

Self-Regulated Technique in Learning English

Nur Wahyuni Puarada

(Pendidikan Bahasa Inggris, Universitas Muslim Indonesia)
nurwahyunipuaradaprd@gmail.com

Syamsidar

(Pendidikan Bahasa Inggris, Universitas Muslim Indonesia)
muradsyamsidar@umi.ac.id

Hadijah

(Pendidikan Bahasa Inggris, Universitas Muslim Indonesia)
hadijah.hadijah@umi.ac.id

Abstrak

Tujuan penelitian ini adalah untuk mengetahui gambaran pembelajaran mandiri siswa dalam belajar Bahasa Inggris, penerapan teknik pembelajaran diri pada siswa dapat meningkatkan kompetensi siswa dalam belajar Bahasa Inggris dan untuk mengetahui pembelajaran mandiri siswa untuk meningkatkan disiplin belajar siswa kelas dan tujuan penelitian ini adalah untuk mempelajari susunan siswa dalam pembelajaran bahasa Inggris pada siswa IX.2 SMPN 8 Makassar. Metode yang digunakan adalah kuantitatif dengan skala likert, dengan menggunakan angket google form. Yang dimana disebarkan menggunakan google form, masing masing angket berisi 3 aspek yaitu metakognisi, motivasi dan perilaku. Hasil penelitian menunjukkan bahwa nilai pembelajaran mandiri tinggi, namun diantara 3 aspek tersebut metakognisi yang sangat tinggi. Dimana aspek Metakognisi nilai siswanya 42,61. Lalu setelah itu ada motivasi dengan nilai 30,56 dan perilaku dengan nilai 17,3. Teknik pembelajaran mandiri salah satu kemampuan yang harus dimiliki siswa, setelah mengetahui betapa pentingnya memiliki sifat pembelajaran mandiri ini, siswa akan mampu untuk mengatur tata cara belajarnya baik itu di rumah maupun di sekolah, dan ini juga memudahkan siswa agar mengetahui tujuan belajarnya. Oleh karena itu, individu dapat bereaksi positif terhadap pembelajaran mereka. Di kelas, guru juga harus merangsang pembelajaran mandiri siswa.

Kata kunci: teknik, pembelajaran mandiri, belajar bahasa Inggris

Abstract

The purpose of this study is to determine the portrait of self-regulated learning of students in learning English, the application technique of self-regulated learning in students can improve student competence in learning English and to find out self-regulated learning of students to increase the learning discipline of grade students. Another purpose of this research is to study the composition of students in English language learning in a class IX.2 SMPN 8 Makassar. The method used is quantitative with Likert scale, using google form questionnaires. Where it is distributed using google forms, each questionnaire contains 3 aspects, namely metacognition, motivation and behavior. The results showed that the value of self-regulated learning was high, but among the 3 aspects metacognition was very high. Where the Metacognition aspect of the student's value is 42.61. Then after that there is motivation with a value of 30.56 and behavior with a value of 17.3. Self-regulated learning technique is one of the abilities that students must

have, after knowing how important it is to have this self-regulated learning nature, students will be able to regulate their learning procedures both at home and at school, and this also makes it easier for students to know their learning goals. Therefore, individuals can react positively to their learning. In the classroom, teachers must also stimulate students' self-regulated learning.

Keywords: *Technique, Self-regulated learning, Learning English*

INTRODUCTION

According to Araka et al., 2020; Panadero et al., 2018 Self-regulated learning (SRL) is defined as students' ability to take control and be responsible toward their own learning. Self-regulated learning This is supported by Pintrich & De Groot, (In Wills. 2007) which explains that self-regulated learning is closely related to the use of strategies to improve academic performance. According Pintrich (2000) as cited in Donker- Bergstra and Kostons (2012), self-regulated learning is an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation and behavior, guided and constrained by their goals and the contextual features in the environment (p. 453).

This fact was empirically tested by Azevedo and Gašević (2019) who examined the role of SRL performed by undergraduate students and found that it assisted the students to continuously join a blended learning activities and subsequently increase their learning performance

Portrait is the picture or representation of person and especially of face, drawn from the life. In addition, in portraits consist more in the general than in the exact similitude of every feature (Webster, 1828, p 3277). The English language has been the common language of the world for decades. The study of English continues to occupy an important place in our educational curriculum. English is regarded as the first foreign language to be taught at elementary school as local content, at secondary school as a compulsory subject, and the universities as an additional subject. (Fauziati, 2010).

