“

“THE CORRELATION BETWEEN STUDENTS’ SELF-REGULATED LEARNING AND THEIR SPEAKING SKILL”

(A Correlation Study at English Tadris Study Program)

THESIS

This Thesis Is Submitted to Fulfill the Requirement For “Sarjana” Degree in English Study Program

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Assalamualaikum Wr. Wb.

Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka kami berpendapat Skripsi atas nama **Amallia Agustina (18551004)** Mahasiswa IAIN Curup Prodi Tadris Bahasa Inggris, yang berjudul "**The Correlation Between Students Self-Regulated Learning and Their Speaking Skill**", telah dapat dijalankan dalam sidang munaqosah Fakultas Tarbiyah Institute Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, terima kasih.

Wassalamu'alaikum Wr. Wb.

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PREFACE

All praises to Allah SWT that the writer had finally finished writing her thesis entitled **The Correlation Between Students' Self-Regulated Learning Motivation and Their Speaking Skill" (A Correlational Study at English Tadris Program of IAIN Curup)**

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of IAIN Curup. The writer realize that this thesis is far being perfect, therefore the writer really appreciates some suggestion and critics for being perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

Curup, August 2022

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بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

Assalamu'alikum Wr.Wb

In the name of Allah SWT, the beneficent, the merciful. All praises be to Allah, the lord of the worlds who has given his mercy and blessing upon the writer in completing this thesis. Peace and situation always be upon the propylite Muhammad Shallahu'alaihi wa sallam, his family, his relatives and his faithful followers.

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8. All lecturers of the department of English education. They have taught and educated the writer during her study at IAIN Curup.
9. My father, my mother and my grandmother who have given supports, love, and moral encouragement in motivating the writer to finish her study.

Finally, the writer needs construction suggestion for being perfect in the future. Hopefully, the result of this research can give beneficial contribution to the development of education in other school. For acknowledgment above, and those are not mentioned, may Allah give them the best reward. Aamiin

Curup, August 2022

Writer

Amallia Agustina
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MOTTO

- **“Success Is Not Enough with Belief”**
- **“No Day Without Thinking About the Future”**
- **“The best pleasure in life is doing what people say you cannot do”**

-Amallia Agustina -

DEDICATION

The thesis dedicates to:

- My dearest and beloved family who always support, my father and mother who even though they do not directly support me but, I want to always make you proud. I dedicate this thesis to my father and mother in heaven.
- My beloved grandmother who has taken care of me from childhood until now, many have been sacrificed from my education, from elementary school to graduate school, thank you very much for being a hero in my life, I love you so much.
- Mr. Prihantoro, SS. M.Pd, as my advisor as my advisor in writing this thesis, by providing time, corrections, suggestions and support in completing this final project with good results.
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- All lecturers of the department of English education. They have taught and educated the writer during her study at IAIN Curup.
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ABSTRACT

Amallia Agustina, 2022 :**"The Correlation Between Students' Self-Regulated Learning and Their Speaking Skill" (A Correlational Study at English Tadris Program of IAIN Curup)**

Advisor **: Prihantoro, SS., M.Pd**

Co-advisor **: Paidi Gusmuliana, M.Pd**

Correlation between Self-regulated learning and their Speaking Skills (Correlation study in the third semester of TBI IAIN Curup) and English Education Thesis the Department of the Faculty of Teacher Training and Education, TBI IAIN Curup. This study aims to determine the Correlation between Self-regulated learning Motivation and their Speaking Skills. in terms of literal understanding dealing with main ideas and supporting details in the third semester of TBI IAIN Curup for the 2021/2022 school year. To explain the correlation, the researcher uses Descriptive-Correlation The research consisted of two meetings. The population is Semester three class A until class D, a total sampling of students from each class is taken, so that 60. is obtained students as the sample of this research. Researchers obtain data by using questionnaire test and Speaking Skill Test. The findings of this study indicate that students' motivation in Speaking Skills in terms of literal understanding has significant correlation. This is evidenced by the average value of student Self-regulated learning motivation is 81.2, which is high and the average value of the students' Speaking skill is 72.2 which is classified as good. Then researchers analyzed and calculated both into product moment correlation and SPSS to see the correlation. It was found that the correlation level was 0.885 that is high. From these findings, so the researcher concludes that there is a significant relationship between Self-regulated learning motivation and third Speaking skills.

Keyword: ***Self-Regulated Learning, Speaking Skill.***

.

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CHAPTER I

INTRODUCTION

This chapter discusses the background of the problem, research question, the objectives of the research, delimitation of the research, and significant of the research.

A. Background of The Problem.

SRL is a person's ability to plan, monitor, control, evaluate and re-implement plans and expect in managing educational situations to achieve success in the studying process. Put is a shape of self-control or law in the learning process. SRL is not a capacity or an academic performance skill, but the strength of self in directing the learning method of students in turning their psychic skills into academic skills. Learning should be seen as a proactive activity carried out by students for themselves because every has different characteristics and characters in regulating themes elves.[1] The role of SRL for students is one of which can cause students to be actively involved in learning. Through these abilities, students can have a responsible attitude by organizing their knowledge. Motivation becomes one of the aspects wanted with the aid of using students in regulating themselves in addition to doing and completing a job. Self-regulated learning has dimensions, namely: motivation (motive), method (method), work results (performance

[1] Zimmerman, B. (2002). Becoming A Self-Regulated Learner: An Overview. Theory into Practice, 41(2).

outcome), and environment or social conditions (social environment).[2] Motivation is the core of self-management in learning, where through student motivation will take action and take responsibility for the activities carried out.[3]

Speaking is a complex skill: its interactive nature necessitates the cooperation of speakers in real time, when there is no time for detailed planning; developing speaking ability necessitates being competent in various aspects of the target language, such as linguistic knowledge, sociolinguistic competence, discourse competence, pragmatic competence, and the use of body language; and developing speaking ability necessitates being competent in various aspects of the target language, such as linguistic knowledge, sociolinguistic competence, discourse competence, pragmatic competence, as well the and paralinguistic elements.[4] Furthermore, because it relies on numerous psychological characteristics such as motivation, anxiety, self-efficacy, and readiness to communicate, the growth of speaking skills is influenced by the individual's feelings and emotions.

It is difficult for English as a foreign language student to identify situations where English can be used, whereas they need to practice speaking English States that speaking a language is difficult, especially for foreign language students, but that effective oral communication requires the ability to use the language

[2] Zimmerman, B.J. 1999. Acquiring writing revision skill, shifting from process goals to outcome self-regulatory goals. Journal of educational Psychology, 91 (2), 241 – 250.
[3] Smith, P.A. 2001. Understanding self-regulated rearing and its implications for accounting educators and research. Issues in Accounting Education, 16(4), 663 – 667
[4] Uztosun, Mehmet Sercan, *the development of a scale for measuring the*, 2017, p. 3

appropriately in socializing. In other situations, EFL students are frightened of speaking In English in public, so they are tongue-tied or at a loss to explain in a real context or situation so that of their English learning is more meaningful.[5]

This study examines the self-regulated learning motivation of EFL students in speaking skills at IAIN CURUP, to be precise for students majoring in English in the third semester. To assess learning motivation, organize EFL students in speaking skills, which will focus on the third semester. Then the researcher will give a questionnaire to them directly, to be able to find out how the learning motivation of EFL students is self-regulated in speaking skills. By asking several students of the Tadris English study program at IAIN Curup, currently the students' self-regulated learning is very good. Some of the students who have completed this question indicate that they have self-regulated learning for speaking skills. Another phenomenon is that students have problems with grammar, when they speak English.

