

**THE CORRELATION BETWEEN SELF
REGULATION AND ACADEMIC ACHIEVEMENT OF
EFL UNDERGRADUATE STUDENTS OF UIN RADEN
FATAH PALEMBANG**



UNDERGRADUATE THESIS

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

By

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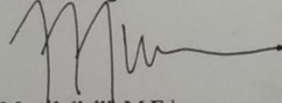
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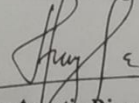
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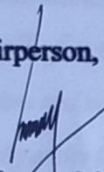
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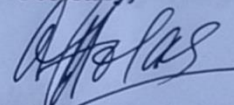
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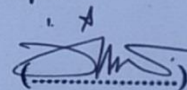


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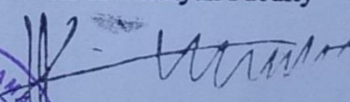


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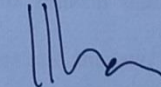
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Palembang, Maret 2017

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CHAPTER 1

INTRODUCTION

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

1.1. Background

Data acquired from BPS (Badan Pusat Statistik) in 2016 showed that the number of workers in Indonesia increase rapidly in recent decades. Since 2014, BPS noted 121 million workers in Indonesia, while in 2015 the numbers of workers increase to 122 million workers. The competitions to get a good job become a hot issue. In 2016, the numbers of workers in Indonesia grew to 127 million people. Moreover, a considerable amount of unemployed undergraduate students drives the competition to be worst. Each year, more than 1 million students will graduate from their own universities, it means the number of job seekers in Indonesia will increase more and more. Having a good academic achievement becomes one of the best ways to get a good job. In short, academic achievement is one of the factors that would guarantee every people's future life.

Academic achievement is defined as the specified level of attainment of proficiency (Shamshudin, Reddy & Rao, 2007, p. 26). Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university. Academic achievement refers to the level of schooling that have successfully completed and the ability to attain success in studies. Lawrence and Vimala (2012, p. 211) state

that a measure of knowledge gained in formal education usually indicated by test scores, grade, grade points, average and degrees. Academic achievement is important because it prepares students for future careers. For students, the opportunity to get scholarship will be easier. So when they pass, they would find a great job easily. Academic achievement defines whether one can take part in higher education, and based on the educational degrees one attains, influences one's vocational career after education (Steinmayr, Crede & Wirthwein, 2014, p. 4). It allows students to enter competitive fields. Furthermore, academic achievement is often a sign of a refined intellect, which can help students in all areas of their lives. The highest level of education, for instance, undergraduate students or more indicates people who have a good academic achievement are able to win the competition to get a good job.

Furthermore, this academic achievement should be obtained from younger years. Graduating from high school allows students to earn far more, and many employers only hire those who graduated. As a result, academic achievement would help students avoid poverty. College education provides, even more benefits and employers are increasingly looking for employees with college degrees even in unrelated fields. Boccanfuso, Moore, & Whitney (2010) state that it is important to examine not only how schools can be improved but also how non-school factors can be enhanced to foster learning and educational attainment. Because of that, many researchers have strongly emphasized the importance of self-regulation as a crucial component of learning process that could improve academic outcomes of students.

Zimmerman (2002) defines self-regulation as ones' ability to devise thoughts, feelings, and actions which result in obtaining their goals. Self-regulation is a process to set a role and strategies of self in order to achieve the 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). By regulated themselves, students will be able to know their weaknesses and strengths, not only about themselves, but also their teacher and even their environment. Brier (2010) defines self-regulation as ability of people to monitor their actions to make sure that acting consistently with their goals and performance standards and adjusting their academic behavior based on the information

Self-regulation can help students in order to face the difficulties of each lesson, especially English. Pintrich (2003) state that there are two components of self-regulation that could influence EFL students' academic achievement. First is motivation that involves goal orientation, task value, expectancy components, and affective components. When students' motivation increase, the self-esteem of students increase indirectly, perhaps students would have goal setting and plan to that subject, or at least students will know how to motivate their self. Furthermore, the second components is learning strategy style that involves cognitive or metacognitive strategies (rehearsal, organization, elaboration, critical thinking), resource management strategies (time management, environment management) and resource management (effort regulation, peers, help seeking). The learner concentrates upon the task to increase their performance; for instance, careful

attention, taking notes and monitoring. At this stage, students compare their performance with the standard or goal and try to find the reason of the differences

Academic achievement of a students is their own responsibility, self-regulation with its all beneficial can help that students to control their self and drive that students to be better and get academic achievement that could guarantee their future life. Bandy & Moore (2010, p. 2) states that the main purpose of having self-regulation is to achieve higher achievement through their own potency.

However, the data shows that the number of students that have high academic achievement is less then students that have low academic achievement. It is also happened in UIN Raden Fatah Palembang where this study will be conducted. The lack of students' interest in study and unmotivated students becomes common issues that affect their academic achievement. Some students conveyed English study program is not their first choice that is why their interest to learn English was not high. The low academic achievement is the results of it. Which means the ability to regulate themselves is not aware by the students yet. The worst is kinds of this lack of ability is not aware by the students, from the 2 components of self-regulation, the students do not know which one is their weaknesses that need to improve and which one is their strengths.

Based on some informal interviewed with about 10 fifth semester students in UIN Raden Fatah Palembang, students still have a problem with the limitation of creativity development, as mostly teacher used teacher center in the classroom. There are small amount of activities that applied by the teacher related to self-

regulation's components. Furthermore, the lack of students' awareness to regulate themselves was still very low, even they do not know the importance of self-regulation, despite there is a few students did it accidentally.

Many related studies have proven the fact that students with high self-regulatory abilities can achieve more and better in learning, especially English. A good academic achievement can help students, not only at class but also out of class. With their ability the opportunity to get a scholarship will be bigger than another. If they want, students even can get a good freelance to add their experience. Therefore self-regulation is a critical factor determining the learning outcome. But it is still debatable and there are some inconsistencies found upon the results.

Vargas (2012) investigated the correlation between self-regulation and academic achievement found there is a significant correlation among them. While Mahmoodi, Kalantari, and Ghaslani (2014) investigated the self-regulatory strategies that are most frequently used by Iranian EFL learners in Learning English, the relationship between motivation and SRL, and the relationship between SRL and L2 achievement found there is no significant correlation among them. Based on the explanation above, the research study which the title **The Correlation between Self-Regulation and Academic Achievement of EFL Undergraduate Students at UIN Raden Fatah Palembang** was conducted.

1.2. Research Problems

Based on the background, the research problems are formulated in the following questions:

1. Is there any significant correlation between students' self-regulation and their academic achievement in UIN Raden Fatah's English Study Program?
2. Which components of student's Self-Regulations (motivation or learning strategies) that the most regulate by the students?

1.3. Research Objectives

In accordance with the problems above, the objectives of this study are:

1. To find out if there is a significant correlation between students' self-regulation and their academic achievement.
2. To find out which components of students' Self-Regulation that students do mostly.