Nurfiani (2015) in her research used quantitative method. This study survey the ability of self-regulated learning (SLR) at the tenth grade at SMK 1 Kalasan Yogyakarta. This research found acquisition of self-regulated learning abilities in the medium category of 28 students (45%). The result of the analysis in each aspect: Aspect of students planning are in medium category with 32 students (52%) including, students determining the learning strategies to be used, students having a compulsory to complete the task, and students managing themselves for preparation for study. Aspect of students' implementation in the medium category with 28 students (45%) including, students applied cognitive and metacognitive strategies, monitoring and controlling emotion and motivation to learn, and conducting activities. The aspects of students' evaluation moderate category with 28 students.

The researchers found that research results from researchers made researchers interested in conducting research with the title, “The Portrait of Students' Self-Regulated Learning in Learning English at SMPN 8 Makassar”. Based on this title researchers are interested to know based on this title researchers are interested to know how the portrait students' self-regulated learning in learning English and to know what the dominant aspects of the students' self-regulated learning English.

METHOD

This the researcher used descriptive statistics type. It is Descriptive statistics used to analyze the data by describing and defining the data were found. This technique used to analyze the sample and the findings used for the total population. On the other hand, the result will used to make a general statement and to describe the whole population (Sugiyono, 2018). The researcher used the Likert scale as the scale on the questionnaire. The scale that was used in the questionnaire is 4, 3, 2, 1 for a positive answer and 1, 2, 3, 4 for a negative answer. The researcher used 4 scales because decrease the neutral answer from the respondents.

a. SPSS

Tabulating the data and then analyzing it into the main analysis to know the mean score of the students. It means a score of the students the researcher collected the data by using SPSS.

b. The formula used in this study to determine the category is as follows Amiruddin Zen (2010)

$$Panjang\ Interval = \frac{H - L}{n\ Kategori}$$

Keterangan:

H = Highest Score (Nilai Tertinggi)

L = Lowest Score (Nilai Terendah)

N Kategori = Number of desired categories

Assign categories to each question

$$Panjang\ Interval = \frac{H - L}{n\ Kategori}$$

$$= \frac{4 - 1}{4}$$

$$= 0,75$$

FINDINGS AND DISCUSSION

Findings

Based on research that was conducted using Google forms in the form of questionnaires. The result of the research explained in this part, The researcher finally found how the portrait self-regulated learning is happens to the students' in learning English at SMPN 8 Makassar and also the dominant aspects of the students' self-regulated in learning English at SMPN 8 Makassar.

Table 1
Answers of Respondents Metacognition Indicators

No	Pernyataan/Pertanyaan	Rata-rata	Kategori
1	Saya membaca kembali materi yang sudah diajarkan sebelum mengerjakan Tugas/PR	3,11	Tinggi
2	Saya membuat catatan penting dari materi di kelas dan mengingat catatan tersebut	3,14	Tinggi
3	Ketika materinya sulit, saya menyerah atau hanya mempelajari bagian-bagian yang mudah saja	2,56	Tinggi
4	Saya mudah bosan ketika membaca ulang materi pelajaran	2,75	Tinggi
5	Ketika membaca materi pelajaran, saya mencoba menghubungkan materi tersebut dengan apa yang sudah saya ketahui	3,39	Sangat Tinggi
6	Saya membaca materi dan mencoba menemukan ide yang paling penting dari materi tersebut	3,11	Tinggi
7	Saya belajar semampunya saja tanpa menggunakan strategi khusus dalam belajar	2,56	Tinggi
8	Selama pelajaran berlangsung saya sering kehilangan poin penting, karena saya sedang memikirkan hal lain	2,42	Rendah
9	Saya mengingatkan pada diri sendiri bahwa saya harus belajar lebih giat lagi	3,58	Sangat Tinggi
10	Saya meyakinkan pada diri sendiri bahwa saya harus belajar lebih giat lagi	3,64	Sangat Tinggi
11	Saya bertanya pada diri sendiri, memastikan bahwa saya memahami materi yang telah saya pelajari	3,19	Tinggi
12	Ketika saya berniat mengerjakan tugas sekolah, saya merasa kesulitan untuk melaksanakannya	2,64	Tinggi
13	Saya mengingatkan diri sendiri tentang betapa pentingnya untuk mendapatkan nilai yang baik	3,44	Sangat Tinggi
14	Saya mencoba berpikir bahwa mengerjakan tugas/PR adalah hal yang menyenangkan	3,08	Tinggi