EFL students' learning in speaking skills, each student will be different. In self-regulated learning, the difference will be seen when students speak in English class. So, in this study, the researcher wanted to know more clearly the self-regulated learning of EFL students in speaking skills, whether the third-semester students in

[5] Richards, J. C., & Renandya, W. A. *Methodology in language teaching.* New York: Cambridge University, 2002, p. 204

the speaking course at TBI IAIN CURUP had high or low towards self-regulated learning in speaking skills based on questionnaires and speaking tests.

Self-regulated learners are ‘metacognitive, motivationally, and behaviorally active participants in their own learning process,' indicating that they are self-efficacious and autonomous; can self-organize, self-monitor, and self-evaluate their learning; and can choose and/or adapt their learning environment to improve their learning.[6] Pintrich's model, which is grounded in Bandura's social-cognitive theory, is most relevant to the present study as it considers SRL as a reciprocal interaction between personal, behavioral, and environmental issues.[7] This model differs from other models in its This paradigm is distinct from others in that, in addition to cognition, motivation or affect, and behavior, it frequently emphasizes context as a regulator. Pintrich emphasized that self-regulated learners have control over their circumstances. They can build task and context perceptions, monitor and change task and context conditions, and evaluate task and context, for example context.[8]

There are three ways that motivation plays a role in self-regulated learning. The types of goals that are created, the tactics that are adopted, and one's persistence in a given task are all influenced by the learner's motivation knowledge and beliefs.

[6] Zimmerman, B.J. *Becoming a self-regulated learning: which are the key sub processes?* Contemporary Educational Psychology, 1998, p. 11
[7] Schunk, D.H. *Social cognitive theory and self-regulated learning. In Self-Regulated Learning and Academic Achievement:* Theoretical Perspectives, 2001, p. 153
[8] Pintrich, R. *A conceptual framework for assessing motivation and self-regulated learning in college students*. Educational Psychology Review,2004, p. 16

Second, SRL participation develops new motivational information and attitudes that influence present and future task involvement. Third, during the learning process, pupils self-regulate their motivational states learning.[9]

Speaking is an aspect in EFL (English as a Foreign Language) teaching that needs special attention and instruction. A teacher of EFL should carefully examine the circumstances, conditions, and components that underlie speaking effectiveness in order to provide efficient attention. Effective instruction based on a thorough study of the subject, and enough language input and speech-promotion activities, will help learners gradually improve their English-speaking ability.

Students should communicate to learn the second language. In this case, students must be skilled in a range of speaking ability, include comprehension, pronunciation, grammar, vocabulary, and fluency. To promote a strong atmosphere, improve students' speaking skills, pay more attention to the speaking components, and make the English class more engaging, English teachers should be creative in developing their teaching learning process.

This research is interesting or important to do because it wants to know students' self-regulated learning speaking skills in dealing with speaking skills in third semester, and this research is interesting because it can find and find out solutions

[9] Hadwin, A. F. *Self-regulated learning. In T.L. Good* (Ed.), 21st century education: A reference handbook, 2008, p, 175.

and results from the correlation between the students' self-regulated learning motivation and their speaking skills.

Based on the background that has been revealed, the authors suspect there is a correlation between with self-regulated learning, especially the purpose of this study is to reveal the contribution made by learning motivation to self-regulated learning. This assumption is reinforced by the assumption that learning motivation is one of the factors that determine a person in academic and non-academic success.

In the Phenomena, Contextual phenomenon at IAIN CURUP, Students English major, especially those in their third semester, come from various of backgrounds to improve their speaking skills. This study looks at EFL students' self-regulated student learning in speaking skills at IAIN CURUP, particularly in the third semester of the English department. EFL students' learning in speaking skills, each student will be different. In self-regulated learning, the difference will be seen when students speak in English class. So, in this study, the researcher wanted to know more clearly the self-regulated learning of EFL students in speaking skills, whether the third-semester TBI IAIN CURUP students had high to learn self-regulated speaking skills based on questionnaires and speaking tests. Therefore, seeing these conditions, the researcher is interested in conducting this research on " **The Correlation Between Students' Self-Regulated Learning and Their Speaking Skill"**

B. Hypothesis of the Research

This study is driven by the hypothesis:

1. **Ho:** There is no significant correlation between the students' self-regulated learning and their speaking skill.
2. **Ha**: There is significant correlation between the students' self-regulated learning and their speaking skill.

C. Operational Definition

1. Correlation

The correlation means that close relationship.[10] The meaning of relationship here is the way in which two or more people or things are connected, or the states of being connected: this research is to find out the relationship between self-regulated learning motivation and their speaking skill.

2. Self-Regulated Learning

Self-regulated learners are 'metacognitive, motivationally, and behaviorally active participants in their own learning process,' indicating that they are self-efficacious and autonomous; can self-organize, self-monitor, and self-evaluate their learning; and can choose and/or adapt their learning environment to improve their learning.[11] In this study, it can be interpreted that self-regulated

[10] A.S. Hornby, Oxford Advanced Learner's Dictionary of Current English, -3th ed. (New York: Oxford University Press, 1995), p:261
[11] Ibid. p, 11

learning plays an important role and is related to students' speaking skills, which include task value evaluation, regulation of learning environment, regulation of effect, and regulation of classroom environment.

3. Speaking Skill

Speaking is a complex skill: its interactive nature necessitates the cooperation of speakers in real time, when there is no time for detailed planning; developing speaking ability necessitates being competent in various aspects of the target language, such as linguistic knowledge, sociolinguistic competence, discourse competence, pragmatic competence, and the use of body language; and developing speaking ability necessitates being competent in various aspects of the target language, such as linguistic knowledge, sociolinguistic competence, discourse competence, pragmatic competence, as well the and paralinguistic elements.[12] in this study it can be interpreted that students' speaking skills can be determined by self-regulated learning which is seen from the final score, which include grammar, vocabulary, comprehension, fluency, and pronunciations.

[12] Uztosun, Mehmet Sercan, *the development of a scale for measuring the*, 2017, p. 3

D. Research Question

1. How are students' Self-regulated learning at thrid semester of English Tadris Study Program?
2. How are students speaking skill at thrid semester of English Tadris Study Program?
3. Is there any significant correlation between students' self-regulated learning and their speaking skill at thrid semester of English Tadris Study Program?

E. The Objectives of the Research.

This research aims at finfing the answer to the questions stated in the problem statements. Thus, the objectives of the study are to investige:

1. This study aims at investigate the self-regulated learning of EFL students in English Speaking.
2. This study aims at investigate the speaking skills of EFL students in the classroom in the speaking semester course.
3. This study aims at investigate the correlation between self-regulated learning and their speaking skills.

F. Delimitation of the Research

In this research, third-semester students at TBI IAIN CURUP. In self-regulated learning, in the third-semester students have different motivations and have different backgrounds, in self-regulated learning speaking skills. So that researchers can find out the extent of their speaking skill in self-regulated learning motivation, as well as to find out various kinds of differences in the motivation to learn of each student in the third-semester, such as planning, problem-solving, and self-evaluation. English lecturers will be assisted by speaking skills tests using the speaking rubric.

