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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Self-Regulated Learning

a. Definition of Self-Regulated Learning

The majority of scholars have talked about the value of self-regulated learning in the context of education in recent years. This is because pupils' acquisition of English is greatly impacted by self-regulated learning. The process of self-regulated learning centers on the organization of the students, they must acquire self-management skills and an awareness of their own learning preferences. According to Erdogan (2018: 1477), "self-regulated and language learning strategies are one important variables that can influence learning."

A study conducted by, Goetz, et al (2013: 126), "In self-regulated learning, students select their own objectives and methods, assess their efficacy, and adjust and improve their learning process."

In addition, Zumbunn, et al (2015: 3), "Self-regulated learning is a process that assists students in managing their thoughts, behaviors, and emotions in order to successfully navigate their learning experiences."

The success of learning English is influenced by several factors, including students' self-regulated learning. According to Tareen et al, (2023: 781) "Creating circumstances that support self-regulated learning skills can improve the acquisition of foreign languages." A study



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conducted by Hamzah Et al, (2023: 2530) “By engaging in these self-regulated students can enhance their proficiency in thinking skill”.

Based on the explanations above, self-regulated learning requires students to engage in learning activities that are voluntary, self-regulated toward others, and accountable for resolving their own learning challenges. Additionally, students who actively manage what they do, assess what they have learned, plan a more in-depth lesson, and are eager to participate in the learning process will be able to gain self-regulation.

b. Strategies for Self-Regulated Learning

According to 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. May take the shape of an objective to comprehend the material covered in class or the desire to do well on the last test of the semester.

2) Prepare yourself for learning.

In preparing to learn, three steps in the learning preparation process can be skipped by students: establishing learning objectives, such as the one described above; developing goal-achieving strategies; and determining the amount of time and resources to invest in reaching goals.



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3) Motivate Yourself

To be able to stay motivated, students need to employ a variety of various strategies.

4) Using a variety of learning strategies

To help students achieve their learning objectives, students need to employ a variety of learning strategies and resources.

5) Monitor yourself

Successful and self-regulated learners should monitor their progress by assessing if the learning strategies they use are appropriate and able to assist them in achieving their goals. They must seek out other methods to help them accomplish their goals if it is inappropriate.

6) Seek help in learning

Being self-regulated in their learning does not imply that students do not require assistance from others. In reality, self-regulated learners will need guidance from others in order to achieve their goals. Because of this, self-regulated learners will try to get clarification on any information they understand

7) Evaluate yourself

Students should assess themselves as the next step towards becoming self-regulated learning. By comparing the outcomes of their assignments and assessments to the initial goals they set for themselves, students can assess whether or not they were able to meet their initial objectives.



According to the explanations above, self-regulated learning is an attitude that promotes self-learning awareness and allows learners to assume complete ownership of the learning process by making all decisions and considerations pertaining to learning activities. Therefore, the aforementioned techniques ought to be used in order for students to become self-regulated.

c. 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:

- 1) How to place students in different classes according to their previous learning outcomes.
- 2) Lack of learning places outside the classroom and an environment that is conducive to learning.
- 3) Incompatible use and continuous assessment applications.
- 4) Lack of technology.
- 5) Students who lack self-confidence.
- 6) The least planning done by students on the assignments given.
- 7) Lack of use of varied methods by teaching staff.

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1. Motivation

a. Definition of Motivation

Motivation is one of the keys to get achievement in learning. According to many experts, who assert that the word motivation is frequently used to describe why someone succeeds or fails in completing a task. According to Husna & Murtini (2019: 209), "Motivation encourages students to learn second or foreign language". As stated by Schunk and DiBenedetto (2021: 153-179) say "Self-efficacy plays a key role in motivated learning, which is the drive to learn new techniques and abilities rather than complete the task that modeling entails.

On the other hand, according to Chilingaryan, K, et al (2015: 6), "Motivation is a desire to achieve a goal, combined with the energy to work towards that goal.

The success of learning English is influenced by several factors, including students' motivation in learning. According to Motevalli, Et al. (2020: 65) "Students who are motivated to learn will understand more about academic performance and continue to improve themselves".

