STUDENTS' SELF-REGULATED LEARNING IN ENGLISH OF SECOND GRADE AT SMAN ISLAM TERPADU SYECH WALID THAIB SALEH INDRAGIRI TELUK SUNGKA

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ABSTRACT

This study aims to find the students' self-regulated learning in English of second grade at SMAN Islam Terpadu Syech Walid Thaib Shaleh Indragiri Teluk Sungka. This type of research is descriptive quantitative. To find the purpose of this study, the researcher used the method of collecting data through a questionnaire. After gathering the data, the researcher found that the results of this study of self-regulated learning showed that regulated learning with 35 students as respondents with an average score of 141.1 was included in the "good category". In addition, the factors that influence students' self-regulated learning are included in the "disagree category" could be seen from the third statement with an average value of 86. From these results, it can be concluded that the second grade students at SMAN Islam Terpadu Syech Walid Thaib Shaleh Indragiri Teluk Sungka have paid attention to their self-regulated learning in English.

Keywords: *self-Segulated and Learning in English*

INTRODUCTION

It is strongly believed that education aims to educate children of the nation, to make students have noble character in order to create a harmonious life. In general, education provides three scientific aspects, that is cognitive, affective and psychomotor aspects. This means that education requires students to have the ability to think, recognize attitudes and control emotions, and be able to activate their brains and physically carefully. That means the subject matter provided by the teacher is not only for information, but also for application in everyday life.

So that what is conveyed can be applied in everyday life, students should have the self-regulated to study the material that has been given by the teacher.

With this self-regulated, students was expected to be confident and consciously willing to accept stimulus in the form of regular learning activities.

A self-regulated attitude was indeed very difficult to apply in a person, especially a self-regulated attitude in learning. Therefore, school as a means of learning was expected to make students become students who had a self-regulated attitude in learning. In addition, it is hoped that the school was also be able to create students who can plan their future life goals and achieve them through self-regulated learning.

According to Haris Mujiman (2005: 1) students' self-regulated learning is an active learning activity, which is driven by an intention or motive to overcome a problem and the built with the knowledge or competence possessed. Determination of competence as a learning goal and how to achieve it; both the determination of the time of study, the place of study, the rhythm of learning, the tempo of learning, the method of learning, as well as the evaluation of learning were carried out by the students themselves. The children who had strong self-regulated learning was not give up easily, both in their studies and in their daily lives. By having an self-regulated learning attitude like this, it can be believed that students was become tough humans. In other words, he was accustomed to solving the problems he faces in his studies, so it was be easy to face and analyze the problems that exist in his life. In addition according to Stephen Brookfield (2000:130-133) that self-regulated learning is self-awareness, self-driven, learning ability to achieve its goals. With having this self-regulated learning ability, students was expected to have positive thoughts. Therefore, to achieve success in learning, students must be able to self-regulated learn without coercion from others and also not rely on learning from the teacher alone, but they can learn through print, electronic, natural, or other media.

In addition, high critical thinking skills only exist in children or students who have self-regulated learning. Therefore, it is very important to realize self-regulated learning for each student, so that what the nation aspires to the development of students can be achieved. Of course, it makes a nation that is intelligent, moral and has noble character.

Therefore, students should be self-regulated in learning so that they become disciplined by themselves. Likewise, students of SMAN Islam Terpadu Syech Walid Thaib Saleh Indragiri Teluk Sungka, they also have to learn self-regulated in order to achieve the desired goals. But in reality, students of SMAN Islam Terpadu Syech Walid Thaib Saleh Indragiri Teluk Sungka was not able to learn self-regulated. When researcher conduct pre-observation, this can be seen from the following phenomena:

1. Most of the students do their homework in the morning at school.

2. Most of the students had not been able to use their time as efficiently as possible to complete the assignments given by the teacher, so they were not able to complete assignments on time.

Based on the description above, the researcher was very interested in seeing the level of learning self-regulated of second grade students at SMAN Islam Terpadu Syech Walid Thaib Saleh Indragiri Teluk Sungka in learning English. Do they have low, medium or high learning self-regulated? This is important to research as a provision for teachers to determine further teaching methods and for students to make them aware of the importance of being self-regulated in learning. In addition, self-regulated learning is needed in the learning process, so that later students get used to live self-regulated and make it happen in everyday life. Therefore, to answer how self-regulated learning of second grade students at SMAN Islam Terpadu Syech Walid Thaib Saleh Indragiri Teluk Sungka, the writer will conduct research entitled *"Students' Self-Regulated Learning in English of Second Grade at SMAN Islam Terpadu Syech Walid Thaib Saleh Indragiri Teluk Sungka.*

LITERATURE REVIEW

Self-Regulated Learning

Self-regulated in learning is also known as Independence learning. According to Pintrich, Winne & Zimmerman quoted by Balapumi & Aitken (2012: 3) in general learning self-regulated can be described as a process where students are in an important process, namely the process before learning, during

the learning process and after learning analysis in which there is cognition, metacognition, behavior, motivation and environment during the learning process to achieve academic goals.

