

The relationship between students' self regulated learning and their motivation in learning English

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ABSTRACT

Keywords:

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English is one of the important subjects in education, especially in the English Study Program. The effectiveness of English learning is influenced by students' self-regulated learning and their motivation. Therefore, this study aimed to examine the relationship between self-regulated learning and students' motivation in learning English at the English Study Program of Islamic University of Indragiri. This research employed a correlational design with two variables: learning motivation (X) and self-regulated learning (Y). The instrument used was a questionnaire. The participants were third-semester students (21 students) and fifth-semester students (17 students). The findings revealed that the correlation between self-regulated learning and motivation was very low, with a score of -0.034. Based on hypothesis testing, the obtained r value was lower than the critical values at the 5% and 1% significance levels, indicating no significant relationship. Thus, the alternative hypothesis was rejected, and the null hypothesis was accepted.

ABSTRAK

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INTRODUCTION

Language is a means of expressing and transferring information through sounds, symbols, and gestures to convey meaning to others. In the educational context, language learning is not merely a process of transferring information but also involves various actions and activities that contribute to achieving better learning outcomes. English, as a global language, is taught from elementary school to higher education, including in the English Study Program. To master English, students are required to develop not only four language skills; listening, speaking, reading, and writing but also language components such as grammar, vocabulary, and pronunciation. The success of learning English is influenced by several factors, particularly internal factors such as self-regulated learning and motivation. As stated by Azhar I (2018), successful academic performance depends on both internal and external factors, where internal factors include motivation, self-regulated learning, learning styles, and multiple intelligences.

Self-regulated learning has received considerable attention in recent years due to its significant role in students' academic achievement, especially in learning a foreign language. It refers to students' ability to organize, monitor, and evaluate their own learning processes. According to Erdogan (2018), self-regulated learning and language learning strategies are important variables influencing learning outcomes. Similarly, Tareen et al. (2023) emphasized that foreign language learning can be enhanced by creating environments that foster self-regulated learning skills, while Hamzah et al. (2023) found that engaging in self-regulated learning improves students' thinking skills. Self-regulated learning involves active participation, self-management, and responsibility for one's own learning. Students who are able to plan, monitor, and evaluate their learning tend to achieve better outcomes. Strategies for self-regulated learning include setting learning goals, preparing for learning, motivating oneself, monitoring progress, applying various learning strategies, seeking help, and conducting self-evaluation, as proposed by Zumbunn et al. (2011). Furthermore, several factors affect students' self-regulated learning, such as learning environment, access to technology, students' confidence, planning ability, and teaching methods (Chalachew & Lakshmi, 2013).

In addition to self-regulated learning, motivation plays a crucial role in language learning success. Motivation is often defined as the driving force that encourages

individuals to achieve their goals. According to Husna and Murtini (2019), motivation encourages students to learn a second or foreign language. Likewise, Dale H. Schunk and DiBenedetto (2021) explained that motivated learning focuses on acquiring skills and strategies, highlighting the role of self-efficacy. Furthermore, Chilingaryan et al. (2015) defined motivation as the desire to achieve a goal combined with the effort to reach it. Motivation can be classified into intrinsic and extrinsic types, both of which are essential in enhancing students' learning engagement. Indicators of motivation in this study include anxiety, interest, and the role of the lecturer (Nawawi in Fikri M, 2019).

Based on a pre-observation conducted on December 25th, 2024, involving 10 students of the English Study Program, Faculty of Teacher Training and Education at the Islamic University of Indragiri, several problems were identified, including lack of motivation, poor time discipline, dependence on lecturers, and limited ability to manage time and priorities. These issues indicate that both self-regulated learning and motivation are still relatively low among students. Therefore, this study aims to investigate the relationship between students' self-regulated learning and their motivation in learning English. The research seeks to answer the following questions: (1) How is the relationship between students' self-regulated learning and their motivation in learning English? and (2) Is there any significant correlation between the two variables?

