2	3	4	5	6	7
28	I feel my heart beating fast when I take my exam (Jantung saya berdetak kencang ketika mengerjakan ujian)	1	2	3	4	5	6	7
29	I'm certain I can master the skills being taught in my classes (Saya yakin saya bisa menguasai skil-skil yang diajarkan dikelas)	1	2	3	4	5	6	7
30	I want to do well in my classes because it is important to show my ability to my family, friends, employer or others (Saya ingin melakukan yang lebih baik di kelas karena itu sangat penting untuk menunjukkan kemampuan ke keluarga, teman dan lainnya)	1	2	3	4	5	6	7
31	Considering the difficulty of my courses, the teacher and my skills, I think I will do well in my classes (Mempertimbangkan kesulitan-kesulitan di pelajaran, guru dan kemampuan saya, saya kira saya bisa melakukan hal yang baik di kelas)	1	2	3	4	5	6	7

Motivated Strategies for Learning Questionnaire Manual
Part B. Learning Strategies

The following question ask about your learning strategies and study skills for your classes. Remember there are not right or wrong answers, just answer as accurately as possible. Use the scale below to answer the questions. If you think that statement is very true of you, circle 7. If a statement not at all true of you, circle 1. If the statement is more or less true of you , find the number between 1 and 7 that describes you.

Not at all true of me 1 2 3 4 5 6 7 Very true of me
 ←—————→

32	When I study the readings for my courses, I outline the material to help me organize my thoughts (Ketika belajar reading, saya menggaris bawah materi guna membantu saya mengorganisir pikiran saya)	1	2	3	4	5	6	7
33	During class time I often miss important points because I'm thinking of other things (Ketika di kelas, saya sering kehilangan poin-poin penting karena saya memikirkan sesuatu yang lain)	1	2	3	4	5	6	7
34	When studying for my courses, I often try to explain the material to a classmate or friend (Ketika belajar di kelas, saya sering mencoba menjelaskan materi kepada teman)	1	2	3	4	5	6	7
35	I usually study in a place where I can concentrate on my course work (Saya biasanya belajar di tempat dimana saya bisa berkonsentrasi terhadap pekerjaan saya)	1	2	3	4	5	6	7
36	When reading for my courses, I make up questions to help focus my readings (Ketika membaca pelajaran, saya membuat pertanyaan guna membantu konsentrasi dalam membaca)	1	2	3	4	5	6	7
37	I often feel so lazy or bored when I study for my classes that I quit before I finish what I planned to do (Saya sering merasa malas atau bosan ketika belajar dikelas jadi saya tinggalkan sebelum saya menyelesaikan apa yang sudah saya rencanakan)	1	2	3	4	5	6	7
38	I often find my self questionning things I hear or read in my courses to decide if I find them convincing (Saya sering menanyakan suatu hal yang saya dengar atau baca di pelajaran untuk memastikan kebenarannya)	1	2	3	4	5	6	7
39	When I study for my classes, I practice saying the material to myself over and over (Ketika saya belajar dikelas, saya mempraktekkan mengucapkan materi kepada diri saya sendiri secara berulang)	1	2	3	4	5	6	7
40	Even I have trouble learning the material in my	1	2	3	4	5	6	7

	classes, I try to do the work on my own, without help from anyone (Bahkan jika saya mengalami masalah dalam pelajaran, saya mencoba melakukannya sendiri tanpa bantuan dari orang lain)							
41	When I become confused about something I'm reading for my classes, I go back and try to figure it out (Ketika saya bingung tentang sesuatu yang saya baca untuk pelajaran di kelas, saya akan kembali dan mencari tahu)	1	2	3	4	5	6	7
42	When I study for my courses, I go through the readings and my class notes and try to find the most important ideas (Ketika saya belajar, saya akan membaca dan melihat catatan serta mencoba mencari ide terpenting dari pelajaran tersebut)	1	2	3	4	5	6	7
43	I make good use of my study time for my courses (Saya menggunakan waktu belajar saya dengan baik untuk pelajaran saya)	1	2	3	4	5	6	7
44	If course readings are difficult to understand, I change the way I read the material (Jika bahan bacaan pelajaran terasa sulit untuk di mengerti, saya akan mengubah cara saya membaca materi tersebut)	1	2	3	4	5	6	7
45	I try to work with other students from my classes to complete the course assignments (Saya mencoba bekerja bersama siswa lain untuk menyelesaikan tugas saya)	1	2	3	4	5	6	7
46	When studying for my courses, I read my class notes and the course readings over and over again (Ketika belajar, saya membaca buku catatan dan buku pelajaran berulang kali)	1	2	3	4	5	6	7
47	When a theory, interpretation or conclusion is presented in my classes or in the readings, I try to decide if there is good supporting evidence (Ketika teori, interpretasi atau kesimpulan disajikan dikelas atau di sebuah bacaan, saya mencoba memutuskan apakah ada fakta-fakta pendukung)	1	2	3	4	5	6	7
48	I work hard to do well in my classes even if I don't like what we are doing (Saya bekerja keras melakukan yang terbaik meski saya tidak menyukai apa yang kami lakukan)	1	2	3	4	5	6	7
49	I make simple charts, diagrams or tables to help me organize course material (Saya membuat sebuah grafik, diagram atau tabel guna membantu mengorganisir material saya)	1	2	3	4	5	6	7
50	When studying for my courses, I often set aside time to discuss course materials with a group of students from my classes (Ketika belajar, saya sering mengatur waktu untuk berdiskusi dengan beberapa siswa lain dikelas)	1	2	3	4	5	6	7
51	I treat the course materials as a starting point and try to develop my own ideas about it (Saya menganggap materi pelajaran saya sebagai	1	2	3	4	5	6	7