In addition, Zumbrunn, et al (2011: 4) state that self-regulated learning is a process that requires students to regulate their thinking, behavior and emotions in order to successfully monitor their learning experience. This is also in line with the opinion of Subramanya & Zubair (2017: 243) that self-regulated learning emphasizes the self-regulated and ability of a person to control the way he learns to achieve the goals he has designed.

Furthermore, Baramucci (2013: 3) states that self-regulated students consider their new knowledge as a system and a process that can be controlled and these students have great responsibility for their learning outcomes. In addition, Sumarmo (2010: 1) says that self-regulated learning is a process of careful self-design and monitoring of cognitive and affective processes in completing an academic task. Saputri (2008: 2) also defines self-regulated learning with self-awareness, willingness and motivation from within students and not a compulsion.

Strategies for Self-regulated Learning

Children who have self-regulated learning can be seen from their learning activities, they do not need to be instructed if learning and learning activities are carried out on their own initiative. To achieve this, Zumbrunn, et al (2011: 4) describe strategies for self-regulated learning, which are as follows:

1. Create Learning Objectives

   In starting learning, students should first set goals. Can be in the form of a goal to understand the lesson given or with the aim of being able to pass the test at the end of the semester.

2. Prepare yourself for learning

   In preparing to learn, there are three phases that students can skip, namely preparing learning objectives such as point one above, preparing strategies to achieve goals and determining time and resources to achieve goals.

3. Motivate Yourself

    To be able to stay motivated, students must use many strategies that can be varied so that they remain enthusiastic in learning.

4. Using a variety of learning strategies

    To become students who are successful in learning, students must apply many learning strategies and use them as tools to facilitate them in achieving their learning goals.

5. Monitor yourself

    In order to be self-regulated and successful students in learning, students should monitor their learning by paying attention to whether the strategies they use are appropriate and able to achieve their learning goals. If it is not suitable, they must try to find other strategies that will achieve their goals.

6. Seek help in learning

    Students who are self-regulated in learning do not mean they don't need help from others. Self-regulated students will actually need suggestions from others in order to achieve their goals. Therefore, students who are self-regulated in learning will try to ask anyone about lessons they do not understand.

7. Evaluate yourself

    The next thing students can do to become self-regulated students in learning is to evaluate themselves. Students can evaluate themselves whether they have been able to achieve the goals they have made or not by checking the results of their exercises or their tests according to the goals they have made at the beginning.

    Based on the description above, that learning self-regulated is an attitude that leads to self-learning awareness and all decisions, considerations related to learning activities are undertaken by themselves so that they take full responsibility for the learning process. For this reason, in order to become self-regulated students, the above strategies should be applied.

Factors Affecting Learning Self-regulated

Based on the results of research conducted by Chalachew & Lakshmi (2013: 34) there are 7 factors that affect student learning self-regulated, namely:

a.　How to place students in different classes according to their previous learning outcomes.

b.　Lack of learning places outside the classroom and an environment that is conducive to learning.

c.　Incompatible use and continuous assessment applications.

d.　Lack of technology.

e.　Students who lack self-confidence.

f.　The least planning done by students on the assignments given.

g.　Lack of use of varied methods by teaching staff.

RESEARCH METHOD

　　　This research was descriptive. That is located on Teluk Sungka. The total of students at the second grade of SMAN Islam Terpadu Syech Walid Thaib Saleh Indragiri Teluk Sungka was 35.

　　　The research instrument in this research wasuse questionnaire, both for knowing students' learning self-regulated and factors that influence its self-regulated. Below is the blue print of the questionnaire:

Tabel 1. Blue print of Questionnaire (Students' self-regulated)

No	Indicators	Statements
1	Create Learning Objectives	2 questions
2	Prepare yourself for learning	2 questions
3	Motivate Yourself	2 questions
4	Using a variety of learning strategies	2 questions
5	Monitor yourself	2 questions
6	Seek help in studying	2 questions
7	Evaluate yourself	2 questions

Tabel 2 Blue print of Questionnaire (Factors)

No	Indicators	Statements
1	Lack of learning places outside the classroom and a conducive environment	1 question
2	Lack of supporting technology facilities at school and at home	1 question
3	Lack of confidence to self-regulated learning.	1 question
4	Do not make plans and explore by yourself the assignments given by the teacher.	1 question
5	Lack of use of varied methods by teaching staff	1 question

1. Answering score

    The answer scoring is the answer value that was given by the respondent (Sugiyono, 2012: 94). The first thing to do is determine the score of each answer that will be given, namely:

    AL : Always, rated with a value 5

    OF : Often, rated with a value 4

    SM : Sometimes, rated with a value 3

    R   : Rarely, rated with a value 2

    NV : Never, rated with a value 1

2. Interpretationof the ScoreCalculation

    a. Determine the highest score:

        The highest number of scores for each statement is multiplied by the number of subjects.