G. Significant of the Research.

The meaning of this research is

1. Theoretical Significance.

    a. for students of the English Department IAIN Curup. The findings of this study are expected to enrich self-regulated learning theories in improving students' speaking skills.

    b. The results of the research can be used as a reference for future researchers who carry out similar research.

2. Practical Meanings.

   a. The results of this study can provide English teachers with a way to evaluate students with self-regulated learning motivation speaking skills.

   b. Research can improve students' speaking skills with self-regulatory learning.

   c. The collaborators are also expected to gain more knowledge and experience from the teaching and learning process of this study.

3. Researchers

   The last researchers are able to enlarge and gain experience on the research conducted and to find out the extent to which self-regulated learning motivation speaking skills in third-semester students.

H. Organization of the research

The organization of this thesis involve, Chapter I, this chapter consist of background of the study, problem of the research, objectiveof the research, limitation of the research, Hypothesis, Significant of the research and organization of the research. Chapter II, its explains about literature review which consist theories about self-regulated learning motivation (phases of self-regulated learning, *The forethought phase (planning phase), The performance monitoring phase, The performance reflection phase).* speaking skill (the importance of speaking, in the

speaking assessment there are, grammar, vocabulary, pronunciations, fluency) and then, motivation of self-regulated learning. Chapter III, it explains about the research method which of research design, population and sample, validity and reliability, procedure of the study, the schedule of the treatment, instrument of the research, data collecting teacnique and technique of analyzing data. Chapter IV explains the findings and discussions involving the correlation of students' self-regulated learning and their speaking skills in the third semester of TBI IAIN CURUP. Chapter V consists of conclusions and suggestions.

CHAPTER II

LITERATURE REVIEW

This chapter, explores about the review of related theories as theoretical foundation of the research.

A. Review of the related theories

1. Theoretical Foundations of Self-Regulated Learning

Bandura's social cognitive theory lays the foundation for self-disciplined learning.[13] Personal, environmental, and behavioral elements all have a part in understanding human behavior, according this theory. As a consequence, students can be seen as self-organizing, self-reflecting people affected by the social conditions and cognitive processes they experience, instead of as reactive organisms reacting on instinct and impulse. As a consequence, Zimmerman's enduring definition of self-regulated education is based on this theory.

SRL is an active and constructive process in which students set learning goals by involving metacognition, motivation, and behavior in the learning process, as well as trying to regulate, monitor, and control cognition, motivation, and behavior that is driven by their learning goals and progress.

[13] Bembenutty, H., White, M., & Velez, M. *Developing self-regulation of learning and teaching skills among teacher candidates.* New York: Springer Dordrecht Heidelberg, 2015,.p. 134

1) Phases of Self-Regulation

Introduce the three main phases of the cycle model of self-regulated learning. Each phase has sub-processes or strategies that learners use while learning. The three phases of self-control are as continues to follow:[14]

a. *The forethought phase (planning phase)*: Learners are proactive agents in this phase. They set goals, develop strategies to achieve those goals, and analyze their self-efficacy beliefs, intrinsic interest in the tasks, and goal orientation.

b. *The performance monitoring phase*: students use strategies to progress on the learning task, and then monitor the effectiveness of those strategies as well as their motivation to keep on going till the assignment's objectives are reached. Learners, for example, use self-monitoring strategies and self-control of those goals, strategies, and motivation while seeking help from knowledgeable people and delaying pleasure when needed to accomplish goals.

c. *The performance reflection phase:* Learners self-evaluate completed activities, evaluate their level of satisfaction, and adapt to their circumstances by determining if tasks need to be repeated

[14] Pintrich, P., & Zusho, A. *The development of academic self-regulation: the role of cognitive and motivational* factors. In A. Wigfield, & J. S. Eccles (Eds.), Development of achievement motivation, 2002,. pp. 249-284

or if the learner will move on to a new task if the previous one is deemed satisfactory. Students' future planning and goals are affected by such self-reflections, continuing the cycle.

Self-regulated learning is a learning approach in which individuals work in a team and become active agents in the learning process.[15] It is a complex and cyclical approach in which learners set goals for themselves and activate and sustain their behaviors. strategy of Self-Regulated Learning (SRL) which consists of 3 phases; Forethought and Planning phase, Self-Monitoring phase, and Reflection on Performance phase.[16] In forethought and planning phase, students were asked to get familiar with the course by acknowledging the learning objectives, setting their own goals, setting their own strategies to complete the tasks and managing time to complete the task. The self-regulated which is related to learners' autonomy is considered helpful in improving students' speaking skill. hawing that autonomy in completing projects or tasks given is what makes students improve their speaking skill gradually. This is also related to personality as an aspect owned by each student, that also affects the students' mastery in speaking skill.

[15] Pintrich, P. R., Wolters, C. A., and Baxter, G. P. (2000). 2. assessing metacognition and self-regulated learning.
[16] Zimmerman, B. J. (2014). Self-Regulated Learning and Academic Achievement.

2) Self-Regulated Strategies and the Process of Speaking

This involves connecting previous knowledge to the topic and the conditions in which the speech is given. This step is closely related to the forethought phase of self-regulation, wherein learners use strategies including planning, elaboration, and repetition.

During the planning phase of speaking, the appropriate linguistic forms (words and phrases) are found and matched with the grammatically correct markers (affixes, articles, auxiliaries). During the articulation stage, the speaker uses articulatory organs to articulate each word. These two processes are linked to the performance phase of self-regulation, in which students practice self-monitoring and self-control skills. In the final stage, which is similar to the self-reflection phase of self-regulated learning, the speaker checks his or her own speech and rectifies mistakes.

It was found that self-regulated learning had a significant impact on students' speaking abilities.[17] The study's findings show that students in the experimental group increased their speaking efficacy significantly. And it seems that self-regulated learning intervention is accountable for this improvement. As a result, it seems that the experimental group students'

[17] Aregu, B. *Enhancing self-regulated learning in teaching spoken communication: Does it affect speaking efficacy and performance? Electronic Journal of Foreign Language Teaching*, 2013,.p. 10(1), 96-109.

knowledge and use of self-regulated learning strategies helped them succeed in oral communication and develop their speaking skills. Students in the control group, on the other hand, did not show significant improvements in their speaking abilities.

The study's findings show that students in the experimental group increased their speaking efficacy significantly. And it seems that self-regulated learning intervention is accountable for this improvement. As a result, it seems that the experimental group students' knowledge and use of self-regulated learning strategies helped them succeed in oral communication and develop their speaking skills. Students in the control group, on the other hand, did not show significant improvements in their speaking abilities.

Motivational strategies are those which try to boost various sorts of motivation. Trying to formulate a learning objective, valuing the task, and developing a positive feeling are examples of such strategies. The goal orientation is strengthened by the creation of a learning objective: the reason why one performs a task, which is either performance or mastery. -orientation.[18] The task value beliefs, or the degree to which the task is considered relevant, important, and worthwhile, are improved through valuing the task.

[18]Harackiewicz, J. M., Barron, K. E., Pintrich, P. R., Elliot, A. J., & Thrash,T. M. *Revision of achievement goal theory: Necessary and illuminating.* Journal of Educational Psychology,2002,.p. 94

Self-regulated learning (SRL) there are 3 elements in learning process. To optimize learning outcomes, it is necessary to include: 1) self-motivation, 2) self-efficacy, and 3) self-evaluation.

1) Self-motivation.