	titik awal, kemudian saya mencoba mengembangkannya dengan ide saya sendiri)							
52	I find it hard to stick to a study schedule (Saya kesulitan mengatur waktu belajar)	1	2	3	4	5	6	7
53	When I study for my classes, I pull together information from different sources, such as lectures, readings and discussions (Ketika saya belajar dikelas, saya mendapatkan informasi dari sumber berbeda, seperti dosen, bahan bacaan dan diskusi)	1	2	3	4	5	6	7
54	Before I study new course materials thoroughly, I often skim them to see how they are organized (Sebelum saya belajar sebuah materi baru secara keseluruhan, saya sering melihatnya sekilas memastikan bagaimana susunannya)	1	2	3	4	5	6	7
55	I ask myself questions to make sure I understand the material I have been studying in my classes (Saya bertanya pada diri saya sendiri untuk memastikan apakah saya mengerti materi yang saya pelajari dikelas)	1	2	3	4	5	6	7
56	I try to change the way I study in order to fit the course requirements and the instructor's teaching style (Saya mencoba mengganti cara belajar saya demi menyesuaikan dengan pelajaran dan gaya mengajar instuktur)	1	2	3	4	5	6	7
57	I often find that I have been reading for my classes but I don't know what it was all about (Saya membaca materi pelajaran tapi saya tidak paham sepenuhnya)	1	2	3	4	5	6	7
58	I ask the instructors to clarify concepts I don't understand well (Saya bertanya kepada instruktur tentang apa yang saya tidak mengerti)	1	2	3	4	5	6	7
59	I memorize key words to remind me of important concepts in my classes (Saya menghafal kata kunci guna mengingatkan tentang konsep penting di kelas)	1	2	3	4	5	6	7
60	When course work is difficult, I either give up or only study the easy parts (Ketika pelajaran terasa sulit, saya cenderung menyerah atau hanya belajar di bagian yang mudah saja)	1	2	3	4	5	6	7
61	I try to think through a topic and decide what I am supposed to learn from it rather than just reading it over when studying for my courses (Saya mencoba memikirkan sebuah topik dan memutuskan apa yang akan di pelajari dari pada hanya membaca ketika belajar di kelas)	1	2	3	4	5	6	7
62	I try to relate ideas in any of my courses with those of my other courses whenever possible (Saya mencoba mengaitkan ide dari materi dengan pelajaran lain kapanpun jika memungkinkan)	1	2	3	4	5	6	7
63	When I study for this course, I go over my class notes and make an outline of important concepts	1	2	3	4	5	6	7

	(Ketika saya belajar pelajaran ini saya membutuhkan catatan dan membuat konsep penting sebagai outline)							
64	When reading for this class, I try to relate the material to what I already know (Ketika membaca di dalam kelas, saya mencoba menghubungkan materi yang sudah saya tahu)	1	2	3	4	5	6	7
65	I have a regular place set aside for studying (Saya memiliki tempat tersendiri untuk belajar)	1	2	3	4	5	6	7
66	I try to play around with ideas of my own related to what I am learning in this course (Saya mencoba untuk melibatkan ide saya terhadap apa yang sedang saya pelajari)	1	2	3	4	5	6	7
67	When I study for this course, I write brief summarize of the main ideas from the readings and my class notes (Ketika saya belajar saya menulis rangkuman singkat dari pokok bacaan dan membuat catatan)	1	2	3	4	5	6	7
68	When I can't understand the material in this course, I ask another students in this class for help (Ketika saya tidak mengerti materi, saya bertanya pada siswa lain didalam kelas untuk membantu)	1	2	3	4	5	6	7
69	I try to understand the material in this class by making connections between the readings and the concepts from the lecturer (Saya mencoba mengerti materi dengan menghubungkan bacaan dan konsep dari guru)	1	2	3	4	5	6	7
70	I make sure that I keep up with the weekly readings and assignments for this course (Saya yakin saya bisa membaca dan menyelesaikan tugas dan materi ini)	1	2	3	4	5	6	7
71	Whenever I read or hear an assertion or conclusion in this class, I think about possible alternatives (Kapanpun saya membaca atau mendengar sebuah penjelasan atau kesimpulan, saya berfikir alternatif lain)	1	2	3	4	5	6	7
72	I make a list of important items of this course and memorize the list (Saya membuat daftar hal-hal yang penting dan mengingatnya)	1	2	3	4	5	6	7
73	I attend this class regularly (Saya hadir di kelas dengan tetap)	1	2	3	4	5	6	7
74	Even when course materials are dull and uninteresting, I manage to keep working until I finish (Ketika materi itu tidak menarik, saya tetap mengerjakan sampai selesai)	1	2	3	4	5	6	7
75	I try to identify students in this class whom I ask for help if necessary (Saya mencoba untuk mengidentifikasi siswa yang saya butuhkan bantuannya)	1	2	3	4	5	6	7
76	When studying for this course I try to determine which concepts I don't understand well (Ketika belajar saya mencoba untuk mencari tahu hal yang tidak saya mengerti)	1	2	3	4	5	6	7

77	I often find that I don't spend very much time on this course because of other activities (Saya sering menemukan bahwa saya tidak punya banyak waktu untuk belajar karena ada aktifitas lain)	1	2	3	4	5	6	7
78	When I study for this class, I set goals for my self in order to direct my activities in each study period (Ketika saya belajar di kelas, saya mempunyai tujuan sendiri agar aktifitas saya bisa berlangsung)	1	2	3	4	5	6	7
79	If I get confused taking notes in class, I make sure I sort it out afterwards (Ketika saya kebingungan membuat catatan, saya meyakini bahwa itu benar)	1	2	3	4	5	6	7
80	I rarely find time to review my notes or reading before an exam (Saya terkadang menemukan waktu untuk mempelajari catatan saya atau membacanya sebelum ujian)	1	2	3	4	5	6	7
81	I try to apply ideas from course readings in other class activities such as lecturer and discussion (saya mencoba untuk mengaplikasikan ide saya dari apa yang saya baca dalam kelas seperti pengajaran dan diskusi)	1	2	3	4	5	6	7