From the definition above, motivation is defined as an encouragement that increases pupils' want to take action toward their objectives. Additionally, student's motivation plays a significant part in their learning process and success in understanding the English language. It has also been established that the difference between success and failure in learning English as a foreign language is motivation. Pupils that are highly



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motivated was put up their best effort to accomplish the predetermined goals. As a result, they was perform better than less motivated students. Motivation is a goal-oriented that was lead students to achieve their goals.

b. Types of Motivation

There are two types of motivation: intrinsic and extrinsic motivation. They are both crucial components in raising pupils' motivation levels.

1) Intrinsic Motivation

The basis of intrinsic motivation is people's wants and enjoyment of their environment (Dwinalida & Setiaji, 2022: 3). Furthermore, each human has unique demands. It might be one of the causes of the variations in human motivation levels.

It is clear from the definition above that intrinsic drive originates from within an individual. This kind of interinsic is suggested for the happiness and fulfillment experienced during the learning process. A number of other elements also play a role, including the demands and conduct of the pupils as well as the ambiguity surrounding the process of learning English.

2) Extrinsic Motivation

Extrinsic motivation is a motivation that come from outside from students (Dwinalida & Setiaji, 2022: 3). The primary goal of this kind of motivation is to obtain rewards from the social environment.

Furthermore, encouragement to study English can come from their social and academic surroundings. As a result, the function that



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lecturer play in the learning process is crucial in this kind of motivation.

b. Indicators of Motivation

They are indicators of motivation that will be valued in this research, they are:

1. Anxiety

Some characteristics of anxiety are:

- a. Can receive the lesson happily
- b. Always learn
- c. Do not get bored
- d. No perforce

2. Interest

Some characteristics of interest are:

- a. More pay attention toward subject
- b. Concern about material
- c. Do the task from lecturer

3. Lecturer

Some characteristics of lecturer are:

- a. The lecturers explanation is easy to understand
- b. The lecturers can be a good model for students

Nawawi in Fikri, M (2019: 50)

B. Review of Related Findings

Some research result which are relevant with this research conducted by previous researcher are as follow:

First, the research conducted by Siti Raudah (2022). The research entitled *“Students’ Self-Regulated Learning In English Of Second Grade At Sman Islam Terpadu Syech Walid Thaib Saleh Indragiri Teluk Sungka”*. The result of the conclusions the study found that second grade students at SMAN Islam Terpadu Syech Walid Thaib Saleh Indragiri Teluk Sungka have good self-regulated learning due to high confidence in English learning. However, most respondents disagree with the lack of confidence in English learning, with a score of 86, categorized as disagree. This type of research is descriptive quantitative.

Second, the research conducted by Tanti, et al (2020). The research entitled *“Students’ Self-Regulation And Motivation In Learning Science”*. The result of the conclusions that based on the analysis of the data study discovered that the student self-regulated result falls into a positive category since a positive attitude helps a student feel at ease during the learning process, which in turn boosts the student's motivation. Students' extrinsic motivation will be encouraged if they exhibit strong self-regulated. The association between student motivation and self-regulation, which has a 70.3% contribution between the two variables, supports it as well. The findings suggest that teachers should implement new learning strategies and that students should be given the chance to conduct their own learning. This Mixed Methods research aimed to determine the influence between the students' self-regulation with the motivation of students learning.