1.4. Significance of the Study

This study is expected to give some beneficial information to the students itself about the importance of self-regulation especially for their academic achievement which could guarantee their future life. Moreover, the study is expected to be beneficial for teachers, by knowing the importance of it. They can also create their own ways to motivate and find the suitable strategies in learning English skills, and enhancing students' academic achievement. For parents, this study is expected to aware them about the importance of it and encourage their

kids to be better. Last, for the other researchers, this study is expected to give some information related to academic achievement and self-regulation. Through this study, it is expected there will be further studies that related to self-regulation and academic achievement with deeper observation and a lot of improvement.

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) correlational research, (2) academic achievement, (3) self-regulation theory, (4) components of self-regulation, (5) the relationship between self-regulation and academic achievement, (6) previous related studies, (7) the hypotheses, and (8) criteria of testing hypotheses.

2.1 Correlational Research

A correlation is simply defined as a relationship between two variables. The whole purpose of using correlations in research is to figure out which variables are connected. This simple definition is the basis of several statistical tests that result in a correlation coefficient, defined as a numerical representation of the strength and direction of a relationship. Fraenkel, Wallen & Hyun (2012, p. 331) state that a correlational study describes the degree to which two or more quantitative variables are related, and it does so by using a correlation coefficient.

Correlation coefficient is a numerical index that provides information about the strength and direction of the relationship between two variables. It provides information how variables are associated. More specifically correlation coefficient is a number that can range from -1 to 1, with zero stands for no correlation at all. If the number is greater than zero, there is a positive correlation.

Positive correlations mean that as variable an increases, so does variable B. A negative correlation is defined as when variable an increases, variable B will decrease.

If the number is less than zero, there is a negative correlation. If the number is equal to zero, there is no correlation between the two variables. If the number is equal to +1.00 or equal to -1.00, the correlation is called perfect. Positive correlation is present when scores on two variables tend to move in the same direction while negative correlation is present when score on two variables tend to move in the opposite direction – as one variable goes up, the other tends to go down, and vice versa. The following is the table of correlation coefficient category in accordance with Cohen, Manion, and Marisson (2007, p. 536)

Table 1

Correlation Coefficient

| Interval Coefficient | Level of Correlation |
|-----------------------------|-----------------------------|
| 0.20 – 0.35 | Slight |
| 0.35 – 0.65 | Moderate |
| 0.65 – 0.85 | Strong |
| Over 0.85 | Very Strong |

Source: Cohen, Manion, and Marisson (2007, p. 536)

Creswell (2012, p. 340) proposed two primary types of correlational research design; explanation and prediction. The explanatory research design is a correlational design in which the researcher is interested in the extent to which two variables (more) co-vary, that is, where changes in one variable are reflected in changes in the other. Explanatory design consists of a simple association between two variables or more than two. Creswell (2012, p. 340) shows that the characteristics of this design are that the researchers correlate two or more

variables, collect data at one point in time, analyze all participants as a single group, obtain at least two scores for each individual in the group—one for each variable, report the use of the correlation statistical test (or an extension of it) in the data analysis, and make interpretations or draw conclusions from the statistical test results.

The prediction research is to identify one or more variables that can predict changes in another variable measured at a later point in time (Lodico et al., 2010, p. 276). 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, 2012, p. 341).

In summary, this research title has both characteristic of correlational type. This research title should obtain 2 scores for each participant one for self-regulation and one for academic achievement, which is characteristic of explanatory type. At the same time, this research also purposes to identify a positive prediction of self-regulation towards academic achievement, which is characteristic of prediction type.

2.2 Academic Achievement

In general terms, Shamsudin, et.al (2007) defined achievement refers to the scholastic academic achievement of the students at the end of an educational program. Academic achievement refers to the grades obtained by students upon accomplishing the courses in their study. Term of academic achievement always be connected to the level of schooling that have successfully completed and the ability to attain success in studies. Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university.

Zwick (2012, p. 3) state that grades awarded to individuals at the end of an academic study are important indicators of ability and productivity when those individuals look for their first jobs. At the end of each semester the students would get a report of the results of their recent studies. In Indonesia, every single aspects will be a crucial for students' academic achievement. They need to achieve high score for each subjects, having a good attitude, past the exam, and not too much absent from classes.

MaanuDev (2016, p.1) purposed learning outcomes have become a phenomenon of interest for most of part of education. Academic achievement play a vital role for students future life. High academic achievement provides a lot of benefits for students itself. A students with high academic achievement have more chance to get scholarship. They even can choose which school they want to continue by using the advantages of high academic achievement. Graduating from

high school allows students to earn far more, and many employers only hire those who graduated. As a result, academic achievement helps students avoid poverty, and now it helps not only students itself, but also the country. College education provides even more benefits, and employers are increasingly looking for employees with college degrees even in unrelated fields. In short, academic achievement help students to get a good job after graduate from their school. Academic achievement also allows students to enter competitive fields.

2.2.1. Grade Point Average (GPA)

Lawrence and Vimala (2012, p. 211) state that a measure of knowledge gained in formal education usually indicated by test scores, grade, grade points, average and degrees. Mostly, at the university level, the students' academic achievement in each semester is represented by Grade Point Average (GPA) that achieve at the end of their college. Normally, university's students finish their school at least on 5 years (10 semesters) and they will get get their cummlative GPA. Before finish their school, they will get GPA for each semester. Grade (GPA) are given at the end of each 14 week meeting (once a week). According to the administration of Adelaide University, the grade poin average (GPA) is a numerical index that summeries academic performance and range from a minimum of zero to a maximum 4 (scale 0-4).

2.1.2. Cummulative GPA

Cumulative GPA obtained by having score from each subject from the whole semester that already take. At the end of semester, learners would get score for each subject. When the GPA only present the current semester, the

cummulative GPA present the whole score of students that already take. Both GPA and Cummulative GPA have a similiarities in scoring system. The score will be A with point 4, B = 3, C = 2, D = 1, E = 0. All of that scored will be added and the total score will be divided with the number of subject.

The academic grade scale ranges from the lowest “0.00” to the highest “4.00”, not only that in intermediate grades students will be passed the course if their score more than the passing grades that decide by the teacher. Owing high GPA can help learners in their academic life. The opportunity to get Scholarship will be bigger. And when they were passed, they will found a great job easily.

The following is the table of students’ academic achievement category in accordance with UIN Raden Fatah Palembang official website.

Table 2
Academic Achievement Category

| No | Score Range | Category |
|----|-------------|----------------|
| 1 | 4.00 | Summa Cumlaude |
| 2 | 3.51 – 3.99 | Cumlaude |
| 3 | 3.01 – 3.50 | Very Good |
| 4 | 2.51 – 3.00 | Good |
| 5 | 2.00 – 2.50 | Enough |

Source: Buku Pedoman Akademik Fakultas Tarbiyah dan Keguruan 2014

2.3 Self-Regulation Theory

Self-regulation is the ability to develop, implement, and flexibly maintain planned behavior in order to achieve one's goals. Zimmerman (2002) defines self-regulation as ones' ability to devise thoughts, feelings, and actions which result in obtaining their goals. Self-regulation is a process to set a role and strategies of self

in order to achieve the 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). By regulated their self, Students will be appropriate to know their weaknesses and strengths, not only about their self, but also their teacher and even their environment. Brier (2010) defines self-regulation as ability of people to monitor their actions to make sure that acting consistently with their goals and performance standards and adjusting their academic behavior based on the information

Self-regulation can help students in order to face the difficulties of each lesson, especially English. According to Bandura (1986, p. 28), learners need to pass through three processes to be self-regulated: self-observation, self-judgment and self-reaction. Self-observation is the first process that should be passed by learners. Self-observation refers to process of students to determine and observe their goal setting, planning strategic. The second process, self-judgement is where learners will find which their goal is regarding to the task, and which one is their strategic to solve the task. The learners will set everything they need to achieve their goal. The last process is self-reaction, where learners will apply what they had already planning in real class in order to achieve their goal.