APPENDIX C

Descriptive Statistic of Self Regulation Questionnaire and Distribution of Self Regulation

1. Descriptive statistic of self regulation

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Self_Regulation	80	3	7	5,07	,913
Valid N (listwise)	80				

2. Distribution of self regulation

DISTRIBUTION OF SELF REGULATION

No	Name of Students	Score	Category
1	Student 1	3.32	Unregulated
2	Student 2	6.03	Regulated
3	Student 3	4.29	Regulated
4	Student 4	5.96	Regulated
5	Student 5	5.45	Regulated
6	Student 6	4.91	Regulated
7	Student 7	5.46	Regulated
8	Student 8	5.8	Regulated
9	Student 9	5.33	Regulated
10	Student 10	5.96	Regulated
11	Student 11	4.32	Regulated
12	Student 12	4.98	Regulated
13	Student 13	6.03	Regulated
14	Student 14	5.33	Regulated
15	Student 15	4.37	Regulated
16	Student 16	5.12	Regulated
17	Student 17	5.33	Regulated
18	Student 18	4.45	Regulated
19	Student 19	5.33	Regulated
20	Student 20	5.91	Regulated
21	Student 21	5.14	Regulated
22	Student 22	5.12	Regulated
23	Student 23	4.79	Regulated
24	Student 24	4.29	Regulated
25	Student 25	5.14	Regulated
26	Student 26	4.17	Regulated
27	Student 27	4.91	Regulated
28	Student 28	4.32	Regulated
29	Student 29	5.61	Regulated
30	Student 30	4.38	Regulated
31	Student 31	4.29	Regulated
32	Student 32	5.17	Regulated
33	Student 33	6.25	Regulated
34	Student 34	5.33	Regulated
35	Student 35	4.38	Regulated
36	Student 36	4.17	Regulated
37	Student 37	4.79	Regulated
38	Student 38	4.91	Regulated

39	Student 39	5.74	Regulated
40	Student 40	5.91	Regulated
41	Student 41	5.8	Regulated
42	Student 42	4.32	Regulated
43	Student 43	5.91	Regulated
44	Student 44	5.46	Regulated
45	Student 45	5.61	Regulated
46	Student 46	4.03	Regulated
47	Student 47	5.74	Regulated
48	Student 48	5.91	Regulated
49	Student 49	5.8	Regulated
50	Student 50	4.32	Regulated
51	Student 51	5.91	Regulated
52	Student 52	5.46	Regulated
53	Student 53	5.61	Regulated
54	Student 54	4.03	Regulated
55	Student 55	5.74	Regulated
56	Student 56	4.91	Regulated
57	Student 57	4.17	Regulated
58	Student 58	5.91	Regulated
59	Student 59	4.45	Regulated
60	Student 60	6.46	Regulated
61	Student 61	5.12	Regulated
62	Student 62	5.91	Regulated
63	Student 63	5.12	Regulated
64	Student 64	4.45	Regulated
65	Student 65	5.33	Regulated
66	Student 66	4.03	Regulated
67	Student 67	5.61	Regulated
68	Student 68	5.61	Regulated
69	Student 69	4.98	Regulated
70	Student 70	4.33	Regulated
71	Student 71	5.91	Regulated
72	Student 72	4.29	Regulated
73	Student 73	5.17	Regulated
74	Student 74	3.96	Unregulated
75	Student 75	4.91	Regulated
76	Student 76	4.74	Regulated
77	Student 77	4.32	Regulated
78	Student 78	4.38	Regulated
79	Student 79	5.14	Regulated
80	Student 80	3.17	Unregulated

APPENDIX D

**The Correlation between Each Types of Self Regulation with Listening
Achievement**

Correlations

		Self_Regulation Questionnaire	Listening_Achie vement
Self_Regulation	Pearson Correlation	1	,032
	Sig. (2-tailed)		,777
	N	80	80
Listening_Achievement	Pearson Correlation	,032	1
	Sig. (2-tailed)	,777	
	N	80	80

APPENDIX E

**The Correlation between Each Types of Self Regulation with Listening
Achievement**

		Self_Regulation Questionnaire	Listening_Achie vement
Self_Regulation	Pearson Correlation	1	,032
	Sig. (2-tailed)		,777
	N	80	80
Listening_Achievement	Pearson Correlation	,032	1
	Sig. (2-tailed)	,777	
	N	80	80

APPENDIX F

LINEARITY TEST

1. Linearity of Self Regulation and Listening Achivement

ANOVA Table

			Sum of		Mean		
			Squares	df	Square	F	Sig.
Listening_Achievem ent *	Between	(Combined)	8363,993	36	232,333	,859	,678
	Groups	Linearity	20,637	1	20,637	,076	,784
		Deviation from Linearity	8343,356	35	238,382	,881	,647
Self_Regulation	Within Groups		11629,807	43	270,461		
Total			19993,800	79			

List of documentation



15-2-18

BANK SUMSEL BABEL
129 CABANG PEMBANTU KERTAPATI
BANK SUMSELBABEL
KERTAPATI
GTLA
Membangun daerah

PEMBAYARAN TAGIHAN SEMESTER MAHASISWA

ID Universitas : 0009 IAIN R.FATAH
ID.Mahasiswa : 10250028
Nama Mahasiswa : JUWITA ISNAYASARI
Keterangan Bayar : SPP
Semester Bayar : GENAP
Tahun Angkatan : 2017
Nama Fakultas : ILMU TARBİYAH DAN KEGURUAN
Nama Jurusan : Pendidikan Bahasa In
Nomor Induk Mhs : 10250028
Detail Pembayaran :