From the table above, analysis of metacognition indicators, the average score in statement number 10 with an average score of 3.64 indicates that many students believe in themselves that they should be more active in learning. Meanwhile, for a low average value is in statement number 8 with a negative statement. The average score of 2.42 indicates that the average student lacks focus in learning so that at the time of learning loses important points.

Table 2
Answers of Respondents Motivation Indicators

No	Pernyataan/Pertanyaan	Rata-rata	Kategori
1	Saya sudah belajar lebih baik dari pada teman saya	2,56	Tinggi
2	Saya meyakinkan diri sendiri bahwa penting untuk mempelajari setiap materi pelajaran karena akan bermanfaat dikemudian hari	3,53	Sangat Tinggi
3	Saya memikirkan cara untuk membuat tugas agar nampak menyenangkan	3,06	Tinggi
4	Saya berusaha untuk menghubungkan apa yang telah dipelajari untuk kepentingan pribadi saya	3,14	Tinggi
5	Apabila saya membutuhkan pertolongan mengenai pelajaran, saya akan bertanya kepada teman dan guru	3,47	Sangat Tinggi
6	Saya mengatur waktu dengan baik saat mengerjakan tugas dan PR	3	Tinggi
7	Ketika menghadapi pelajaran yang sulit, saya langsung menyerah	2,81	Tinggi
8	Ketika membaca materi, saya mencoba menghubungkannya dengan materi yang sudah saya ketahui sebelumnya	3,36	Sangat Tinggi
9	Pada saat belajar, saya berusaha mengaitkan buku yang saya baca dengan konsep yang diberikan oleh guru	3,14	Tinggi
10	Saya membuat jadwal belajar untuk memudahkan saya mengerjakan tugas dan PR	2,5	Tinggi

Based on descriptive analysis of motivation indicators, it is known that the highest average score is found in statement number two with a positive statement, where the average score is 3.53 which indicates that the average student convinces themselves to learn because it will be useful in the future. While the lowest average score in statement number 10 with a negative statement, where the average score is 2.5 which states that few students make study schedule to make it easier to do assignments and homework.

Table 3
Answers of Respondents Behavior Indicators

No	Pernyataan/Pertanyaan	Rata-rata	Kategori
1	Saya mengatur jadwal bermain untuk memudahkan saya mengerjakan tugas dan PR	2,75	Tinggi
2	Saya akan membuat jurnal catatan sebelum belajar, untuk memudahkan saya memahami pelajaran	2,33	Rendah
3	Saya merubah kondisi lingkungan agar saya dapat belajar dengan nyaman.	3,14	Tinggi
4	Saya sulit belajar sesuai jadwal yang telah saya buat	2,69	Tinggi
5	Apabila saya tidak mengerti materi, saya langsung bertanya kepada Guru	3,28	Sangat Tinggi
6	Ketika saya kesulitan dalam mengerjakan tugas, saya malu bertanya kepada siapapun	3,17	Tinggi

Based on the results of descriptive analysis of behavioral indicators, it is known that the highest average score is in statement number 5 with a positive statement, where the average score is 3.28 which shows that the average student will ask the teacher if they do not understand the material taught. Meanwhile, the lowest average score on behavioral indicators is in statement number 2 with a positive statement, where the average score is 2.33 which shows that there are still few students who have the desire to make journals and notes before studying to facilitate learning lessons.

Table 4
Descriptive Analysis of Self-Regulated Learning Variables

No	Indicator	Rata-rata	Kategori
1	Metacognition	42,61	High
2	Motivation	30,56	High
3	Behavior	17,36	High

Based on result of data analysis and research findings, it showed students' self-regulated learning variables, it shows that the three indicators are included in the high category, namely with metacognition of 42.61, motivation of 30.56, and behavior of 17.36. When viewed from the average value with reference to categories, the average value that has the highest value among the three indicators is in the metacognition indicator.