According to Pintrich's model (2003) there are four regularly cognitive recurring cycles. 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.

In order to achieve self-regulation, Zimmerman (2000) proposed the three recurring stages for self-regulation process including forethought (premeditation), performance (implementation) or volitional control (decision making control). The first stage is associated with those activities done earlier than learning; e.g., students' motivation, self-efficacy, goal setting and planning. In the second stage, the learner concentrates upon the task to increase this/her performance; e.g., careful attention, taking notes and monitoring. At this stage, students compare their performance with the standard or goal and try to find the reason of the differences if any. The last stage refers to the results of previous stages. It is the applications of what the students get in order to achieve their goals.

2.3.1. Structure and Function of Self-Regulatory Processes

The facts bring an essential question of how does a student's use of specific learning processes, level of self-awareness, and motivational beliefs combines to produce self-regulated learners. Social learning psychologists view the structure of self-regulatory processes in terms of three cyclical phases (Zimmerman, 2000). The forethought phase refers to processes and beliefs that occur before efforts to learn; the performance phase refers to processes that occur during behavioral implementation, and self-reflection refers to processes that occur after each learning effort.

2.3.1.1. Forethought Phase

There are two major classes of forethought phase processes: task analysis and self-motivation. Zimmerman (2000) purposed the two task analysis involves goal setting and strategic planning. There is considerable evidence of increased academic success of learners who set specific proximal goals for themselves, such as memorizing a word list for a spelling test, and by learners who plan to use spelling strategies, such as segmenting words into syllables (Pintrich, 2002). Self-motivation stems from students' beliefs about learning, such as self-efficacy beliefs about having the personal capability to learn and outcome expectations about personal consequences of learning (Bandura, 1997). For example, students who feel self-efficacious about learning to divide fractions and expect to use this knowledge to pass a college entrance exam are more motivated to learn in a self-regulated fashion. Intrinsic interest refers to the students' valuing of the task skill for its own merits, and learning goal orientation refers to valuing the process of learning for its own merits. Students who find the subject matter of history, for example, interesting and enjoy increasing their mastery of it are more motivated to learn in a self-regulated fashion.

2.3.1.2. Performance Phase

Zimmerman (2000) said that performance phase processes fall into two major classes: self-control and self-observation. Self-control refers to the deployment of specific methods or strategies that were selected during the forethought phase. Among the key types of self-control methods that have been studied to date are the use of imagery, self-instruction, attention focusing, and task

strategies (Pintrich, 2002). The students could also locate her place of study away from distracting noises so they could control their attention better. Self-observation refers to self-recording personal events or self-experimentation to find out the cause of these events. For example, students are often asked to self-record their time use to make them aware of how much time spending for study. A student may notice that when he studied alone, the homework could be finished more quickly than when studying with a friend. Self-monitoring, a covert form of self-observation, refers to one's cognitive tracking of personal functioning, such as the frequency of failing to capitalize words when writing an essay (Zimmerman, 2000).

2.3.1.3. Self-reflection Phase

Zimmerman (2000) state that there are two major classes of self-reflection phase processes: self-judgment and self-reaction. One form of self-judgment, self-evaluation, refers to comparisons of self-observed performances against some standard, such as one's prior performance, another person's performance, or an absolute standard of performance. Another form of self-judgment involves causal attribution, which refers to beliefs about the cause of one's errors or successes, such as a score on a mathematics test. Attributing a poor score to limitations in fixed ability can be very damaging motivationally because it implies that efforts to improve on a future test will not be effective (Cleary & Zimmerman, 2000, p. 18).

In contrast, attributing poor English score to controllable processes, such as the use of the wrong solution strategy, will sustain motivation because it implies that a different strategy may lead to success. One form of self-reaction

involves feelings of self-satisfaction and positive affect regarding one's performance. Increases in self-satisfaction enhance motivation, whereas decreases in self-satisfaction undermine further efforts to learn (Schunk, 2001, p. 62). Self-reactions also take the form of adaptive/defensive responses.

Defensive reactions refer to efforts to protect one's self-image by withdrawing or avoiding opportunities to learn and perform, such as dropping a course or being absent for a test. In contrast, adaptive reactions refer to adjustments designed to increase the effectiveness of one method of learning, such as discarding or modifying an ineffective learning strategy. This view of self-regulation cyclical in that self-reflections from prior efforts to learn affect subsequent forethought processes (e.g., self-dissatisfaction will lead to lower levels of self-efficacy and diminished effort during subsequent learning) (Zimmerman & Bandura, 1994, p. 12).

In support of this cyclical view of self-regulation, high correlations were found between the learners' use of forethought, performance, and self-reflection phase processes (Zimmerman & Kitsantas, 1999). For example, students who set specific proximal goals are more likely to self-observe their performance in these areas, more likely to achieve in the target area, and will display higher levels of self-efficacy than students who do not set goals (Bandura & Schunk, 1981). Other studies have revealed that experts display significantly higher levels of self-regulatory processes during practice efforts than novices (Cleary & Zimmerman, 2000, p. 11).

The self-regulation profile of novices is very distinctive from that of experts. Novices fail to engage in high-quality forethought and instead attempt to self-regulate their learning re actively. That is, they fail to set specific goals or to self-monitor systematically, and as a result, they tend to rely on comparisons with the performance of others to judge their learning effectiveness. Because typical other learners are also progressing, their performance represents a constantly increasing criterion of success that is very difficult to surpass.

Furthermore, learners who make comparative self-evaluations are prompted to attribute causation to ability deficiencies (which are also normative in nature), and this will produce lower personal satisfaction and prompt defensive reactions. In contrast, the self-regulation profile of experts reveals they display high levels of self- motivation and set hierarchical goals for themselves with process goals leading to outcome goals in succession, such as dividing a formal essay into an introduction, a body, and a conclusion. Experts plan learning efforts using powerful strategies and self-observe their effects, such as a visual organizer for filling in key information (Zimmerman & Risemberg, 1997).

They self-evaluate their performance against their personal goals rather than other learners' performance, and they make strategy (or method) attributions instead of ability attributions. This leads to greater personal satisfaction with their learning progress and further efforts to improve their performance. Together, these self-reactions enhance various self-motivational beliefs of experts, such as self-efficacy, outcome expectations, learning goal orientation, and intrinsic interest.

Knowing the differences in the structure and function of self-regulatory processes between experts and novices has enabled researchers to formulate intervention programs in schools for children who display lower levels of self-regulatory development (Schunk & Zimmerman, 1998).