001 SPP	600.000	00
Reference Code :		
Nilai transaksi :	Rp.	600.000.00
Biaya Bank :	Rp.	.00
Total Pembayaran :	Rp.	600.000.00

Terbilang :
ENAM RATUS RIBU RUPIAH

BANK
SUMSELBABEL
KERTAPATI

== Universitas menyatakan Struk ini sebagai Tanda Bukti Pembayaran yang sah ==
===== Bila Ada Keluhan Hub Call Center 0711-8328080 Ext. 7337 =====
===== HARAP DISIMPAN BAIK BAIK =====



KEMENTERIAN PENDIDIKAN NASIONAL
REPUBLIK INDONESIA

IJAZAH

SEKOLAH MENENGAH ATAS
PROGRAM STUDI : ILMU PENGETAHUAN ALAM
TAHUN PELAJARAN 2009/2010

Yang bertanda tangan di bawah ini, Kepala Sekolah Menengah Atas
Bina Jaya Palembang menerangkan bahwa:

nama : JUWITA ISNAYASARI
tempat dan tanggal lahir : Palembang, 28 Agustus 1992
nama orang tua : ZULKIPLI
sekolah asal : SMA Bina Jaya Palembang
nomor induk : 6037
nomor peserta : 3-10-11-01-033-118-3

LULUS

dari satuan pendidikan berdasarkan hasil Ujian Nasional dan Ujian Sekolah serta telah memenuhi seluruh kriteria sesuai dengan peraturan perundang-undangan.



Palembang, 26 April 2010
Kepala Sekolah,
Daniel Azhari, S.Pd
NIP.

No. DN - 11 Ma 0003589

Keputusan Kepala Badan Penelitian dan Pengembangan
Nomor : 0538.1/GLL/2010, Tanggal 29 Januari 2010

SERTIFIKAT

No:001/PH/MONPERA/PANPEL/VIII/2010

Diberikan Kepada:

Juwita Isnayarsari

Asas Partisipasinya Sebagai PESERTA Dalam Kegiatan
Masa Orientasi dan Perkenalan Mahasiswa Baru (MONPERA) 2010
Institut Agama Islam Negeri Raden Fatah Palembang.

Pada Tanggal, 16-21 Agustus 2010.

"Membangun Kemandirian Spiritual, Emosional, Intelektual, Jiwa Cinta
Tanah Air dan Menjadi Muslim Revolusioner"



Ketua Pelaksana

[Signature]
Awang Darmawan
Nim. 07 25 008

Mengetahui,

Presiden Mahasiswa

[Signature]
RIM Rikardo
Nim. 05 51 030

Rektor

[Signature]
Prof. Dr. H. Atlatun Muchtar, M.A
Nid. 19571210198603 1 004



LP2M LEMBAGA PENELITIAN DAN
PENGABDIAN KEPADA MASYARAKAT
UNIVERSITAS ISLAM NEGERI RADEN FATAH PALEMBANG

Nomor : In.03/8.0/PP.00/400/2015

Sertifikat

LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT (LP2M) UIN RADEN FATAH MENERANGKAN :

Nama : Juwita Isnayasari

Tempat/Tgl.lahir : Palembang, 28 Agustus 1992

Fak/Jur./NIM : Tarbiyah/PBI/10250028

TELAH MELAKSANAKAN PROGRAM KULIAH KERJA NYATA ANGGKATAN 65 TEMATIK POSDAYA
DARI TANGGAL 17 FEBRUARI S/D 02 APRIL 2015 DI :

Desa : Keban II

Kecamatan : Sangga Desa

Kabupaten : Musi Banyuwasin

Lulus dengan nilai : A (Amat Baik)

KEPADANYA DIBERIKAN HAK SESUAI DENGAN PERATURAN YANG BERLAKU

Palembang, 01 Juni 2015

Ketua,



Prof. Dr. Risan Rusli, MA

NIP. 19650319 199203 1 003

Jln. Prof. KH. Zainul Abidin Fikry Km. 3.5 Palembang Telp./Fax : (0711) 362244





KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI RADEN FATAH PALEMBANG
LEMBAGA PENGABDIAN MASYARAKAT (LPM)
Jl. Prof. KH. Zainal Abidin Fikri Telp. (0711) 354668 Kode Pos : 30126 Palembang

SERTIFIKAT

Nomor : In.03/8.0/PP.00/ 3942 /2012

Diberikan kepada

Nama : **Juwita Isnayasari**

NIM : **10250028**

Fak/Prodi : **Tarbiyah/Pendidikan Bahasa Inggris (PBI)**

Yang telah Lulus Ujian Program Intensif Pembinaan dan Peningkatan Kemampuan Baca Tulis Al-Qur'an (BTA) yang diselenggarakan oleh Lembaga Pengabdian Masyarakat (LPM)

Sertifikat ini menjadi salah satu syarat untuk mengikuti Kuliah Kerja Nyata (KKN) dan Munaqasyah berdasarkan SK Rektor No. : In.03/1.1/Kp.07.6/266/2012

Palembang, 07 Februari 2014

Mengetahui,
Rektor IAIN Raden Fatah Palembang,



Prof. Dr. H. Alfatun Muchtar, MA
NIP. 19520601 198503 1 002

Ketua LPM,



Dr. Muhajirin, MA
NIP. 19730125 199903 1 002



**UNIT PELAKSANA TEKNIS PUSAT KOMPUTER
INSTITUT AGAMA ISLAM NEGERI RADEN FATAH**

Jl. Prof. K. H. Saifal Anidien No. 3, 5 Palembang 30126. ☎ 0711 - 354668 FAX. 0711 - 398209