Self-Regulated Learning (SRL) emphasizes the growth of students' -motivation. Motivation can be defined as the driving force that exists within a person to carry out certain activities. Learning motivation is psychological conditions that encourage students to learn. Motivation is an important thing for a person. If students do not have motivation, they will not study hard, so the assumption is that the higher the level of Students' motivation to learn will also be higher, so that their learning achievement is also high, and this is one of the capitals of student success.

2) Self-Efficacy

Self-efficacy is belief in oneself, namely as a belief about one's ability to can complete the assigned task. Students can exceed the learning targets and objectives they want to achieve achieved. Students who consider themselves capable and confident to be able to solve their task problems, then will choose to do the task than students who feel unsure of their ability. Main factor sources of self-efficacy are: learning experiences, feedback, and feelings of involvement in learning.

3) Self-Evaluation

Self-evaluation, which is an assessment of the performance displayed by yourself in an effort to achieve goals and have a significant impact on the results it achieves. At this evaluation stage, it covers all thought process activity. In this evaluation stage, students assess their success or failure, where the results are: will be used as material to carry out the next self-regulation process. This self-evaluation ability plays an important role in a learning cycle. By knowing the advantages and disadvantages owned, learning will be more meaningful, by increasing the quality and quantity of material that has not been lacking, and trying to retain everything that has been understood.

2. The Definition of Speaking

Researchers in the field of language learning have offered a variety of definitions for word "speaking." Speaking, according to Webster's New World Dictionary, is to say the words orally, to communicate as by speaking, to make a request, and to make a speech.[19] Speaking is a method

[19] Nunan, D, *Language teaching methodology: A Textbook for teachers*., (NY: Phenoik Ltd., 1995), p, 593

of describing, communicating, or displaying one's personal thoughts, feelings, and ideas, and also transferring information about what the speaker wants.[20] Meanwhile, Little wood says that speaking is communicating effectively to a partner and producing certain language forms in an acceptable way. So, we can say that speaking that ability of someone to communicate to the others.

The most important and rewarding aspect of language learning is speaking. That significance of speaking to a learner could be overstated.[21] Penny Hur argues that speaking seems to just be most important.[22] The capacity to learn the target language is the most important goal of language learning. As a result, in language learning that aims to speak communicatively, the target language is considered vital for speaking.

Breaking the skill set into planning skills, selection skills, and production skills.[23] The notion that speaking is perhaps the most important communication is the foundation for this belief. [24] This means that speaking skills are skills that encourage students to talk and interact with

[20] Gillian Brown and George Yule, *Teaching the Spoken Language: Approach Based on the Analysis of Conversational English* (Australia: Cambridge University Press, 1999) p. 14
[21] Hall, H.M. and T. Austin. 2004. *Content-Based Second Language Teaching and Learning: An Interactive Approach*. Boston: Pearson Education.
[22] Penny Ur, *A Course in Language Teaching: Practice and Theory* (Cambridge: Cambridge University Press, 2009) p. 120
[23] Shiamaa Abd EL. Fattah tacky. *Effectiveness of Task-Based Instruction Programs in Developing English Speaking Skills:* Ain Shams University Women's College, 2006, p. 43
[24] Grainger, Q. *Current status of oracy: causes of dissatisfaction? In Issues in English Teaching,* London: Routledge. 2000, p. 74

each other, according to Jumatul hidayah.[25] Thus, speaking skills are prominent skills that encourage students to interact with others.

Speaking is one of the most important English skills for students to learn. “The mastery of speaking skill I English is a priority for many second language or foreign-language learners,” says Jack Ricards.[26] As a result, the lecturer needs to devote more time to speaking. As we all know, speaking is a valuable skill. When we first start foreign language learning, the other person will immediately notice our capacity to communicate in that language. As a result, speaking is more important than other aspects of the language.

3. The Importance of Speaking

Speaking is the act of creating and communicating meaning through the use of both verbal and nonverbal symbols. Speaking is an important component of learning and teaching a second language. For students, mastering the art of speaking is one of the most challenging tasks. When one considers everything that comes with speaking: ideas, what to say, language, how to utilize grammar and vocabulary, pronunciation, as well as listening to and reacting to the person you're interacting with, it's not

[25] Hidayah Jumatul, *assessments speaking and writing applied by state college English lecturers for Islamic studies (STAIN) at CURUP BENGKULU, ENGLISH FRANCA*: Journal of English language and education academics, 2017, p. 2
[26] Jack C Richrad, *Teaching listening and speaking from theory to practice*, Newyork: Cambridge university,2008, p.19

surprising.[27] It is important to give students as many opportunities as possible to speak in a supportive environment. Gaining confidence will help students speak more easily.

Speaking is one of the more essential areas of language. It is an aspect in EFL (English as a Foreign Language) teaching that needs special attention and instruction. A teacher of EFL should carefully examine the factors, situations, and components that underlie speaking effectiveness in order to provide effective attention. Effective instruction based on a comprehensive study of the topic, combined with adequate language input and speech-promotion activities, will help learners gradually improve their English-speaking skill

Students should communicate with people and learn the second language. In this situation, pupils should be proficient in a variety of speaking skills, including understanding, pronunciation, grammar, vocabulary, and fluency. In brief, English teacher should be creative in developing their teaching learning process to create good atmosphere, improve the students speaking skill, give attention to the speaking components', and make the English lesson more exiting.

[27] Lucy Pollard, *Teaching English*, (London, Lucy Pollard Copyright, 2008), p. 17

According to Syakur, speaking ability consists of at least five INDICATORS[28], they are:

a. Comprehension In oral communication, comprehension requires a subject's capacity to either respond to or initiate speech.

b. Grammar

The grammar of a language describes the ways in which words in that language can change forms and be combined into sentences. Communication may suffer if grammar rules are violated too carelessly, though, as we will see in A2, creating a "good" grammar rule is incredibly difficult. Linguists researching native-speaker speech (and writing) have devised a variety of systems to describe how the language works over time.[29] Grammar is an important aspect of speaking because incorrect grammar can cause an utterance to get a different meaning.

c. Vocabulary

The word "vocabulary" includes a list of words with their explanations.[30] If you do not have enough vocabulary, you won't be able to communicate properly or express yourself in both speech and writing

[28] Syakur, *Language Testing and Evaluation*. (Surakarta: Sebelas Maret University Press, 1987), p. 3
[29] Jeremy Harmer, *The Practice of English Language Teaching*, (Malaysia: Pearson Education Longman, 2007), p. 80
[30] Martin H. Manser, *Oxford Learnoer's Pocket Dictionary,* (Oxford: Oxford University Press, 1995), p.237

form. Little can be communicated without grammar, and nothing can be communicated without vocabulary.

d. Pronunciation

When students communicate, they use correct pronunciation to produce clearer language. Learning to speak a foreign language involves master the art of pronunciation of words. It can be difficult to understand a student if he or she does not pronounce a word correctly. If students make grammatical mistakes, such as the verb tense, the listener still knows what is being said. As can be seen, pronunciation is essential for a student to be understood.[31] As can be seen, pronunciation is important for a student to be understood.

e. Fluency

The ability to speak fluently and accurately is called fluency. Many language learners aim towards speaking fluency. A moderately fast speech and a limited number of pauses and "ums" or "ahs" are signs of fluency.[32] These signs indicate that the speaker has not spent a

[31] Lucy Pollard, *Op. Cit.,* p. 65
[32] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy,* 2nd Ed, (San Fransisco: Longman, 2001)., p.4

significant amount of time searching for the language items required to express the message.

f. Speaking assessment

There are five components with ratings scale from 1 to 5, with its own list of requirements (from the lowest to the highest). Grammar, vocabulary, comprehension, fluency, and pronunciation are the components. The following is the rubric for students' language skills:[33]

Table 2

The Rubric for Students' Speaking Skill:

CATEGORY	LEVEL	CRITERIA	SCORE
Grammar	**I**	Poor to very poor: Speaker can be understood by native speaker, even errors in grammar are frequently spoken.	
	II	Average to Poor: Speaker can handle elementary constructions quite accurately, but unconfident to control the grammar.	