2.4 Components of Self-Regulation

Pintrich (2000) proposed two components of self-regulation that could influence EFL students' academic achievement. First is motivation that involves goal orientation, task value, expectancy components, and affective components. Second is learning strategy style that involves cognitive or metacognitive strategies (rehearsal, organization, elaboration, critical thinking), resource management strategies (time management, environment management) and resource management (effort regulation, peers, help seeking).

Furthermore, Zimmerman (2002) proposed some aspects that could affect students self-regulation related to motivational components. Starting from expectancy components, value components, and affective components. While related to learning strategy, self-regulation consists of cognitive or metacognitive strategies and self-management.

In summary, the two theory that is Zimmerman and Pintrich has some similar in terms. The first theory that developed by Pintrich (2000) divided the components more specifically. While the second theory that proposed by Zimmerman (2002) separated the components into more generally. Zimmerman theory seems quite similar with Pintrich's theory. Indirectly, both theory divide self-regulation into 2 components that is self-regulation related to motivational

and self-regulation related to learning strategy.

Brier (2010) divides self-regulation into three essential components of academic self-regulation are planning, problem solving and evaluation. First components', planning is where the learners set their goals, motivate their self to achieve the goals and expect to succeed. Problem solving refers to strategies that use by learners to achieve the goals. After that, learners will evaluate the results and think weather it achieves the goals or not, that called it as evaluation stages.

2.4.1. Motivation

2.4.1.1. Value Components: Intrinsic Goal Orientation

Goal orientation refers to the student's perception of the reasons why the students are engaged in a learning task. Goal orientation refers to student's 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 an academic task indicates that the student's participation in every task is an end all to itself, rather than participation being a means to an end.

2.4.1.2. Value Components: Extrinsic Goal Orientation

According to Pintrich (2000) Extrinsic goal orientation complements intrinsic goal orientation, and concerns 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 student 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.

2.4.1.3. 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 (2002) state that high task value should lead to more involvement in one's learning. Task value refers to students' perceptions of the course material in terms of interest, importance, and utility.

2.4.1.4 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 that 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.

2.4.1.5. 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.

2.4.2 Learning Strategies Components

2.4.2.1. 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.

2.4.2.2. 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.

2.4.2.3. 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 passages. Organizing is an active, full of effort endeavor, and results in the learner being closely involved in the task. This should result in better performance.

2.4.2.4. Cognitive and Metacognitive: Critical Thinking

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

2.4.2.5. Resource Management Strategies: Time and Study Environment

Besides self-regulation of cognition, students must be able to manage and regulate their time and their study environments. 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 (2002) states 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 learner's study environment should be organized, quiet, and relatively free of visual and auditory distractions.

2.4.2.6. 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 success because it is not only signifies goal commitment, but also regulates the continued use of learning strategies.

2.4.2.7. Resource Management: Peer Learning

Collaborating with one's peers has been found to have positive 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.

2.4.2.8. Resource Management: Help Seeking

Another aspect of the environment that the student 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 is a large body of research that indicates that peer help, peer tutoring, and individual teacher assistance facilitate student achievement.

2.5 The Relationship between Self-Regulation and Academic Achievement

Zimmerman (2002) argues that self-regulation is one of ability of students that could help their schooling life. Self-regulation is an ability of someone to control their action at class, set their thoughts related to their goal and even

motivate their self. Vargas (2012, p. 17) proposed the benefits of promoting self-regulation at school is that it allows the expansion of knowledge, skills and attitudes that a person has, which can be transferred from one context to another one in terms of learning, whether at school or home. Self-regulation become one of essential thing that could help student academic life, just like a warrior that needs a sword to be a good fighters while students need to regulate their self to be a good students.

Pintrich (2000) proposed 2 components of self-regulation that play a vital role especially for students. Motivational components can help students in order to give motivation to the students, set students goal, and give a right mind set towards task. if people find an external reason strong enough to perform the activity, people will make the activity more interesting by changing cognitive or behavioral strategies (Vargas, 2012, p. 16). Besides that, learning strategy's components can help students to choose appropriate strategy to face different teacher and subject. The students will have a good strategy to manage the time, and even manage the environment. Self-regulation is done when students set goals, monitor, and regulate their learning process to attain the goals set up, students also select the strategies to accomplish their goals, they know how to manage their resources, the effort put into the task, how to react to the feedback externally provided, and their reactions to their outcomes

It should be the fact that self-regulation is one of important concept that can affect students academic achievement. Having a good academic achievement become a main goal for most of student. By having a high cumulative GPA

students chance to get a scholarship will be easier, and of course it also will help them to get a good job after pass from the universities. It makes everyone, especially learners compete to be number one by having a good academic achievement. Good academic achievement cannot achieve instantly. A lot of processes with hard effort need to pass by everyone. Zimmerman (2002) state that self-regulation contributes to increased motivation, planning, and learning outcome, which positively influence academic performance.

2.6 Previous Related Studies

Vargas (2012) investigated the correlation between self-regulation and academic achievement among English Language Learners. The study was conducted in Southern Arizona school district where 130 students are taken as the sample. Motivated Strategies for Learning Questionnaire (MSLQ) questionnaire was used to measure their self-regulation. The results found there is a significant correlation among them.

In addition, Fatemi and Khorsani (2014) investigate the relationship between EFL learners' listening comprehension and their self-regulation. To achieve the goals of this study, 103 intermediate EFL learners were selected in Torbat-e- Heydarieh, Iran. Two instruments were employed and the participants were to complete; first, the MSLQ was used to assess students' Self-regulation; and second, Standard Listening Test (SLT) to measure their listening comprehension. Results of Pearson Correlation Coefficient indicated a statistically significant correlation.

Furthermore, Hamedani (2013) investigated the relationship between self-efficacy and self-regulation in vocabulary acquisition with Iranian EFL learners. The results show that there is a significant relationship between self-efficacy and self-regulation in vocabulary acquisition.

Latifi, Tavakoli, and Dabaghi (2014) investigate the relationship between EFL learners' listening comprehension and their self-regulation. To achieve the goals of this study, 103 intermediate EFL learners were selected in Torbat-e-Heydarieh, Iran. Two instruments were employed and the participants were to complete; first, Motivated Strategies for Learning Questionnaire (MSLQ) to assess their Self-regulation; and second, Standard Listening Test (SLT) to measure their listening comprehension. Results of Pearson Correlation Coefficient indicated a statistically significant correlation. This finding provides pedagogical implications for EFL teachers to use self-regulatory approach when teaching listening comprehension.

Khajavi and Abbasian (2013), investigate if concept mapping as a cognitive tool could contribute to improving self-regulation of students in a reading course. Results revealed that there was a significant difference between the two groups with students in the experimental group outperforming those in the control group on self-regulation in reading.

In contrast, Mahmoodi, Kalantari, and Ghaslani (2014) investigated the self-regulatory strategies that are most frequently used by Iranian EFL learners in Learning English, the relationship between motivation and SRL, and the relationship between SRL and L2 achievement. 130 EFL learners studying at two

language institutes in Hamedan and Sanandaj were selected. A questionnaire including 46 items assessing self-regulated learning and motivation was administered. Running frequency analysis, five most frequently used self-regulatory strategies by Iranian EFL learners were specified. In addition, while a significant relationship was found between motivation and SRL, there was no significant relationship between SRL and L2 achievement.