SERTIFIKAT

Nomor : In.03 / 10.1 / Kp. 01 / 004 / 2013

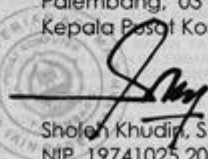
Diberikan kepada :

NAMA : JUWITA ISNAYASARI
NIM : 10250028
FAKULTAS : TARBIYAH
JURUSAN : PENDIDIKAN BAHASA INGGRIS

Atas partisipasinya sebagai peserta **PENDIDIKAN PROGRAM APLIKASI DAN KEAHLIAN KOMPUTER** yang diselenggarakan pada semester I dan II Tahun Ajaran 2010 - 2011 dengan nilai sebagai berikut :

Materi / Silabus	Nilai
Microsoft Office Word 2003	B
Microsoft Office Excel 2003	C
Akumulasi Nilai	C

Palembang, 03 Juni 2013
Kepala Pusat Komputer,


Sholah Khudin, S.Ag
NIP. 19741025 200312 1 003



UNIVERSITAS ISLAM NEGERI
RADEN FATAH PALEMBANG
LANGUAGE CENTRE
JLN. PROF.ZAINAL ABIDIN FIKRI KM 3.5
PALEMBANG TELP : 0711 354668 psw 147

TOEFL PREDICTION SCORE

SECTION 1	SECTION 2	SECTION 3	TOTAL SCORE
47	58	48	510

TOEFL PREDICTION TEST

FULL NAME

JUWITA ISNAYASARI

SEX M / F	DATE OF BIRTH DD / MM /YY	TEST DATE DD / MM /YY
F	28 / 08 / 1992	21 / 05 / 2018

Drs. HERIZAL, MA
TOEFL Tester



The person whose name appears above has taken the TOEFL PREDICTION TEST at UIN Raden Fatah Language Centre.
This score is valid for six months.



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI
(UIN) RADEN FATAH
FAKULTAS TARBIYAH DAN KEGURUAN
Alamat : Jl. Prof. K. H. Zainal Abidin Fikry Kode Pos : 30126 Telp. 0711-354668, Palembang

PENUNJUKKAN DOSEN PEMBIMBING SKRIPSI

Nama : Juwita Isnayasari
NIM : 10250028
Prodi : Pendidikan Bahasa Inggris
Semester :
Judul : The Correlation Between Self Regulation and Writing Achievement of Undergraduate EFL Students English Education Study Program of UIN Raden Fatah Palembang

Pembimbing I NIP.	Hj. Lenny Marzulina, M.Pd
Pembimbing II NIP.	Deta Desvitaqni, M.Pd

Mengetahui,
Wakil Dekan I,

Dr. Dewi Warna, M.Pd,
NIP. 19740723 19903 2 002

Palembang 24 Januari 2017
Ketua Prodi Pendidikan Bahasa Inggris,

Hj. Lenny Marzulina, M.Pd,
NIP. 19710131 201101 2 001

- | |
|--|
| 1. Arsip Wakil Dekan I
2. Arsip Prodi
3. Arsip Kemahasiswaan |
|--|



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. K. H. Zainal Abidin No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

SURAT KEPUTUSAN DEKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN
UIN RADEN FATAH PALEMBANG
Nomor : B-568Un.09/IL/PP.009/1/2017

Tentang
PENUNJUTKAN PEMBIMBING SKRIPSI
DEKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN UIN RADEN FATAH PALEMBANG

- Menimbang : 1. Bahwa untuk menngakhiri Program Sarjana bagi s-orang mahasiswa perlu ditunjuk ahli sebagai Dosen Pembimbing Utama dan Pembimbing Kedua yang bertanggung jawab untuk membimbing mahasiswa tersebut dalam rangka penyelesaian skripsinya.
2. Bahwa untuk lancarny, tugas-tugas pokok tersebut perlu dikeluarkan surat keputusan tersendiri.
- Mengingat : 1. Undang - Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional
2. Undang - Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;
3. Peraturan Pemerintah Nomor 60 Tahun 1999 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 9 Tahun 2003 tentang Wewenang Pengelatan, Penindahan dan pemeliharaan Pegawai Negeri Sipil;
5. Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Keputusan Menteri Agama RI Nomor 53 Tahun 2015 tentang OR/ AK/R UIN Raden Fatah;
7. Peraturan Menteri Keuangan Nomor 53-PMK/02/2014 tentang Standar Biaya Masukan;
8. DIPA Universitas Islam Negeri Raden Fatah Palembang Tahun 2016;
9. Keputusan Rektor Universitas Islam Negeri Raden Fatah Nomor 6698 Tahun 2014 tentang Standar Biaya Honorarium dilingkungan Universitas Islam Negeri Raden Fatah Palembang;
10. Peraturan Presiden Nomor 129 Tahun 2014 tentang Alin Status IAIN menjadi Universitas Islam Negeri;

MEMUTUSKAN

- Menetapkan
PERTAMA : Menunjuk Saudara 1. Hj. Lenny Marzulino, M.Pd NIP. 19710131 201101 2 001
2. Deta Desvitarsari, M.Pd NIK.

Dosen Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang masing - masing sebagai Pembimbing Utama dan Pembimbing Kedua skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan atas nama saudara :

Nama : Juwita Isyayasari
NIM : 10250028
Judul Skripsi : The Correlation between self regulation and writing achievement of undergraduate EFL students english education study program of UIN Raden Fatah Palembang.

- KEDUA : Kepada Pembimbing Utama dan Pembimbing Kedua tersebut diberi hak sepenuhnya untuk merevisi judul / kerangka dengan sepengetahuan Fakultas.
- KETIGA : Kejadanya diberikan honorarium sesuai dengan ketentuan yang berlaku masa bimbingan dan proses penyelesaian skripsi diupayakan minimal 6 (enam) bulan.
- KEEMPAT : Ketentuan ini mulai berlaku sejak tanggal ditetapkan oleh Fakultas.