Discussion

According to Arumsari (2011) in Sanata Dharma University Yogyakarta. She said most of (84%) the students Guidance and Counseling Sanata Dharma University class of 2012 have good self-regulated learning. These students are categories high and very high self-regulated learning. Its mean that students have the ability of self-regulated in their learning by including metacognition, motivation, and behavior that very well 16% of the total students have poor self-regulated in their learning. These students are

categories medium. Its mean that students have well enough of self- 18 regulated in their learning by including metacognition, motivation, and behavior. Based on the result of the researcher's used questionner with google form, which is in google form have 30 questions. And the result portrait self-regulated learning in metacognition with score 3.64, in motivation 30,56, and in behavior with score 17,36. When viewed from the average value with reference to categories, the average value that has the highest value among the three indicators is in the metacognition indicator.

CONCLUSION

According to Arumsari (2011) in Sanata Dharma University Yogyakarta. She said most of (84%) the students Guidance and Counselinga Sanata Dharma University class of 2012 have good self-regulated learning. These students are categories high and very high self-regulated learning. Its mean that students have the ability of self-regulated in their learning by including metacognition, motivation, and behavior that very well 16% of the total students have poor self-regulated in their learning. These students are categories medium. Its mean that students have well enough of self- 18 regulated in their learning by including metacognition, motivation, and behavior. Based on the result of the researcher's used questionner with google form, which is in google form have 30 questions. And the result portrait self-regulated learning in metacognition with score 3.64, in motivation 30,56, and in behavior with score 17,36. When viewed from the average value with reference to categories, the average value that has the highest value among the three indicators is in the metacognition indicator.

REFERENCES

- Adicondro, N., & Purnamasari, A. (2011). Efikasi Diri, Dukungan Sosial Keluarga Dan Self-Regulated Learning Pada Siswa KelasVIII.Humanitas,VIII (1), 17-27. doi: <http://dx.doi.org/10.26555/humanitas.v8i1.448>
- Aisyah, S., dan Laili A., (2017). Strategy Self-Regulated Learning pada Mahasiswa Fakultas Psikologi Universitas Medan Area, Jurnal Pendidikan Ilmu-Ilmu Sosial, 9 (2): 202-212
- Araka, E., Maina, E., Gitonga, R., & Oboko, R. (2020). Research trends in measurement and intervention tools for self-regulated learning for e-learning environments— systematic review (2008–2018). Research and Practice in Technology Enhanced Learning, 15(1), 1–21. <https://doi.org/10.1186/s41039-020-00129-5>
- Arumsari, Agustina Revytyas (2011) *Tingkat self regulated learning mahasiswa (studi deskriptif pada mahasiswa Program Studi Bimbingan dan Konseling Universitas Sanata Dharma angkatan 2012 tahun ajaran 2014/2015 dan implikasinya terhadap topik-topik self transformation training)*. Skripsi thesis, Sanata Dharma University.

- Azevedo, R., & Gašević, D. (2019). Analyzing multimodal multichannel data about self regulated learning with advanced learning technologies: Issues and challenges. *Computers in Human Behavior*, 96, 207–210. <https://doi.org/10.1016/j.chb.2019.03.025>
- Bandura. (1997). *Self-efficacy (the exercise of control.)* New York: W.H. Freeman and Company.
- Baron, R.A. dan Byrne, D. (2005). *Psikologi sosial*. Edisi kesepuluh: jilid 2. Jakarta: Erlangga
- D Warniati, Ul hanum. 2020. Sosialisasi pentingnya belajar Bahasa Inggris sejak dini di SD Inpres Workwana. distrik arso kabupaten Keerom. *Jurnal AbdimasDinamis: Jurnal Pengabdian Masyarakat*
- Fauziati, Endang. 2010. *Teaching of English as a Foreign Language (TEFL)*. Surakarta: Muhammadiyah University Press.
- Gall, M. D., Gall, J. P., & Borg, W. R. (2003). *Educational research an introduction*, seventh edition. Pearson Education, Inc
- Hadi, S. (2015). *Metodologi riset first edition [Research methodology first edition]*. Pustaka Pelajar/Student Library.
- Huh & Reigeluth, (2017) *Self-Regulated Learning: The Continuous-Change Conceptual Framework and a Vision of New Paradigm, Technology System, and Pedagogical Support*
- Kothari, C.R. (2004). *Research Methodology: Methods and Techniques*. New Delhi
- Mallick (1999) stated that the process of descriptive research goes beyond the mere collection and tabulation of factual data. Mallick, G. K. (1999). *Researching Education: Perspectives and Techniques*. London: Falmer Press. From: GABUNG.pdf (uin-suska.ac.id) Retrieved on January 7, 2023
- Montalvo & Torres, 2004; Zimmerman, 2002; Zimmerman & Moylan, 2009
- Motivational and self-regulated learning components of classroom academic performance. *Journal of Educational Psychology*, 82(1), 33-40.24
- NOFRIDA, Eka Ridha, et al. The development of an instrument to measure the college student entrepreneurship skills. *Pegem Journal of Education and Instruction*, 2023, 13.1: 241-250.