2.7 The Hypotheses

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

1. H_0 : There is no significant correlation between self-regulation and academic achievement of the English education study program of UIN Raden Fatah Palembang.

H_1 : There is a significant correlation between self-regulation and academic achievement of English education study program of UIN Raden Fatah Palembang.

2.8 Criteria of Testing Hypotheses

In testing hypotheses, there are some criteria from Cohen, Mamion, and Morrison (2007, p. 536), Creswell (2012, p. 188-189), and Fraenkel, Wallen, and Hyun (2012, p 228-232). Those criteria can be seen below:

1. If *p-value* is higher than 0.05 ($p > 0.05$), H_0 is accepted and H_1 is rejected.
2. If *p-value* is less than 0.05 ($p < 0.05$), H_0 is rejected and H_1 is accepted.

CHAPTER III

METHOD AND PROCEDURES

This chapter presents: (1) research design, (2) research variables (3) operational definitions, (4) population and sample, (5) data collections, and (6) data analysis.

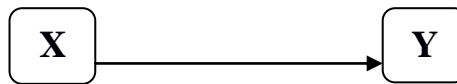
3.1 Research Design

In this research, correlational research is used to find out the correlation between variables and interpret the results that may appear. According to Fraenkel, Wallen and Hyun (2012, p. 331), correlational studies investigate the possibility of relationships between only two variables, although investigations of more than two variables are common. Furthermore, Gay, Mills and Airasian, (2012, p, 204) mention that correlational research involves collecting data to determine whether, and to what degree, a relationship exists between two or more quantifiable variables. The degree of relation is expressed as a correlation coefficient.

The first procedure was the researcher identified the students' self-regulation by using MSLQ questionnaire by Pintrich. Second, the researcher obtained students' cumulative GPA as the data of their academic achievement. The next step was the researcher analyzed the correlation between variables through SPSS based on the results of the self-regulation questionnaire, and students' cumulative score. Finally, the researcher found which components of Self-Regulation that regulated by Students mostly, the researcher took it from the percentage of MSLQ questionnaire.

The research design was as follows:

Figure 1 Research Design



X= Students' self-regulation

Y = Students' academic achievement

3.2 Research Variables

A common and useful way to think about variables is to classify them as independent or dependent (Fraenkel et al., 2012, p. 80). They define that independent variable is what the researcher chooses to study in order to assess their possible effect(s) on one or more other variables. The variable that the independent variable is presumed to affect is called a dependent variable. Therefore, In this study, the independent variable is students' self-regulation, and the dependent variable is their academic achievement.

3.3 Operational Definitions

The definitions of some terms were provided to avoid misunderstanding of some terms that used in this research. Correlation Research is the study to find out the relationship between two variables, even more than two variables are common. In this study, the researcher used two variables to be examined the relationship; self-regulation and academic achievement.

Academic achievement is an outcome of students' results in learning process. The researcher identified students' academic achievement by obtaining

the cumulative GPA from where they school. Below is table of the category of students' academic achievement.

Table 3

Academic Achievement Category

| No | Score Range | Category |
|----|-------------|----------------|
| 1 | 4.00 | Summa Cumlaude |
| 2 | 3.51 – 3.99 | Cumlaude |
| 3 | 3.01 – 3.50 | Very Good |
| 4 | 2.51 – 3.00 | Good |
| 5 | 2.00 – 2.50 | Enough |

Source: Buku Pedoman Akademik Fakultas Tarbiyah Dan Keguruan UIN Raden Fatah Palembang 2014.

Self-regulation refers to the ability of people to manage, control, and develop their thoughts, feelings, and actions. It was measured by using Motivated Strategies for Learning Questionnaire (MSLQ) which was developed by Pintrich, et.al (1991). There are two components of self-regulation that could be affect students' academic achievement, that is motivational and learning style. Their self-regulation identified from the questionnaire they answered.

3.4 Population and Sample

To get the data of study, this research needed a subject. The subject of the study was English Education study program of UIN Raden Fatah Palembang.

3.4.1. Population

According to Creswell (2005, p. 145), population is a group of individuals who have the same characteristic. The population of this research was the whole active EFL students of UIN Raden Fatah Palembang. It consists of different class

for each semester. The table below is the population of the study.

Table 5
Population of the Study

| No | Semester | Number of Students |
|--------------|----------|--------------------|
| 1 | I | 153 |
| 2 | III | 133 |
| 3 | V | 101 |
| Total | | 387 |

*Source: English Education Study Program of UIN Raden Fatah
2016/2017*

3.4.2. Sample

Sample in statistics and testing are any group of individuals that is selected to represent a population (Richards & Schmidt, 2010, p. 506). Moreover, Fraenkel et al., (2012, p. 91) define a sample in a research study is the group on which information is obtained.

The sample of this research was 101 fifth semesters' EFL students at UIN Raden Fatah Palembang. The age of the sample is between 18-20 years old. The sample chooses by using purposive sampling technique. Based on Creswell (2005, p. 204), in this method, the researchers intentionally select individuals and sites to learn and understand the central phenomenon whether they are "information rich". Moreover, Johnson and Christensen (2012, p. 231) add that in purposive sampling, the researcher specifies the characteristics of a population of interest and then tries to locate individuals who have those characteristics.

Therefore, in order to know student's academic achievement a group of students who have already finished at least a semester from the population was considered as the sample, so the first semester were not included as the sample. Moreover, the ninth and more semesters also do not include as the sample because they are not longer active. So, the number of the probable sample was 101 students that involve in fifth semesters, because they have already take most of subject on this major, while the third semester were not included as the sample because the fifth semester student has representatif the population, beside that the whole subjects that taken by them, were not as large as fifth semester. The distribution of the sample was as follows.

Table 6

Sample of the Study

| No | Semester | Number of Students |
|--------------|----------|--------------------|
| 1 | V | 101 |
| Total | | 101 |

Source: Administration of English education study program of UIN Raden

Fatah 2016/2017

3.5 Data Collections

To support this research, two instruments were used to collect the data; questionnaire and students' cumulative GPA.

3.5.1. Questionnaire

To obtain the information of students' self-regulation, the Motivated Strategies for Learning Questionnaire (MSLQ) was used. This questionnaire was developed by Pintrich, Smith, Garcia, and McKeachiein 1991. The questionnaire

consisted of 62 items. Responses were scored using a 7 point likert scale ranging from “Not at all true of my self” to “True of my self”. The difficult items of the questionnaire were explained by the researcher. Participants had to complete the questionnaire in 25 minutes. The following table is the Self-regulation’s components (Pintrich, Smith, Garcia, & McKeachie. 1991).

Table 7

Self-Regulation Questionnaire Specification

| No | Self-Regulation Components | Items in the Questionnaire |
|----|----------------------------|----------------------------|
| 1 | Motivational | 1-31 |
| 2 | Self-Regulated Learning | 32-62 |

Source: Pintrich, Smith, Garcia, & McKeachie, 1991

The table below is the self-regulation score (Pintrich, Smith, Garcia, & McKeachie, 1991).