METHOD

In this study, a correlational research design was employed to examine the relationship between students' self-regulated learning and their motivation in learning English. The study involved two variables: the independent variable (X), which was students' motivation, and the dependent variable (Y), which was students' self-regulated learning. The main objective of this research was to determine whether there was a correlation between these two variables.

The population of this study consisted of 98 students of the English Study Program at the Islamic University of Indragiri. The researcher used purposive sampling to select the sample, which included 38 students from the third and fifth semesters. Data were collected using a questionnaire to measure students' self-regulated learning and their motivation in learning English.

The instrument used in this study was a questionnaire consisting of a set of questions designed to obtain information from respondents. The questionnaire items were developed to reflect the variables under investigation and were answered based on the students' responses.

After analyzing the data on students' self-regulated learning, the researcher correlated the results with students' motivation scores to determine whether a significant relationship existed. The analysis was conducted using the Pearson Product-Moment Correlation..

RESULT AND DISCUSSION

Based on the research results, the data revealed several important aspects of students' English learning approaches. The majority of respondents frequently set long-term learning goals to achieve good grades, determined specific targets to improve their English proficiency, and consistently allocated time to complete assignments. In addition, they tended to adjust their learning strategies to maintain engagement and actively sought motivation from various sources. They also paid attention to the effectiveness of their strategies and looked for opportunities to practice English beyond the classroom. Persistence was evident, as students continued learning despite difficulties and explored alternative strategies when needed. Furthermore, they sought help from peers and identified their weaknesses to improve specific skills. However, some learning behaviors were only performed occasionally, such as setting short-term goals, preparing strategies before class, reading materials in advance, studying independently, and sharing learning difficulties with classmates. Notably, using library resources to understand difficult material was rarely practiced.

In relation to motivation, the findings also showed that students' experiences and attitudes toward learning English varied considerably. Many respondents reported positive feelings, such as enjoying English lessons, feeling comfortable during learning, and perceiving their lecturer as a good model. They also often showed interest by paying attention in class, completing assignments, and feeling capable of understanding the material. However, some contradictory responses were also identified. Several students reported feelings of anxiety, lack of concern, or even perceiving English learning as a form of pressure. In addition, some students expressed mixed attitudes, such as enjoying

learning while simultaneously feeling anxious, or being happy when the lecturer was absent. These findings indicate that students' motivation in learning English is complex and not entirely consistent.

Furthermore, the data were analyzed using the SPSS Windows program to determine the correlation between students' self-regulated learning and their motivation. The result showed that the correlation coefficient (r) was -0.034 , indicating a very low correlation between the two variables. In other words, there was no significant relationship between students' self-regulated learning and their motivation in learning English at the English Study Program of the Islamic University of Indragiri. This result was supported by hypothesis testing, where the obtained r value (-0.034) was lower than the critical values at the 5% significance level (0.329) and the 1% significance level (0.424). Therefore, the alternative hypothesis (H_a) was rejected, and the null hypothesis (H_0) was accepted. It can be concluded that there is no significant correlation between students' self-regulated learning and their motivation in learning English.

CONCLUSION

Based on the Pearson Product-Moment correlation result (-0.034), this study examined the relationship between students' self-regulated learning and their motivation in learning English at the English Study Program of the Islamic University of Indragiri. The findings indicated that the correlation between students' self-regulated learning and their motivation was at a very low level, as reflected by the correlation coefficient of -0.034 .

Furthermore, the hypothesis testing showed that the null hypothesis (H_0) was accepted because the r -table values were higher than the r -obtained value (-0.034), both at the 5% significance level (0.329) and the 1% significance level (0.424). This result indicates that there is no significant correlation between students' self-regulated learning and their motivation in learning English, particularly in the context of the English Study Program at the Islamic University of Indragiri. Therefore, it can be concluded that students' self-regulated learning does not necessarily influence their motivation to learn English.

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