[33] H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (San Fransisco: Longman, 2004), p. 172-173

	III	Good to average: Control of grammar is good. Speaker is able to speak the language with sufficient structural accuracy	
	IV	Very good to good: Errors in grammar are quite rare. Speaker is able to use the language accurately.	
	V	Excellent: Equivalent to that of an educated native speaker.	
Vocabulary	**I**	Poor to very poor: Speaker has inadequate speaking vocabulary to express anything but the most elementary needs.	
	II	Average to Poor: Speaker has sufficient speaking vocabulary to express things simply with some circumlocutions.	
	III	Good to average: Speaking vocabulary is broad enough that he rarely has to grope for a word.	

	IV	Very good to good: Speaker has a high degree of precision of vocabulary.	
	V	Excellent: Speech on all levels is fully accepted by educated native speakers in its entire feature including breadth of vocabulary and idioms, colloquialisms, and cultural references.	
Comprehension	**I**	Poor to very poor: Speaker can understand simple questions and statements if it delivers with slowed speech, repetition, or paraphrase.	
	II	Average to Poor: Speaker can get the gist of most conversation of easy topics (topics that require no specialized knowledge)	
	III	Good to average: Speaker's comprehension is quite complete at a normal rate of speech.	

	IV	Very good to good: Speaker can understand any conversation within the range of his experience.	
	V	Excellent: Equivalent to that of an educated native speaker.	
Fluency	**I**	Poor to very poor: Speech is halting, very slow, and fragmentary that conversation is probably impossible.	
	II	Average to Poor: Speech is frequently hesitant and jerky; some sentences may be left uncompleted.	
	III	Good to Average: Speech is occasionally hesitant. Speaker rarely has to grope for words.	
	IV	Very good to good: Speech is smooth and effortless, but perceptively non-native in speed and evenness.	
	V	Excellent: Speech on all professional and general topics as smooth and effortless as a native speaker's.	

Pronunciation	**I**	Poor to very poor: Errors in pronunciation are frequent but speaker can be understood by a native speaker.	
	II	Average to Poor: Accent of the speaker is intelligible though often quite faulty.	
	III	Good to average: Errors never appear with understanding. Accent may be obviously foreign.	
	IV	Very good to good: Errors in pronunciation are quite rare.	
	V	Excellent: Native pronunciation, with no trace of foreign accent.	
TOTAL SCORE			

4. Self-regulated Learning

Leaners' motivations are instrumental in self-regulating, meta-cognitive monitoring, and self-tweaking SRL goals. [34] they can also be manipulated when self-regulated learners carry out metacognitive strategies.

Model, based on Bandura's (1986) social-cognitive theory. For, it stressed SRL as an interplay between cognition, motivation, behavior, and context.[35] In this model, Pintrich highlighted the motivation role and emphasized that self-regulated learners can regulate and control different metacognitive aspects of their motivation, task, behavior, or context to suit their learning needs. A key aspect of such a process is the self-regulation of motivation also known as motivation self-regulation, motivational self-system, and self-regulated motivation.

Motivational self-regulation comprises strategies that self-regulated learners employ to sustain their motivational self-regulatory process to actuate and perpetuate their engagement and persistence in academic tasks.[36] In this regard, self-regulated learners take self-control of the

[34] Bai, B., Wang, J., *Hong Kong secondary students' self-regulated learning strategy use and English writing: influences of motivational beliefs*, 2021,.system 96
[35] Pintrich, P.R., *A conceptual framework for assessing motivation and self-regulated learning in college students.* Educ. Psychol.2004.,Rev. 16 (4), 385–407
[36] Kryshko, O., Fleischer, J., Waldeyer, J., Wirth, J., Leutner, D., *Do motivational regulation strategies contribute to university students' academic success?* Learn.2020., Indiv Differ 82.

psychological mechanisms internal forces and processes that initiate, fuel, shape, maintain, and evaluate one's behavior.

According Schunk, SRM conceptualizes how motivation is associated with learning and how learning behaviors change accordingly. It is a strong precursor of SRL, and it is context- and task-specific.[37] Furthermore, it is a self-determined form of motivation integrated regulation and its value is laid in the action itself. In other words, self-regulated motivation (SRM) is that self-regulated learners secure and maintain self-regulatory influences that stimulate and drive their goal-oriented efforts.

B. Review of The Related Findings

Research on the correlation self-regulated motivation and their speaking has been carried out by several researchers. Here the researcher finds several studies that are relevant to the researcher's research.

The first research was conducted by Mehmet Sercan Uztosun. Researchers investigated the development of a scale to measure self-motivation to improve speaking English as a foreign language (EFL). The scale, informed by Pintrich's self-learning model (SRL), addresses the motivational /aspects of SRL. The purpose of this study was to determine and measure self-motivation to improve the ability to speak English as a foreign language (EFL). This study is related

[37] Ibid., p. 3

to the researcher's research because it has a similar focus on self-motivation to improve speaking skills. but the researchers focused on the final grades of students in speaking subjects.

The second one is done by Chan Chie Yuet (2008) entitled: "The Relationship between Motivation and Achievement in Foreign Language Learning in a Sixth Form College in Hong Kong" is the study that examined about motivation and achievement. This study attempts to unveil relationship between motivation and achievement in learning English in a sixth form college in Hong Kong. The methodological dimensions of the investigation were twofold. First, by means of questionnaires distributed to 33 Advanced-level students, their motivation intensity and orientations in learning English were explored. Pearson Product Moment Correlation was computed to examine the students' motivation components and their English grades both in the Hong Kong Certificate of Education Examination and the Hong Kong Advanced Level Examination. Second, four high, four average and four 17 low achievers of learning English, altogether 12 students aged 17 to 20, were invited to attend semi-structured interviews. Through the account of their English learning experience, the relationship between motivational factors and academic achievement in foreign language learning was investigated.

The third researcher is conducted by Lina Susilowati (2016), entitled "A Correlation Study Between Interest in English, Learning Motivation Toward Reading Achievement of The Eleventh Grade Students of SMA N 1 Sukodono

In the Academic Year of 2015/2016", English Education Department, The State Islamic Institute of Surakarta. The result of her research show that (1) there is a significant and positive correlation between students' interest in English (XI) and their reading achievement (Y) because the coefficient of correlation r-obtained is higher than r-table (0,56 0,381) and t-obtained is lower than t-table (3,4128> 1, 70814); (2) there is a significant and positive correlation between students' learning motivation (X 2) and their reading achievement (Y) because the coefficient of correlation r-obtained is higher than r-table (0,46> 0.381) and t-obtained is lower than t-table (2.578 > 1.70814); (3) there is a significant and positive correlation between students' interest in English (X1) students' learning.