Palembang, 24 Januari 2017

Dekan,



Prof. Dr. H. Kasinyo Harto, M.Ag.
NIP. 19710011 199703 1 0004



**UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

SURAT KETERANGAN PERUBAHAN JUDUL SKRIPSI

NOMOR : B-1938/Un.09/ILI/PP.009/4/2018

Berdasarkan Surat Keputusan Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang Nomor : B-568/Un.09/ILI/PP.009/1/2017, Tanggal 24 Januari 2017 poin ke 2 bahwa Dosen Pembimbing diberikan hak untuk merevisi judul Skripsi Mahasiswa/i. Maka bersama ini menerangkan bahwa :

Nama : Juwita Isnayasari
NIM : 10250028
Fakultas : Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang
Program Studi : Pendidikan Bahasa Inggris

Atas pertimbangan yang cukup mendasar, maka Skripsi saudara tersebut diadakan perubahan judul sebagai berikut :

Judul Lama : *The Correlation between self regulation and writing achievement of undergraduate EFL students english education study program of UIN Raden Fatah Palembang*
Judul Baru : *The Correlation Between Self Regulation and Listening Achievement of Undergraduate EFL Student of UIN Raden Fatah Palembang*

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk digunakan sebagaimana mestinya.

Palembang, 12 April 2018
A.n. Dekan
Ketua Prodi PBI,



Bj. Lenny Marzulina, M.Pd
NIP. 19710131 201101 2 001



**UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Nomor : B-2522/Uin.09/II/PP.00.9/5/2018
Lampiran :
Perihal :
Palembang, 08 Mei 2018

Kepada Yth,
Rektor UIN Raden Fatah Palembang
di
Palembang

Assalamu'alaikum W. Wb

Dalam rangka menyelesaikan tugas akhir Mahasiswa/i Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang dengan ini kami mohon izin untuk melaksanakan penelitian dan sekaligus mengharapkan bantuan Bapak/Ibu/Saudara/i untuk memberikan data yang diperlukan oleh mahasiswa kami :

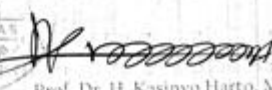
Nama : Juwita Isnayasari
NIM : 10250028
Prodi : Pendidikan Bahasa Inggris
Alamat : Jl. Matarum I No. 254 RT-05 RW 02 Kel. Kertas Rindu
Kec. Kertapati Palembang
Judul Skripsi : The Correlation Between Self Regulation and Learning Achievement of Undergraduate EFL Student of UIN Raden Fatah Palembang

Demikian harapan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i diucapkan terima kasih

Wassalamu'alaikum W. Wb



Delan,


Prof. Dr. H. Kasinyo Harto, M. Ag.
NIP. 1971091119970311004

Tembusan:



**KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBİYAH DAN KEGURUAN**

Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

SURAT KETERANGAN

Sehubungan dengan Surat dari mahasiswa perihal permohonan izin penelitian di Program Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang dengan No. Surat B-2522/Un.09/Il.I/PP.00.9/05/2018 tertanggal 09 Mei 2018, maka dengan ini menerangkan bahwa:

Nama : Juwita Isnayasari
NIM : 10250028
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Ilmu Tarbiyah dan Keguruan
Judul Penelitian : *"The Correlation Between Self-Regulation and Listening Achievement of Undergraduate EFL Student of UIN Raden Fatah Palembang"*

Nama tersebut di atas memang benar telah mengadakan penelitian di Program Studi Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan seperlunya.

Palembang, 15 Mei 2018
Kaprosdi Pendidikan Bahasa Inggris,

Hj. Lenny Matzulina, M.Pd
NIP. 19710131 201101 2 001



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI
(UIN) RADEN FATAH

FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Prof. K. H. Zainal Abidin Fikry Kode Pos : 30126 Telp. 0711-354668, Palembang

STUDENT CONSULTATION CARD

Name : Juwita Isnayasari
Students Number : 10250028
Faculty : Tarbiyah
Department : English Education Study Program
Advisor I : Hj. Lenny Marzulina, M.Pd
Title : The Correlation Between Self Regulation And Listening Achievement of Undergraduate EFL Students of Uin Raden Fatah Palembang

No	Date	Aspect	Advice	Sign
	26/1/2018	proposal	APA style	
	29/1/2018	proposal	APA style, Journal	
	2/2/2018	proposal	Revise	
	14/2/2018	proposal	ACC !	
	5/3/2018	chapter 1-3	Revise	
	12/3/2018	chapter 1-3	ACC !	



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI
(UIN) RADEN FATAH
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Prof. K. H. Zainal Abidin Fikry Kode Pos : 30126 Telp. 0711-354668, Palembang

STUDENT CONSULTATION CARD

Name : Juwita Isnayasari
Students Number : 10250028
Faculty : Tarbiyah
Department : English Education Study Program
Advisor II : Deta Desvitasari M.Pd
Title : The Correlation Between Self Regulation And Listening Achievement of Undergraduate ELF Students English Educational Study Program of Uin Raden Fatah Palembang

No	Date	Advice	Sign
1.	Rabu / Dec 16, 2017	Revise as suggested! Reorder some of items in your background. Add some previous related studies in your background. Correct some grammatical errors on your research proposal. Revise the significance of the study!	
2.	Jumat / Dec 22, 2017	Add preliminary study to lecturers Revise some grammatical errors Revise as suggested!	
3.	Selasa / Jan 9, 2017	Revise your previous related studies, add the result instead of research questions! Revise the hypotheses	