Table 8

Self-Regulation Category

| Self-Regulation Score | | |
|-----------------------|-------------|----------|
| 1 | Regulated | ≥ 4 |
| 2 | Unregulated | < 4 |

Source: Pintrich, Smith, Garcia, & McKeachie, 1991

3.5.2. Cumulative GPA

Academic achievement refers to the students’ Cumulative Grade Point Average (GPA). It is the results of the students’ study from all the courses they have taken starting from the first semester to their current semester. To obtain

students English achievements, the score of the students was collected from their cumulative GPA.

3.6 Data Instrument Analysis

In data instrument analysis, there are two steps which examined; validity and reliability test.

3.6.1. Validity of the instruments

Validity is the development of sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the test is assumed to measure) matches its proposed use (Creswell, 2012, p. 159). It means the instruments measure what is supposed to measure. There are one validity in this research, that is validity of questionnaire.

3.6.1.1. Validity of Questionnaire

MSLQ is ready-made questionnaire, thus, it has been validated to measure students' self-regulation by constructing exploratory analysis and confirmatory analysis. Pintrich et al. (1991, p. 3) mention these instruments were used with over 1000 university of Michigan undergraduates enrolled in this course.

3.6.2. Reliability of the instruments

Internal consistency reliability refers to a measure of the degree to which the items or parts of a test are homogeneous, equivalent or consistent with each other. Internal consistency reliability is often estimated by the following approaches: Cronbach alpha, Kuder- Richardson formulas or split-half reliability (Richards & Schimdt, 2010, p. 209). Johnson and Christensen (2012, p. 340) state that when used to check reliability of scores, the coefficient should be at least

0.70, preferably higher. Therefore, the questionnaire will be reliable if the coefficient is 0.70 or higher.

3.6.2.1. Reliability of Questionnaire

The researcher did not check the reliability of questionnaire because the author of questionnaire had checked the reliability which had examined by Cronbach's Alpha. Fraenkel, et.al define Cronbach's Alpha is a measure of internal consistency of items that are not scored right versus wrong, as in some essay tests where more than one answer is possible. The internal consistency reliability as reported in the questionnaire was found to range between .52 and .93 (Pintrich, Smith, Garcia & Mckeachie, 1991). Moreover, Ilker, Arslan, & Demirhan (2014) found the Cronbach's Alpha coefficient are as foollows: for the motivational beliefs components is 0.81, for learning strategies components (cognitive strategy, self-efficacy, intrinsic value, and task anxiety sub scales) is 0.75, 0.76, 0.70 and 0.77 respectively. Reliability coefficient showed that the MSLQ indicates a sufficient level of reliability (Ilker, Arslan, & Demirhan, 2014).

3.7 Data Analysis

After all the results of instruments have revealed, the researcher analyzed the data. The steps are:

3.7.1 Instrument Analysis

Before finding out the correlation between students' self-regulation and academic achievement, the resercher found out the score of instruments.

3.7.1.1 Questionnaire Analysis

The researcher obtained the information about students' self-regulation, the MSLQ questioner developed by Pintrich, Smith, Garcia, and McKeachie (1991) distributed to the students. The questionnaire consisted of 62 items. Participants had to complete the questionnaire in 25 minutes. Responses were scored using a 7 point likert scale ranging from “Not at all true of myself” to “True of myself”. The difficult items of the questionnaire were explained by the researcher.

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

Where:

M = Students Score

S = Total Items Score

L = Total Items

3.7.1.2 Cumulative GPA

To obtain students' academic achievements, the score of the students was collected from their cumulative GPA. Having employed SPSS computer software, Pearson Correlation Coefficient Analysis was conducted to check if there is a statistically significant relationship between these participants' self-regulation and their academic Achievement. The following is the table of correlation coefficient category in accordance with Cohen, Manion, and Marisson (2007, p. 536).

Table 9

Correlation Coefficient

| Interval Coefficient | Level of Correlation |
|-----------------------------|-----------------------------|
| 0.20 – 0.35 | Slight |
| 0.35 – 0.65 | Moderate |
| 0.65 – 0.85 | Strong |
| Over 0.85 | Very Strong |

Source: Cohen, Manion, and Marisson (2007, p. 536)

3.7.1.3 Correlation Analysis

After all the results of instruments had revealed. The researcher found out the correlation between students' self-regulation and their academic achievement using Pearson – Product Moment Correlation Coefficient. The correlation coefficient number ranges from -1 to 1, with zero standing for no correlation at all. If the number is greater than zero, there is a positive correlation. If the number is less than zero, there is a negative correlation. If the number is equal to zero, there is no correlation between the two variables. If the number is equal to +1.00 or equal to -1.00, the correlation is called perfect. Positive correlation is present when scores on two variables tend to move in the same direction while negative correlation is present when score on two variables tend to move in opposite direction – as one variable goes up, the other tends to go down, and vice versa (Johnson and Christensen, 2012, p. 44).

3.7.1.4 Percentage Analysis

Finally, the researcher checked in to the questionnaire results to know which components of self-regulation that regulated mostly by the students.

$$\frac{\text{Score of first components}}{\text{Number of Items}} \quad \text{Compared to} \quad \frac{\text{Score of second components}}{\text{Number of items}}$$

*The highest one will be the most regulated components of student.

CHAPTER IV

FINDINGS AND INTERPRETATION

This chapter presents: (1) research findings, and (2) interpretations.

4.1 Findings

There are five kinds of research findings in this research: (1) the results of students' self-regulation, (2) the results of students' academic achievement, (3) linearity test, (4) normality test, (5) correlation between students self-regulation and their academic achievement, and (6) the most components that regulated mostly by the students.

4.1.1 The Results of Students' Self-Regulation

The total numbers of fifth semester's student of UIN Raden Fatah Palembang were 101 students and all of students participated in this research study. 88.5 % of the samples (77 students) were classified as regulated students, while 11.4 % of the samples (10 students) classified as unregulated students. Meanwhile, others students were not included into sample because 1 student dismissed the class before finishing the questionnaire, he had his personal problem so that he cannot finished the class. Besides that, there were 2 students that missed a few items and others 14 students were absent when this research was conducted on their class, it happened because the differences of their available time. Therefore, the samples of this study were 87 students.

Motivated Strategies for Learning Questionnaire (MSLQ) was distributed to the participants. It consists of 62 items that are divided into 2 components, each

components consist of 31 items. This MSLQ questionnaire use likert scale from 1-7 for the scoring system, the participants need to answer the items by choosing the scale based on themselves, which is 7 means true of them and 1 means not true of them. There is no right or wrong answer, each scale has score 1-7.

The descriptive statistical analysis of students' self-regulation is shown in the table below.

Table 10
Descriptive Statistics of
Self-Regulation

| | | |
|--------------------|---------|---------|
| N | Valid | 87 |
| | Missing | 0 |
| Mean | | 5.1367 |
| Std. Error of Mean | | .12192 |
| Median | | 5.3000 |
| Std. Deviation | | 1.13721 |
| Range | | 5.42 |
| Minimum | | 1.45 |
| Maximum | | 6.87 |
| Sum | | 446.89 |

Based on the descriptive statistics, the range score was 5.42, the minimum score was 1.45 and the maximum score was 6.87. Meanwhile, the sum of the students' self-regulation was 446.89 and the mean was 5.13. The distribution of students' self-regulation can be seen in the table below.