Based on the findings of other studies above, when compared with this study, this study is different from that research because this study only wants to know the self-regulated learning motivation in speaking skills which will be seen in the final grades of the third-semester students in the speaking skill course.

CHAPTER III

METHODOLOGY OF THE RESEARCH

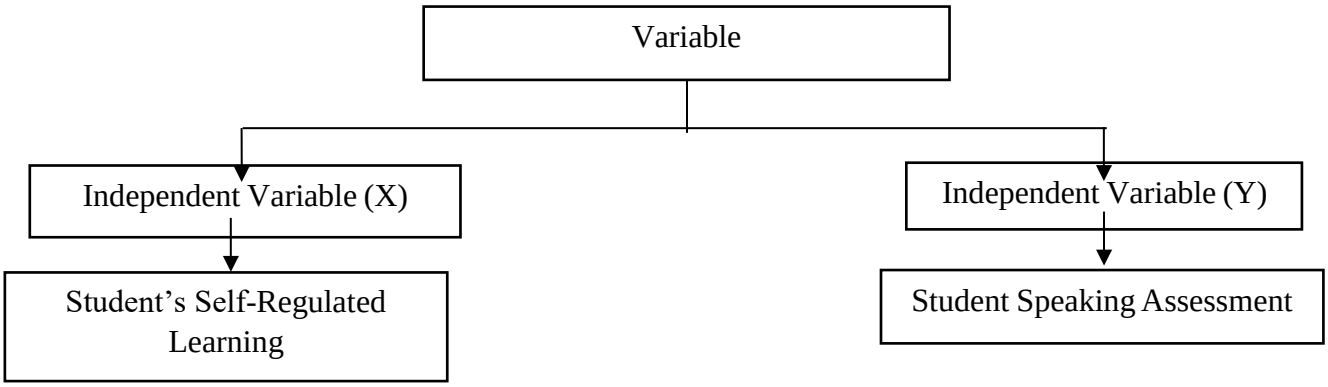
This chapter, discusses the methodology of the study related to the kind of research, population and sample, research Instruments, collecting data and tecniques of data analysis.

A. Research Design

This research was a quantitative research. It used a correlation research design. According to Ary, Correlational research is collecting data from individuals on two or more variables and look for whether variables are interrelated. correlation refers to a relationship between two variables. Correlations can be strong or weak, as well as positive or negative.[38] In other cases, there might be no correlation at all between the variables of interest. This research conducted at the third-semester have 60 students based on the data from English Language Study Program (TBI) IAIN Curup. According to Creswell, correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. [39]There are two variables was investigated in this research. It is significant to analyze the relationship between students' self-regulation as independent variable and their Speaking skill as the dependent variable.

[38] Ary, D et al.2010. *Introduction to Research in Education*. Canada: Thompson Wadsworth. P.78
[39] Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Boston: Pearson.P.338

Table 3
Independent Variable & Dependent Variable



B. Population and Sample

The subjects of this study were third-semester students at the English Language Study Program (TBI) IAIN Curup. This is because the third-semester students of the English Study Program have self-regulated learning speaking skills in speaking skills courses. The third-semester have 60 students based on the data from English Language Study Program (TBI) IAIN Curup.

a. Population

Population is the entire group of items or individual from which samples under consideration are presumed to come.[40] Population is complete set of elements (person or subject) that possesses some common characteristic defined by the sampling criteria established by the researcher. Gay defines

[40] John W. Best - James V. Khan. *Research in Education (7th edition)* (New Delhi: Prenticed of India Private Limited, 1995), P 13

population is the group of interest to the researcher, the group to which would like of the study to be generalizable.[41] While according to Ali that the entire population is a subject which is the subject of research.

The population in this study were students of the third semester English Studies Program. The researcher took all students as the population because they had studied speaking courses.

Table 4
Population of the research

No	Class	Total
1	TBI III A	15
2	TBI III B	15
3	TBI III C	16
4	TBI III D	14
TOTAL		**60**

Source: 2021

b. Sample

According to William, sampling is the process of selecting units (such as people and organizations) from the population of interest so that by studying the sample you can fairly generalize your results to the population from which

[41] William M. K. Trochim, *The Research Methods Knowledge Base (2nd edition)* (Ithaca, New York: Cornell Custom Publishing, 1999), P 41

the units were selected.[42] Best and Khan stated the sample is a small part of the population selected for observation and analysis. In this study, the researcher chose total sampling. In the total sample, everyone in the study population has a certain chance of being selected, this type of sample is used if the researcher predicts or generalizes to the entire study population. So, total sampling is used in this study, meaning that this study takes all the population as samples. Involving all four classes of third semester students of TBI IAIN CURUP.

C. Technique of Data Collecting

Technique of data collection means the way that researcher uses to collect the data or information's from participants.[43] In this research, the researcher used questionnaire as the techniques of collecting data. In the process of collecting data, the researcher identified and analyzed the data**.** Questionnaire is as discussed in a previous issue a survey involves directly collecting information from people (or sometimes organizations) whom we are interested in.[44] The types of information will take account of the people's or organizations' level of knowledge, attitude, personalities, beliefs, or preferences. Questionnaires are widely used to collect such information. Well-designed questionnaires are highly structured to allow the same

[42] John W. Best - James V. Khan. *Research in Education (7th edition)* (New Delhi: Prenticed of India Private Limited, 1995), P 13
[43] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: PT. Rineka Cipta, 2010), P 266
[44] Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics* (New Age International(P) Limited,2006), P 191.

types of information to be collected from a large number of people in the same way and for data to be analyzed quantitatively and systematically.

Questionnaires are best used for collecting factual data and appropriate questionnaire design is essential to ensure that we obtain valid responses to our questions.[45] Therefore, the instruments of this research were group of written question (questionnaire) itself. It can be administered by mail, telephone, using face-to-face interviews, as handouts, or electronically.[46] The format of questionnaire of this research is closed-ended. Closed questions structure the answer by allowing only answers which fit into categories that have been decided in advanced by the researcher. For example, Always/usually /sometimes/rarely/never/unable to answer.[47]

D. Instrument

Instrument is a tool or facility that is used by the researcher to collect the data.[48] It means the researcher instrument helped the researcher to get the information needed that related to the research. In this research the instrument for helping to collecting the data are:

[45] Narbuko cholid – Achmadi Abu, *Metodologi Penelitian* (Jakarta: PT Bumi Aksara, 2009), P 57
[46]Taylor Powell, *Questionnaire Design : Asking question with a purpose,* (University of Wisconsin Cooperative Extension, 1998), P 2
[47]*http://www.simplypsychology.0rg/questionaires.html* Accessed on July 27th 2021
[48] Ibid, P 136

a) The Questionnaires

The instrument used in this study was a questionnaire. A questionnaire is a form prepared and distributed with the aim of obtaining responses.[49] In preparing the questions, the questions are designed based on theories of self-regulated learning speaking skills. researchers combine the advantages of self-regulated learning in the field of speaking skills. The questionnaire was prepared by the researcher using a Likert Scale. Likert scale is a scale used to measure perceptions, attitudes, or opinions about a person or group, event, or social phenomenon, based on operational definitions that have been set by the researcher.[50] This study measures the main thing, namely the perception obtained from the questionnaire given to students. Therefore, the researcher used a Likert Scale to describe the results of a questionnaire that had five alternative answer choices. They are :

1. A : Always (always: 5)
2. U : Usually (usually: 4)
3. S : Sometimes (sometimes: 3)
4. R : Rarely (Rarely: 2)
5. N : Never (Never: 1)

Source: (Arthur Hughes , 2003)

[49] Arthur Hughes, *Testing for Language Teachers* (Cambridge: University Press, 2003), P 135
[50] Arif Naufan Sapoetra. 2015. *Cara Menghitung Kuesioner Skala Likert.* Accessed in https://www.diedit.com/skala-likert/ on June 7th 2021

The process of collecting data using questionnaires are:

1. Questionnaires are given to respondents
2. Collection of the Questionnaire
3. Questionnaires are analyzed according to each advantage of self-regulated learning motivation in speaking skills.