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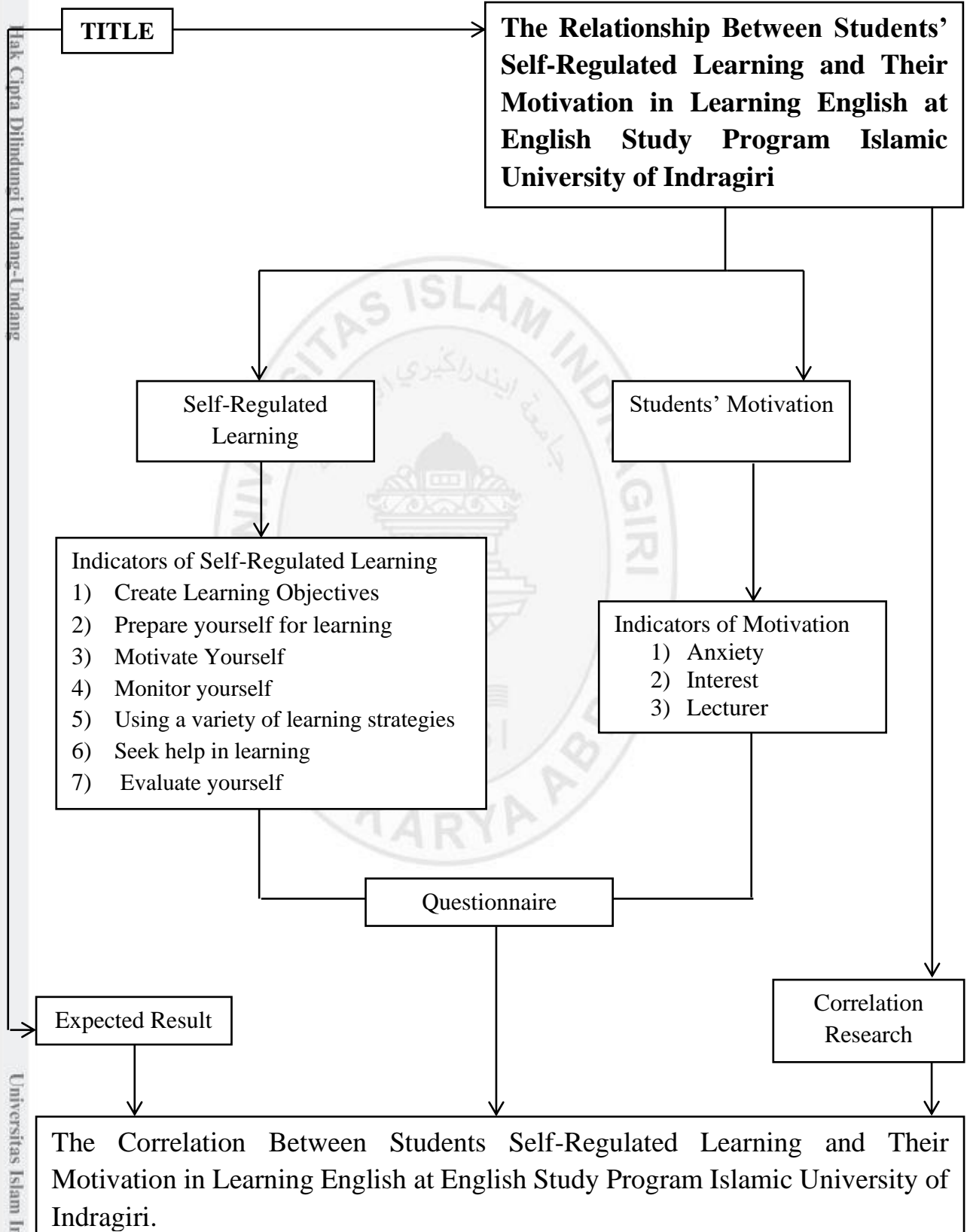
Third, the research conducted by Daniela, P. (2015). the researcher is entitle "*The Relationship Between Self-Regulation, Motivation And Performance At Secondary School Students*". The result of the conclusion that this study found a strong correlation between self-regulation and motivation, indicating that high self-regulation leads to higher motivation. The results also showed that learning outcomes/performance will directly proportional to self-regulation, internal regulation, and internal motivation, and inversely proportional to external regulation. These findings suggest students are aware of their responsibility for their development.

From the related studies above, it can be the research is motivated to continue in the same research, but in this research have differences between the three previous studies such as population, sample, and research methods.

The main topic of this study is there are relationship between students' self-regulated learning and their motivation in learning English and to know how significant the correlation between students' self-regulated learning and their motivation in learning English at English Study Program Islamic University of Indragiri.

C. Conceptual Framework

The conceptual framework of this research can be seen below:



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Based on the diagram the conceptual framework above, the title of this research is The Relationship Between Students' Self-Regulated Learning and Their Motivation in Learning English at English Study Program of Islamic University of Indragiri. Research instrument in this research was questionnaire. According to Zumbunn, et al (2011: 4) the indicators of self-regulated have 7 indicators. The indicators is create learning objective, prepare yourself for learning, motivate yourself, monitor yourself, using a variety of learning strategies, seek help in learning, and evaluate yourself. Based on Nawawi in Fikri, M (2019: 50) the indicators of motivation are anxiety, interest and lecturer. And the expected result is 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.

D. Hypothesis

According to Sugiyono (2010: 96), "Hypothesis is a research tentative prediction where the answer in statement form". There are two hypothesis used in the study, namely:

1. There is a significant correlation between students' self-regulated and their motivation in learning English (H_a)
2. There is no a significant correlation between students' self-regulated and their motivation in learning English (H_0)