Table 11
Distribution of Students' Self-Regulation

| Score Interval | Category | Frequency | Percentage |
|----------------|-----------|-----------|------------|
| ≥ 4 | Regulated | 77 | 88.5 % |

| | | | |
|--------------|-------------|----|--------|
| < 4 | Unregulated | 10 | 11.4 % |
| Total | | 87 | 100% |

4.1.2 The Results of Students Academic Achievement

While the 62 items of the questionnaire analyzed by the researcher, the participants' academic achievement also analyzed by collecting their cumulative GPA from English Study Program administration.

Table 12
Descriptive Statistics of Academic Achievement

| | | |
|--------------------|---------|--------|
| N | Valid | 87 |
| | Missing | 0 |
| Mean | | 3.2416 |
| Std. Error of Mean | | .03725 |
| Median | | 3.2800 |
| Std. Deviation | | .34741 |
| Range | | 2.12 |
| Minimum | | 1.67 |
| Maximum | | 3.79 |
| Sum | | 282.02 |

Based on the descriptive statistics, the range of students' cumulative GPA was 2.12, the minimum cumulative GPA was 1.67 and the maximum cumulative GPA was 3.79. Meanwhile, the sum of the students' self-regulation was 282.02 and the mean was 3.24. The distribution of students' self-regulation can be seen in the table below.

Table 13
The Distribution of Academic Achievement

| Score Range | Category | Frequency | Percentage |
|-------------|----------------|-----------|------------|
| 4.00 | Summa Cumlaude | - | 0 % |
| 3.51 – 3.99 | Cumlaude | 12 | 13.7 % |
| 3.01 – 3.50 | Very Good | 61 | 70.1 % |
| 2.51 – 3.00 | Good | 7 | 8.0 % |
| 2.00 – 2.50 | Enough | 7 | 8.0 % |
| Total | | 87 | 100 % |

4.2 Statistical Analyses

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 academic achievement in all participants.
3. The statistical analysis of regression analysis between students' self-regulation and their academic achievement in all participants.

4.2.1. Normality Test

The purpose the normality test of the data is to find out whether the distribution of the data is normal or not. The probability value (α) for the normality test of the data is 0.05. The variables are normal if:

- a) H_0 is accepted if the sig is lower than 0.05, it means the data is not normal.
- b) H_1 is accepted if the sig is higher than 0.05, it means the data is normal.

To find out whether the distribution is normal or not, the results of the

distribution can be seen on the table below:

Table 14
Test of Normality

| One-Sample Kolmogorov-Smirnov Test | | Self-Regulation | Academic Achievement |
|------------------------------------|----------------|-----------------|----------------------|
| N | | 87 | 87 |
| Normal Parameters ^{a,b} | Mean | 5.1367 | 3.2416 |
| | Std. Deviation | 1.13721 | .34741 |
| Most Extreme Differences | Absolute | ,126 | ,142 |
| | Positive | ,064 | ,068 |
| | Negative | -,126 | -,142 |
| Kolmogorov-Smirnov Z | | 1,172 | 1,324 |
| Asymp. Sig. (2-tailed) | | ,128 | ,060 |

a. Test distribution is Normal.

b. Calculated from data.

Based on the results of normality test: Kolmogorov-Smirnov, both self-regulation and academic achievement results more than 0.05. The results of academic achievement were 0.060 and self-regulation were 0.128. Therefore, it can be assumed that the data were normal.

Figure 2. Distribution of Self-Regulation Data

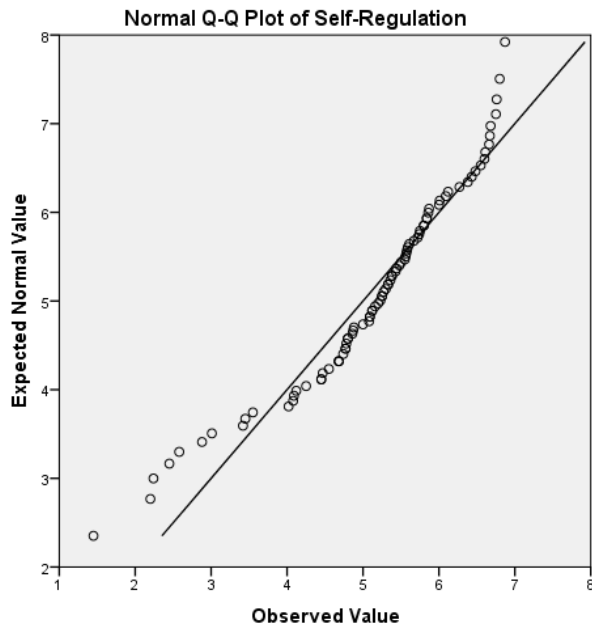
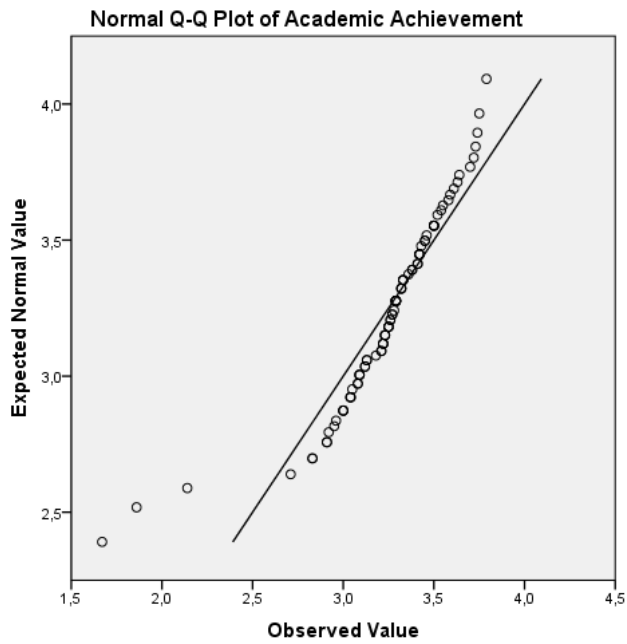


Figure 3. Distribution of Academic Achievement Data



4.2.2. The Results of Linearity Test

The purpose of linearity test of the data is to find out whether the distribution of the data is linear or not. The probability value (α) for the linearity

test of the data is 0.05. The variables are linear if:

- a) H_0 is accepted if the sig is lower than 0.05, it means the data is linear.
- b) H_1 is accepted if the sig is higher than 0.05, it means the data is not linear.

To find out whether the distribution of the data is linear or not, the results of the distribution can be seen on the table below.

Table 15
Test of Linearity

ANOVA Table

| | | Sum of Squares | df | Mean Square | F | Sig. |
|-----------------|--------------------------|----------------|----|-------------|---------|------|
| C-GPA * MSLQ | (Combined) | 9,812 | 74 | ,133 | 2,802 | ,026 |
| | Between Groups | | | | | |
| | Linearity | 5,448 | 1 | 5,448 | 115,116 | ,000 |
| | Deviation from Linearity | 4,364 | 73 | ,060 | 1,263 | ,343 |
| | Within Groups | ,568 | 12 | ,047 | | |
| Total | | 10,380 | 86 | | | |

The results of the table above showed that the deviation from linearity between self-regulation and academic achievement (sig) was 0.000 or lower than 0.05. Therefore, it shows that the results was linear.