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI
(UIN) RADEN FATAH
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Prof. K. H. Zainal Abidin Fikry Kode Pos : 30126 Telp. 0711-354668, Palembang

STUDENT CONSULTATION CARD

Name : Juwita Isnayasari
Students Number : 10250028
Faculty : Tarbiyah
Department : English Education Study Program
Advisor II : Deta Desvitasari M.Pd
Title : The Correlation Between Self Regulation And Listening Achievement of Undergraduate ELF Students English Educational Study Program of Uin Raden Fatah Palembang

No	Date	Advice	Sign
4.	Kamis / Jan 12, 2017	Show me the book in relation to Self Regulation. Find the expert argumentation about self Regulation	
5.	Kamis / Jan 18, 2017	Decide whether your other variables is comprehension or achievement! Revise as suggested!	
6.	Selasa / Jan 30, 2017	Revise as suggested!	
7.	Jumat / Feb 9, 2017	Add argumentations from IROE, TA 96, Edukasi, & Google Scholar! Revise as suggested!	



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI
(UIN) RADEN FATAH
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Prof. K. H. Zainal Abidin Fikry Kode Pos : 30126 Telp. 0711-354668, Palembang

STUDENT CONSULTATION CARD

Name : Juwita Isnayasari
Students Number : 10250028
Faculty : Tarbiyah
Department : English Education Study Program
Advisor II : Deta Desvitasari M.Pd
Title : The Correlation Between Self Regulation And Listening Achievement of Undergraduate EFL Students of Uin Raden Fatah Palembang

No	Date	Advice	Sign
8.	Feb 21, 2018	Proceed to seminar on research proposal	
9.	Feb 16, 2018	CH 1-3 : Revise!	
10.	Feb 21, 2018	CH 1-3 : OK! Go working on your chapter 4-5.	
11.	Feb 23, 2018	CH 4-5 : Revise the working section in your chapter 4-5	
12.	Feb 24, 2018	CH 4-5 : Revise!	
13.	Feb 26, 2018	CH 4-5 : Ok!	



**UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

SURAT KETERANGAN BEBAS TEORI

Nomor : B- 1810 /Un.09/II.1/PP.00.9/ 4 /2018

Berdasarkan Penelitian yang Kami lakukan terhadap Mahasiswa/i :


Nama : *Juwata Israyasari*
N I M : *10250028*
Semester / Jurusan : *16 / PBI*
Program Studi : *pendidikan Bahasa Inggris (S1)*

Kami Berpendapat bahwa Mahasiswa/i yang tersebut ini atas (Sudah / Belum)
Bebas Mata Kuliah (Teori, praktek dan Mata Kuliah Non credit) dengan IPK : *3.06*
(*tidak pernah dan akan sel enam*)

Demikian Syrat ini dibuat dengan sesungguhnya untuk digunakan seperlunya.

Palembang, *29* Maret2018
Kasubbag Akademi : Kemahasiswaan dan
Alumni,

[Signature]
YUNI MELATI, M
NIP : 19690607 0312 2 016

	SURAT KETERANGAN KELENGKAPAN DAN KEASLIAN BERKAS UJIAN KOMPREHENSIF	GUGUS PENJAMINAN MUTU PENDIDIKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN UIN RADEN FATAH PALEMBANG Kode:GPMFFT.SUKET.01/R0
---	--	---

Yang bertandatangan di bawah ini adalah Ketua atau Sekretaris Program Studi Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang, menerangkan bahwa mahasiswa :

Nama : Juwita Isnayasari
 NIM : 10250028
 Fakultas/Jurusan/ Prodi : Fakultas Ilmu Tarbiyah dan Keguruan/ Pendidikan Bahasa Inggris
 Judul Skripsi : The Correlation between Self Regulation and Listening Achievement of Undergraduate EFL Students of UIN Raden Fatah Palembang

Dengan ini menyatakan bahwa mahasiswa tersebut telah dinyatakan **LULUS** dalam ujian komprehensif yang dilaksanakan pada Senin, tanggal 09 April 2018 dengan memperoleh nilai **B**.

Demikianlah surat keterangan ini dibuat dengan sebenarnya, atas perhatiannya saya mengucapkan terima kasih.

Palembang, 6 Mei 2018

Ketua/Sekretaris


 Hj. Lenny Marlina, M.Pd
 NIP. 19710131 201101 2 001



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

REKAPITULASI NILAI UJIAN KOMPREHENSIF
PROGRAM REGULAR FAKULTAS ILMU TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI RADEN FATAH PALEMBANG

HARI / TANGGAL UJIAN : Senin / 9 April 2018
PUKUL : 08.00 - selesai
PROGRAM STUDI : Pendidikan Bahasa Inggris

No.	NIM	Nama	Nilai					
			I	II	III	IV	Angka	Huruf
1	11250015	Dina Pratiwi	70	78	87	65	75	B
2	10250029	Ladi Diana	70	70	75	65	70	B
3	10250016	Eka Febriyanti	70	75	82	65	73	B
4	10250028	Juwita Isnayasari	70	72	70	65	69.25	B
5	11250012	Dewi Maharani	70	70	85	65	72.5	B
6	11250011	Devi Zulhenita	70	78	80	65	73.25	B
7	11250002	Alit Wigati	70	75	90	65	75	B
8	11250023	Fidyah Rahmasari	70	75	85	65	73.75	B
9	11250003	Aprilia Ela Putri	70	72	85	65	73	B

Mata Uji

- I : Language Evaluation
- II : TEFL Methodology
- III : Curriculum Development
- IV : Material Development

Dosen Penguji

- Dr. Annisa Astrid, S.T., M.Pd
- M. Holandiyah, M.Pd
- Dr. Dewi Warna, M.Pd
- Hj. Lenny Marzulina, M.Pd


