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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is an expression or transfer of information in the form of sound, symbols, and gestures that contained the intention of conveying something to other people. Language learning is not only the process of transferring information, but also involved various actions and activities that had to be done to get better learning outcomes. Learning English is one of the subjects that students studied from elementary school to college. To master English, students did not only learn four skills such as listening, writing, reading, and speaking, but also three components, namely grammar or structure, vocabulary, and pronunciation. The success of learning English is influenced by several factors, including students' self-regulated and their motivation in learning. Stated by Azhar. I (2018: 199) "To achieve a successful academic performance depends on intern and on extern factor, the factor that plays an important role in learning internally such as motivation, self-regulated learning, learning style and multiple intelligences".

Self-regulated is a crucial factor in learning English. Self-regulated encompassed students' ability to plan, monitor, and evaluate their learning process. Students with high levels of self-regulated tended to be more capable of managing their time, setting realistic goals, and overcoming obstacles in learning English. It was quite a challenge to cultivate a self-regulated attitude in someone, particularly when it came to learning. As a result, it was believed that attending



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school helped pupils develop a self-regulated attitude toward learning. It is also intended that the school had produced pupils who were capable of setting and achieving goals for their future lives through self-regulated learning. As stated by Nawastheen, et al (2020: 5077) that “Students with self-regulated learning abilities can control their learning environment and the learning strategies so they have higher achievement levels than students who have fewer self-regulated learning skills”. Therefore, to be better in learning, students need to develop their self-regulated learning skill, because based on El-Henawy, et al (2010: 825) say that “Self-regulated learning is characterized as an intermediate construct describing the ways in which individuals regulate their own cognitive processes, motivation, and behavior within an educational setting”.

Meanwhile, motivation is also a crucial factor in learning English. High motivation could enhance students’ perseverance in learning English, while a lack of motivation could hinder their progress. According to Bakar, (2014: 723), “Motivation is a complex part of human psychology and behavior that influences how individuals choose to invest their time, how much energy they exert in any given task, how they think and feel about the task, and how long they persist the task”. Although both are considered important factors in learning English the relationship between students’ self-regulated learning and their motivation still requires a deeper understanding. The purpose of this research was to arouse students’ self-regulated learning and their motivation in learning English. To achieve success in the teaching and learning process, students needed self-



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regulated learning and motivation because both played an important role in the process of learning English."

Based on pre-observation that conducted on December 25th, 2024 from 10 students in English Study Program, Faculty of Teacher Training and Education, Islamic University of Indragiri, through the interview between the researcher and students is lack of motivation and time discipline, dependence on information from the lecturer, and lack of ability to manage time and priorities.

From the problem above, the researcher was very interested in seeing the level of students' self-regulated learning and their motivation in learning English at English Study Program, Islamic University of Indragiri.

The aim of this research was to identify the relationship between students' self-regulated learning and their motivation in learning English, and to identify whether or not there was a significant correlation between students' self-regulated learning and their motivation in learning English at the English Study Program, Islamic University of Indragiri. Based on the considerations above, the researcher choose the title *"The Relationship Between Students' Self-Regulated Learning and Their Motivation in Learning English at English Study Program Islamic University of Indragiri"*.

B. Identification of the Problem

Based on the background above, the researcher was interested to find out whether there was a correlation between self-regulated learning and their motivation in learning English. There are some problems are identified by the researcher, namely:



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1. Most of students' do their assignment in the morning at classroom.
2. Most of students' are rarely motivated to learning English and most of students' had not been able to use their time as efficiently as possible to complete assignment on time.
3. Most of students' tends to wait for information conveyed by their lecturer rather than trying to star material on their own.

C. Limitation of the Problem

Based on the some identification of the problem above, there were many problems seen in this research. In order to specify the objective of this research, the researcher should limit the problem, most of students' were rarely motivated to learning English and most of the students' had not been able to use their time as efficiently as possible to complete assignment on time.

D. Research Question

Based on identification of the problem the researcher formulate the research questions:

1. How is the correlation between students' self-regulated learning and their motivation in learning English at English Study Program Islamic University of Indragiri?

E. Objective of the Research

The objectives of this research are to:

1. To identify whether or not there is a significant correlation between students' self-regulated learning and their motivation in learning English at English Study Program, Islamic University of Indragiri.

F. Significant of the Research

1. For Lecturer

The result of this study can later be used to improve the learning process and as a starting point for teachers to develop teaching method.

2. For Students

This result of this research can give the information about students' self-regulated and motivation in their learning English. When they know that self-regulated and motivation very important in learning, students would build their motivation by themselves.

3. For Researcher

This research can be used as a reference in the context of discipline learning, self-regulated and motivation in learning English.

4. For Readers

It is hoped that this research can be used for other researcher as a reference in doing similar research studies or conducting a further research.

G. Definition of the Key Terms

a. Self-Regulated Learning

Accoding to Mega, L (2023: 7) "self-regulated learning means the students effort to learn independently so that it can help them to achieve a good result in learning especially in speaking." In this research, self-regulated serves as the dependent variable (Y), which was influenced by motivation in this process of learning English.





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b. Motivation

As stated by Schunk and DiBenedetto (2021: 153-179) say “motivated learning is a motivation to acquire skills and strategies rather than to perform the task that modeling by with highlights the role of self-efficacy.” In this research, motivation functions as the independent variable (X), which influenced the level of students’ self-regulated learning in learning English.

c. Learning English

As stated by Fithriyah (2020: 95) say that “The successes and the failures of learners in language learning may be affected differently by different types of orientation. Furthermore, they may be influenced by their intrinsic and extrinsic motivation”. Teacher need to motivate students in English learning process. In this research, learning english serves as the context or domain of study, which was the field of learning where the relationship between students’ self-regulated learning and their motivation was analyzed.