The questionnaire was calculated and analyzed based on the percentage formula. In addition, before deciding to distribute this questionnaire to respondents. To ensure the validity of each item in this questionnaire, the researcher used content validity. Purwanto said content validity can be done by asking for expert judgment.[51] It means a person who is competent in his or her field may ask for his or her consideration to assess the accuracy of the points in question. In this study, the researchers used a questionnaire that has been used by experts in several studies. So, the questionnaire is already valid because some experts have used it in their research. This research is informed by the Pintrich (2000) model and focuses on the motivational aspects of SRL. The findings led to the development of a 20-item scale named the SRMIS-EFL Scale. The scale consists of four factors: influence regulation, task value activation, learning environment regulation and classroom environment regulation. These factors are congruent with the proposed SRL phase and area in the Pintrich model.

[51] Purwanto,1993, *Validitas dan Reabilitas* , Yogyakarta: Bina Cipta P 49

The section of the SRMIS-EFL scale comprised four subsections: The first subsection was about students' task value activation. It contained a seven- item subscale (items 1–7), measuring students' value of developing EFL speaking competence. The second subsection was about students' regulation of learning environment. It encompassed a five-item subscale (items 8–12), assessing the extent to which students surpassed the limitations of EFL input-poor contexts to get exposed to English-language-rich sources. The third subsection dealt with regulation of affect. It encompassed a three-item subscale (items 13–15), examining students' ability to regulate affective issues that could inhibit them from developing EFL speaking competence. The fourth subsection addressed students' regulation of classroom environment. It comprehended a five-item subscale (items 16–20), canvassing students' active involvement in classroom tasks and activities.

Table 5
Close Ended Questionare
Self-regulated learning motivation of EFL Students of Speaking Skill

The self-regulated motivations of individual to develop their speaking skill in learning EFL	Statements	Always	Usually,	Sometimes	Rarely	Never
1. Task value evaluation	1. I remind myself that I need to speak English well.					
	2. When the teacher speaks English, I listen carefully to his/her speech.					
	3. When I speak English, I learn from my mistakes					
	4. I try to be interested in and willing to learn English					
	5 In order to speak English more correctly, I learn from the mistakes other people make when they speak English.					
	6. In English lessons, I try to pay attention all the time					

	7. I try to find ways to increase my motivation to speak English.					
2. Regulation of learning environment	8. I try to find friends from abroad.					
	9. I try to chat with foreigners in English on the internet					
	10. I make contact with people whose mother tongue is English.					
	11. During the holidays, I try to visit places with a lot of tourists, in order to improve my spoken English.					
	12. When I meet foreigners, I try to practice my English.					
	13. I can overcome my fear when I speak English.					
3.Regulation of effect	14. I can overcome my anxiety when I speak English					
	15. I try to keep a high level of self-confidence when I speak English.					
	16. I encourage myself to speak English.					

4. Regulation of classroom environment	17. I talk English with people I know (eg classmates, flat mates).					
	18. I try to participate as much as possible in English speaking activities in class.					
	19. I make a point of speaking English inclass.					
	20. I spend time with friends who encourage each other to speak English.					

b) Speaking test

At the instruction level, researches' need to involve their students in the learning process by employing various motivating and tasks and activities that stimulate students to speak English inside the class. their utilization of a myriad of engaging tasks and activities could drive up students' engagement in their EFL classes.[52] They also need to listen to and consider their learners' perspectives regarding the instruction learning process. In return, students'

[52] Teng, L.S., Yuan, R.E., Sun, P.P*., A mixed-methods approach to investigating motivational regulation strategies and writing proficiency in English as a foreign language context*. System 88., 2020

views may yield a better learning environment, which could boost students' motivational regulation to improve their EFL speaking.

At the learning level, students need to take charge of their motivation to continue improving their English-speaking competence. They need to get involved in all class discussions, activities, and tasks using English. Talking English all the time with teachers and classmates could boost their self-confidence, enhance their motivation, and promote their EFL speaking.[53] In the speaking test researches' make some indicators, they are: Grammar, Vocabulary, Comprehension, Fluency, and Pronunciation based on speaking test assessment. The teacher conducted speaking test participants in individually work. This test used a rubric that comes from the teacher to evaluate the students speaking skill. This rubric consists of four elements of speaking that are pronunciation, performance, grammar, and fluency. The sum of the elements score was divided by 5 to get the student's grade. For example, student "C" had speaking test speaking with the score as follows.

[53] Ibid., p.10

Table 7
Speaking Skill Interpretation

No	Interval	Interpretation
1.	85-100	Very good
2.	70-84	Good
3.	55-69	Okey
4.	25-54	Poor
5.	0-24	Very poor

(Source: Hughes, 2002)

Speaking Test is: **" The theme used to take the video speaking test is about introducing a product such as usability, content in it, how to use it, etc.**

4. Technique Data Analysis

The purpose of this research was to measure the correlation between students' self-regulated learning and their performance in speaking class. The data of the study were analyzed by using statistical analysis. However, to make it easy and effective in calculating the data, the writer used SPSS in processing the data to get the correlation between the two variables. The writer determined the interpretation table of product moment scale that was describes the correlation between both variables as follow:

Table 8
The Interpretation of Correlation

No.	Correlation Coefficient	Interpretation
1	0,00 – 0,20	There is no correlation
2	0,21 – 0,40	Low correlation
3	0,41 – 0,70	Moderate correlation
4	0,71 – 0,90	High correlation
5	0,91 – 1,00	Very high correlation

(Source: Arikunto, 2006)

CHAPTER IV

RESULTS AND DISCUSSION

This chapter discusses the research finding and discussion which consist of students self-regulated learning and their speaking skill ', the correlation between them, and discussion section. Moreover, to analyzed those data, the researcher got findings of Linearity Test, Normality Test, Analysis of Correlation Coefficient, Test of Hypothesis, and Determination of Coefficient. Last, this chapter presents the discussion of the findings.

A. Finding of the Research

The source of data in this research was the Third semesters students of the English Study Program of IAIN Curup. To collect the data from the participants, the researcher used documentation and questionnaires as the instrument for answering the research questions to understand this research easily, it is described based on variables.