Interval Nilai


- 80 - 100 = A
- 70 - 79 = B
- 60 - 69 = C
- 56 - 59 = D
- ≤ 55 = E

Ketua,


Hj. Lenny Marzulina, M.Pd
NIP. 19710131 201101 2 001

Palembang, 13 April 2018
Panitia Ujian Komprehensif
Fakultas Ilmu Tarbiyah dan Keguruan
Sekretaris


M. Holandiyah, M.Pd
NIP. 197405072011011001


	SURAT KETERANGAN KELENGKAPAN DAN KEASLIAN BERKAS MUNAQASYAH	GUGUS PENJAMINAN MUTU PENDIDIKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN UIN RADEN FATAH PALEMBANG Kode:GPMPPT.SUKET.01/R0
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Yang bertandatangan di bawah ini adalah Ketua atau Sekretaris Program Studi Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang, setelah meneliti dan mengoreksi kelengkapan dan keaslian berkas munaqasyah mahasiswa:

Nama : Juwita Isnayasari
 NIM : 10250028
 Fakultas/Jurusan/ Prodi : Fakultas Ilmu Tarbiyah dan Keguruan/ Pendidikan Bahasa Inggris
 Judul Skripsi : The Correlation between Self Regulation and Listening Achievement of Undergraduate EFL Students of UIN Raden Fatah Palembang

Dengan ini menyatakan bahwa skripsi mahasiswa tersebut telah siap untuk proses pendaftaran sidang munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang.

Demikianlah surat keterangan ini dibuat dengan sebenarnya, atas perhatiannya saya mengucapkan terima kasih.

Palembang, 16 Mei 2018
 Ketua/Sekretaris

 Hj. Lenny Marzulina, M.Pd
 NIP. 19710131 201101 2 001



**UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

HASIL UJIAN SKRIPSI/MAKALAH

Hari : Kamis
Tanggal : 31 Mei 2018
Nama : Juwita Isnayasari
NIM : 10250028
Jurusan : PBI
Program Studi : S-1 Reguler

Judul Skripsi : *The Correlation between self Regulation and Listening Achievement of Undergraduate EFL Students of UIN Raden fatah Palembang*

Ketua Penguji : Hj. Lenni Marzulina, M.Pd (.....)
Sekretaris Penguji : Drs. Herizal, M.Pd.I (.....)
Pembimbing I : Hj. Lenny Marzulina, M.Pd (.....)
Pembimbing II : Deta Desvitasari, M.Pd (.....)
Penguji I/Penilai I : Dr. Dian Erlina, M.Hum (.....)
Penguji II/Penilai II : Beni Wijaya, M.Pd (.....)

Nilai Ujian : 78,5 IPK : 3,05

Setelah disidangkan, maka skripsi/makalah yang bersangkutan :

- (.....) dapat diterima tanpa perbaikan
- (.....) dapat diterima dengan tanpa perbaikan kecil
- (.....) dapat diterima dengan tanpa perbaikan besar
- (.....) belum dapat diterima

Ketua,

Hj. Lenni Marzulina, M.Pd
NIP. 19710131 201101 2 001

Palembang, 31 Mei 2018
Sekretaris,

Drs. Herizal, M.A.
NIP. 19651021 199407 1 001



KARTU KONSULTASI REVISI PROPOSAL

Nama : Juwita Isnayasari
NIM : 10250028
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Penguji : M. Holandyah, M.Pd
Judul : The Correlation between Self Regulation and Listening Achievement of undergraduate EFL students of UIN Raden Fatah Palembang

No	Tanggal	Aspek Konsultasi	Komentar	Ttd
	20-02-2018	Chapter I	Revise or suggested of Background	AL
	21-02-2018	Chapter I	Ok!	AL
	23-02-2018	Chapter II	Revise Many thing	AL
		Chapter II	Ok!	AL
	26-02-2018	Chapter III	Revise or suggested	AL
	27-02-2018	Chapter III	Ok!	AL



KARTU KONSULTASI REVISI PROPOSAL

Nama : Juwita Isnayasari
NIM : 10250028
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Penguji : Dr. Annisa Astrid, M.Pd
Judul : The Correlation between Self Regulation and Listening Achievement of undergraduate EFL students of UIN Raden Fatah Palembang

No	Tanggal	Aspek Konsultasi	Komentar	Ttd
	20 - 02 - 2018	proposal	Revise	fuj
	22 - 02 - 2018	proposal	Acc!	fuj
	23 - 02 - 2018	proposal bab II - III	Revise!	fuj
	06 - 02 - 2018	Bab II - III	Acc!	fuj



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FORMULIR
KONSULTASI REVISI SKRIPSI

Nama : Nawita Kusyanti
NIM : 10250208
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul : The Correlation between Self Regulation and Learning Achievement of undergraduate EFL Students of UIN Raden Fatah Palembang

No	Hari / Tanggal	Masalah yang Diskonsultasikan	Tanda Tangan Penguji
1.	Jelas / 26 - 6 - 2018	Page as missing	
2.	Jelas / 26 - 6 - 2018	ok!	

Palembang, 26 - 6 - 2018
Dosen Penguji

Bonny Wijaya, M.Pd





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UNIVERSITAS ISLAM NEGERI (UIN)
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FORMULIR
KONSULTASI REVISI SKRIPSI

Nama : Juwita Israyasari
NIM : 10210003
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul : The correlation between self regulation and listening achievement of undergraduate EFL students of UIN Raden Fatah Palembang

No	Hari / Tanggal	Masalah yang Diskonsultasikan	Tanda Tangan Penguji
1	02-07-2018	belajar } chapt II } Review Questionnaire (attachment)	
2	30-08-2018	OK	

Palembang, 30-08-2018
Dosen Penguji

Dr. Dian Erlina, N.Ahri