        5 x 35 = 175 (highest score)

    b. Determine the lowest score:

        The sum of the lowest score for each statement times the number of subjects.

        1 x 35 = 35 (lowest score)

c. Determine the interval distance:

$$Interval\ distance = \frac{175\ (highest\ score) - 35\ (lowest\ score)}{5\ (number\ of\ interval\ classes)} = 28$$

3. Ideal Score

The ideal score is the score used to calculate the score in determining the rating scale and the total number of answers. To calculate the number of ideal scores (criteria) of all items, the formula was:

$$\boxed{T \times Pn}$$

T   : The total respondent who chose likert scale level

Pn   : The choice of likert scores

Based on the interval distance above, the classification of how self-regulated learning is and the factors that influence it are as follows:

Table 3 Students' Self-Regulated Learning

Total Score	Classification
147 – 175	Always/Very Agree
119 – 146	Often/Agree
91 – 118	Sometimes/Neutral
63 – 90	Rarely/Disagree
35 – 62	Never/Very Disagree

FINDING AND DISCUSSION

Table 4 Recapitulation of Students' Self-Regulated learning in English

NO	Statement Item	Always	Often	Sometimes	Rarely	Never	Total	Classification
1	St1	5	32	72	2	0	111	Enough
2	St2	45	48	39	2	0	134	Good
3	St3	40	44	39	6	0	129	Good
4	St4	50	40	36	4	1	131	Good
5	St5	30	56	33	6	1	126	Good
6	St6	35	60	30	6	0	131	Good
7	St7	25	44	48	4	1	122	Good
8	St8	70	36	33	2	0	141	Good

9	St9	30	32	54	4	1	121	Good
10	St10	40	40	42	4	1	127	Good
11	St11	45	60	30	2	0	137	Good
12	St12	30	36	36	14	1	117	Enough
13	St13	95	36	18	2	0	151	Very good
14	St14	30	28	51	8	1	118	Enough
Total							1976/14 = 141.1	Often (Good)

Based on the results of the research above, it can be concluded that the second grade students at SMAN Islam Terpadu Syech Walid Thaib Shaleh Indragiri Teluk Sungka are good. It means that the second grade students at SMAN Islam Terpadu Syech Walid Thaib Shaleh Indragiri Teluk Sungka are already good in self-regulated learning in English.

Table 5 Recapitulation of Inquiring invoices that affect Self-Regulated Learning

No	Statement Item	Very Agree	Agree	Neutral	Disagree	Very Disagree	Total	Information
1	St1	20	48	18	20	3	109	Neutral
2	St2	20	20	33	24	3	100	Neutral
3	St3	15	20	18	24	9	86	Disagree
4	St4	15	24	27	20	7	93	Neutral
5	St5	15	24	21	30	4	94	Neutral
Total							482/5 =96.4	Neutral

Based on the results of the research on the factors that influence student learning independence above, it can be concluded that the second grade students of SMAN Islam Terpadu Syech Walid Thaib Salih Indragiri Teluk Sungka are disagree. This could be one of the reasons why the self-study scores of some students showed a good category. In addition, it can also be a reminder for teachers to be able to better prepare strategies in fostering a sense of students' self regulated learning that can help improve students in learning English.

CONCLUSION

This research was done to find out "How is the self-regulated learning of second grade students at SMAN Islam Terpadu Syech Walid Thaib Saleh Teluk Sungka?". After distributing questionnaire to 35 students, the result showed that their self regulated learning was good. This could be seen from the final score which has shown the number 141.1 where the number in the interval table has shown the range for the good category. and to find out "What factors affect the self-regulated learning of second grade students at SMAN Islam Terpadu Syech Walid Thaib Saleh Indragiri Teluk Sungka?" the result showed that the factor in the students have good self regulated learning. because, they have high confidence in English learning. This can also be seen from the result of questionnaire factors on the third statement that almost all of respondents answer that they disagree, if they have lack of confidence learning in English. Where, the score result is 86. It is categorized into disagree.

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