4.3. Correlation between Students' Self-Regulation and Their Academic Achievement

To answer the first research problem, the researcher used Pearson Product Moment Correlation to find out the correlation between self-regulation and academic achievement.

The criteria of accepting the results if it:

3. If *p-value* is higher than 0.05 ($p > 0.05$), H_0 is accepted and H_1 is rejected.
4. If *p-value* is less than 0.05 ($p < 0.05$), H_0 is rejected and H_1 is accepted.

The results of Pearson Product Moment can be seen in the table below.

Table 16
Correlations Results

| | | Self-Regulation | Academic Achievement |
|----------------------|---------------------|-----------------|----------------------|
| Self-Regulation | Pearson Correlation | 1 | ,724** |
| | Sig. (2-tailed) | | ,000 |
| | N | 87 | 87 |
| Academic Achievement | Pearson Correlation | ,724** | 1 |
| | Sig. (2-tailed) | ,000 | |
| | N | 87 | 87 |

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

Based on Pearson Product Moment above, the correlation coefficient or the *r* was 0.724 and it was higher than *r*-table (0.210) and the level of probability (*p*) significance (sig.2-tailed) was 0.000. It means that H_0 was rejected and H_1 was accepted. Therefore, the results indicated that there was a significant correlation between students' self-regulation and academic achievement.

4.1.6. The Most Regulated Components

To answer the second research problem, the researcher construct the results of questionnaire to found out which components of self-regulation that regulated mostly by the students. The results of descriptive of self-regulation components can be seen below.

Table 17

Components of Self-Regulation

| No | Components | Frequency | Percentage |
|-------|----------------------|-----------|------------|
| 1 | Motivational | 57 | 65.51 % |
| 2 | Leaarning Strategies | 20 | 22.98 % |
| Total | | 77 | 100 % |

Based on the table components' descriptive above, students that regulated mostly on motivational components were 65.51 % (57 students), while students that regulated mostly on learning strategies were 22.98 % (20 students). It means that more than a half students regulated their motivation, 65.61 % students aware to regulate their motivation to reach the goal and only 22.98 % students that regulate their learning strategies.

4.2 Interpretation

In order to strengthen the value of this study the interpretation are made based on the results of data analyses. According to the findings, there was a significant correlation between self-regulation and academic achievement, which motivational components are the most regulated by the students.

Based on the MSLQ questionnaire, the results showed that 77 students (88.5 %) of the fifth semester students of UIN Raden Fatah Palembang were regulated students. On contrary, 10 students (11.4 %) were unregulated students.

While, 57 students (65.1 %) regulated their motivation components more than their learning strategies, further, 20 students (22.98 %) regulated their learning strategies more than motivational components. Above all, the mean score of all students' self-regulation was 5.13 (regulated). From the results, Pintrich (1999) propose, the regulated students can control their self, the motivation in learn will help them at class as well as their learning strategies.

Furthermore, based on the results of the academic achievement, showed there are no students that involved in summa cumlaude category (4.00), but there are 2 students that uncategorized, because their cumulative GPA less than 2.00, latest, that students knowing as inactive students anymore. Anyway, when this research conducted, that students was take their last chance to repair the GPA before dropping out from the University. While, Only 12 students (13.7 %) obtained cumlaude category (3.51-3.99), 7 students (8.0 %) were in good category (2.51- 3.00) and 7 students (8.0 %) were in enough category (2.00 - 2.50).

From the mean score of academic achievement, most of fifth semester students of UIN Raden Fatah Palembang were in very good category (3.01-3.50). 70.1 % (61 students) were classified on it. The mean cumulative GPA was 3.24. Overall, the results show that, the students have tried their best effort. They choose the best learning strategies, motivate their self to get a good GPA. All of that give many impact for students learning process. Zimmerman (2000) states that if students are motivated to learn, they spend more time to learn and use more learning strategies.

Then, the result of Pearson Product Moment was ($r = 0.724$) which were

calculated by data self-regulation and academic achievement. The level of probability (p) significance (sig.2-tailed) was 0.000. It means that there was a significant correlation between self regulation and academic achievement. The explanation to support this finding is that, having a very good academic achievement is not a matter on an exam only. It is the results of 3 years learning process. Students need a good planning, strategies and effort to owning all of that. All of that in line with the results self-regulation. 88.5 % students classified as regulated students. It means that the students take time to plan. They think about their academic goals, and choose the best strategies for them. Brier (2012) states that Academically self-regulated youth view the goal as a target or destination, can use the goal to prioritize tasks, and can decide where to direct their attention. Once they set a goal, these students are motivated to achieve the goal and act autonomously to do so.

The results of this research is supported by Vargas (2012) who found that there were a positive correlation between self-regulation and academic achievement of students in southern arizona school district. The results revealed that self-regulation related to academic achievement in writing and reading (English skills). Similarly, the components of self-regulation (motivational and learning strategies), especially motivation, were found to be significantly related to academic achievement as well.

Beside that, Fatemi, Khorasani, & Seifi (2014) found that self-regulation also significantly related to academic achievement. Results of Pearson Correlation Coefficient indicated a statistically significant correlation. The findings show that

Self-regulated EFL students can comprehend better what they listen. It also aligns with Inan (2013) who found a significant relationship between all components of self-regulation and academic achievement. Qualitative analysis revealed that the top two reasons of success, as perceived by successful participants, were high interest in the field and being sensitive about the grades (related to motivational components). On the other hand, unsuccessful students stated that they did not like their fields and they had poor interest levels.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents: (1) conclusions, and (2) Suggestions.

5.1. Conclusion

Based on the findings and interpretations of the study, some conclusions were drawn:

- 1) There was a significant relationship between self-regulation and academic achievement of the Undergraduate EFL Students of English Education Study Program at UIN Raden Fatah Palembang.
- 2) Based on the finding, it can be concluded that the self-regulation components (motivation) be the most regulated components (65.55 %), while another components of self-regulation (learning strategies) was 22.98 %.

5.2. Suggestions

Based on the conclusion addressed above, some suggestions were delivered:

1) For Students

For the students, they have to pay much attention to their self-regulation in process of learning. Somehow, considering the components of students' self-regulation, it gain benefit for the students. They have to be aware and explore themselves in the certain learning so that they can achieve more in learning. If the students can regulate the components of self-regulation, it can be helpful for them to make them be better in mastering English.

2) For the English Lecturers

Language instructors, especially for those who teach English courses are recommended to increase and reinforce the students' self-regulation through creative supportive classroom environment that encourages them to regulate themselves. They can support students to aware about a task, and decide what is their goal in learning, so that students can regulate their motivation. During the process of teaching and learning, the language instructor should relax and humorous atmosphere, design interesting activities and give more time to students to practice more, rehearsal, paraphrasing, summarizing, generative note-taking and another activities related to learning strategies of self-regulation's components. Furthermore, considering that academic achievement as one of important things that could support students future life, the teachers have to motivate the students to improve their academic achievement..

3) For the Other Researchers

To get better finding, it is recommended for the other researchers to do the researches which are the closest with this research and be extended to other variables in order to reveal any aspects that support, enhance, and develop the quality of the researches of academic achievement or self regulation.

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