- Oktaria, R., & Putra, P. (2020). Pendidikan Anak Dalam Keluarga Sebagai Strategi Pendidikan Anak Usia Dini Saat Pandemi Covid-19 Child Education In The Family As An Early Childhood. 7(1), 41-51. <https://doi.org/10.24036/108806>
- Pintrich, P. R., & De Groot, E. V. (1990). Motivational and self-regulated learning components of classroom academic performance. *Journal of Educational Psychology*, 82(1), 33-40.
- Pintrich. *Educational Psychologist*, 40, 85-94.
- Qadafi, M. (2020). Pembelajaran Bahasa Inggris pada Anak di Sangkhom Islam Wittaya School saat Pandemi Covid-19. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 5(1), 422. <https://doi.org/10.31004/obsesi.v5i1.591>
- Renandya, W. A. (2011). Extensive listening in the language classroom. In H. P.
- Renandya, W. A., & Farrell, T. S. C. (2010). 'Teacher the tape is too fast!' extensive listening in ELT. *ELT Journal*, 65(1), 52-59. DOI: 10.1093/elt/ccq015
- Richards, J. C. (2008). *Teaching Listening and Speaking*. New York: Cambridge University Press.
- Santrock, J. W. (2007). *Educational Psychology* (second edition). Canada: McGraw Hill Ryerson Limited.
- Schunk Dale. H. (2009). *Learning Theories An Educational Perspective*. Social Cognitive Theory. London: Person Educational LTD)
- Schunk, D. H. (2005). *Self –Regulated Learning: The educational legacy of Paul R.*
- Schunk, D. H., & Zimmerman, B. J. (1997). Social origins of self-regulatory competence. *Educational Psychologist*, 32, 195-208.
- Sugiyono. (2016). *Metode Penelitian Pendidikan*. Bandung: Alfabeta.
- Sugiyono. (2018). *Metode penelitian pendidikan (pendekatan kuantitatif, kualitatif dan R&D)*. Bandung: Alfabeta.
- Sukardi, M. (2019). *Metodologi penelitian pendidikan: Kompetensi dan pratiknya*. Jakarta: Bumi Aksara.
- Vohs, R. F. (2016). *Handbook of self-regulated, research, theory, and application* (3rd ed.). The Guild Ford Press.)

- Webster. M. (1828). Self-Portrait, Social and Personality Psychology. Backwell Publishing Ltd.115-128 http://ijcr.eu/articole/108_102_pdfsam_IJCR%204-2012%20tipo.pdf
- Widodo & A. Cirocki (Eds.) Innovation and creativity in ELT methodology, 28-41. New York: Nova Science Publisher.
- Wills. Cameron. (2007). Self-regulated learning theory.
- Zimmerman, B. J. (1989). A Social Cognitive View of Self-Regulated Academic Learning. Journal of Educational Psychology. 3. page. 330-410)
- Zimmerman, B.J. (1990). Self-regulated learning and academic achievement: An overview. Educational Psychologist, 25(1), 3-17
- Zimmerman. Barry (2002). Becoming a self-regulate learner. College of Education, The Ohio State University