There are two variables in this research and started from the self-regulated learning as variable "X", and Students' Speaking skill as variable "Y". The researcher conducted questionnaires to know self-regulated learning motivation Then, the researcher distributed speaking test to know students speaking skill.

a) The Students' Self-Regulated Learning Motivation

Students' self-regulated learning motivation score as X variable (Independent variable), students' self-regulated learning motivation score was taken from questionnaires. The description of data is as below:

Table 9
THE RESULT OF Frequency Distribution of Third Semester TBI Self-Regulated Learning

INDICATOR	NO ITEM	TOTAL MAXIMAL SCORE	FREQUENCY	PERCEN TAGES
Task Value Evaluation	1, 2, 3, 4, 5, 6, 7	35	31.07	89%
Regulation of Learning Environment	8, 9, 10, 11, 12, 13	30	22.05	74%
Regulation of Effect	14, 15, 16	15	12.20	81%
Regulation of Classroom Environment	17, 18, 19, 20	20	15.88	79%

Self-regulated learning motivation has had results see the appendix. The researcher presents in the form of percent of 60 students. self-regulated learning has a very important role in speaking skills, in terms of the 2017 Uztosun theory.

From the results of the study using questions with four indicators, namely task value evaluation, regulation of learning environment, regulation of effects and regulation of classroom environment. Researchers use these four indicators to find out how much of the four indicators of self-regulated learning are related to speaking skills. It can be seen in (table 9), that in the first indicator the task value evaluation of 60 students was 89%, it can be interpreted that in the third semester of TBI IAIN Curup, has a high task value evaluation. The first subsection was about students' task value activation. It contained a seven- item subscale (items 1–7), measuring students' value of developing EFL speaking competence. The second indicator of regulation of the learning environment of 60 students is 74%, in the question (items 8-12) assessing the extent to which students go beyond the constraints of poor context of EFL input to obtain rich sources of English. The third subsection deals with the regulation of influence. It includes a three-item subscale (items 13-15), examining students' ability to manage affective issues that may hinder them from developing EFL speaking competence. From the third indicator, the researcher can see that 60 students have 81% of the regulation of effect. The last indicator is the regulation of classroom environment which discusses student regulations regarding the classroom environment. It understands the five-item subscale (items 16-20), investigates the active involvement of students in class assignments and activities, the researcher has examined out of these 60 students who had a 79% result. It can be concluded that self-regulated learning motivation has four

indicators that are closely related to the speaking skills of TBI IAIN Curup students, by asking questions that have 20 items. From the results obtained, it can be seen that self-regulated learning motivation with a mean of 81.2 is in the high category.

b) The Students' Speaking Skill Score

As Y variable (dependent variable) in this research. The table describes the result of the students' speaking skill:

Table 10
Students Speaking Skills Scores

INDICATOR	TOTAL MAXIMAL SCORE	FREQUENCY	PERCENTAGES
Grammar	5	215	72%
Vocabulary	5	218	73%
Comprehension	5	217	72%
Fluency	5	221	74%
Pronunciation	5	212	71%

The speaking skill rubric has five indicators, namely, grammar, vocabulary, comprehension, fluency and pronunciation. in each of these rubrics has a maximum value of 5, researchers have examined in the third semester of TBI IAIN Curup, with a sample of 60 students. The speaking test has found results that can be seen in the appendix, and the percentage results indicator from 60

students are grammar 72%, vocabulary 73%, comprehension 72%, fluency 74% and pronunciation 71%.

Speaking skill is variable Y, the researcher gets the results of speaking scores which are helped by a poor TBI IAIN lecturer or who can be called a rater. The researcher used two raters to see the results of the third semester students' speaking skills. speaking skill has five indicators, namely grammar, vocabulary, comprehension, fluency, and pronunciation, of these five indicators the rater assesses the video that has been taken during the third semester of learning speaking with the theme of introducing the product to its uses, functions and how to use the product. speaking skill in the third semester of IAIN Curup has produced results, namely with a mean of 72.2 which can be seen and means that in the theory (Hughes 2002), it is included in the **good category**, and it can be seen that the lowest value is 64 and the highest value is 80. So, speaking skills of third semester students have a relationship between self-regulated learning motivation.

B. The Normality

Test is performed to know that the bound variable (y) and variable (x) follows the standard normal distribution.

1) Lilliefors Significance Correction

To determine normality, a score of 0.0886 is used, namely at product moments table. The rules used to find out are normal distribution or not if L count < L table then normally distributed, and if L count > L table then it is not normal.

a. The Students' Self-Regulated Learning Motivation

Based on the normality test where Sig on the variable X, L count is 0.0951 and L table 0.1478 then Self-Regulated Learning data is normal because L count is smaller than L table Based on the normality graph it can be seen that the distribution of the data is around the test line leading to the top right and not far from the line. Therefore, the data is said to be normal. From the Q-Q plot of the SRL graph, it can be seen that the data distribution of this the variables are clustered so that it can be said that the variable is normally distributed. Normal Q-Q Derived from the SRL motivation. Plot form a certain pattern so that the data can be said normal. Conclusion: Because L Count is lower than L table (0.0951<0.1478), the data are normally distributed.

Table 11

Descriptive Data of Third Semester TBI Students Self-Regulated Learning

Mean	81.2000	
Standard Deviation	6.8043	
Max	95	
Min	67	
Range	28	
Median	82.5	
Mode	85	
N	60	
Class	6.9070185	7
Interval	4.0538476	4

Table 11 shows that the average score of 60 students' self-regulated learning (with a series of 20 items) is 81.2000 with a standard deviation of 6.8043. Based on the distribution of raw data, the maximum score is 95; the minimum score is 67; the median is 82,5; and the mode is also 85. Range value is required. To draw a frequency distribution table (see table 12), class and interval values are required. The statistical formula to find the class value is 1+(3.322*(number of students)[54]. This means 1+(3.322*LOG60) with the result 6.9070 or equal to 7. Then the interval value is obtained from the range value minus the class value. The result is 4.0538476 or equal to 4.

[54] Joseph F. Healey and Steven G. Prus, *Statistics: A Tool for Social Research*, Third Canadian edition (Nelson College Indigenous; Nelson Education, 2015).

b. The Students' Speaking Skill Score

Based on the normality test where Sig on the Y variable, L count is 0.3248 and L table 0.1143 then the data of students speaking skill is normal because L count is smaller than L table. Based on the normality graph, it can be seen that the data distribution is around the test line towards the top right and not far from the line. Therefore, the data is said to be normal. From the Q-Q plot of the students' speaking skill graph, it can be seen that the data distribution of these variables is grouped so that it can be said that the variables are normally distributed. Normal Q-Q Derived from the speaking skill score in the speaking class. so that the plot forms a certain pattern and the data can be said to be normal. Conclusion: Because L Count is lower than L table (0.3248<0.114382), the data are normally distributed.

Table 12
Descriptive Data of Third Semester TBI Students Speaking Skills Scores

Mean	72.2000	
Standard Deviation	3.1612	
Max	80	
Min	64	
Range	16	
Median	72	
Mode	72	
N	60	
Class	6.9070185	7
Interval	2.3164843	2

Table (12) shows that the average score of 60 students' speaking skills using 5 categories in assessing speaking (grammar, vocabulary, pronunciation, Fluency, Comprehension) was 72.2000 with a standard deviation of 3.1612. Based on the distribution of raw data, the maximum score is 80; the minimum score is 64; the median is 72; and the mode is 72, and the range value is obtained from the friction between the maximum and minimum scores (80-64), N represents the number of students, namely 60 students. The statistical formula to find the class value is 1+(3.322*(number of students)[55]. It means 1+(3.322*LOG60) with the result 6.9070 or equal to 7, Next, the interval value is obtained from the range value minus the class value. The result is 2.31648 or equal to 2.

[55] Ibid.

c. The correlation between self-regulated learning motivation and their speaking skill.

Table 13
The Correlation Between Self-Regulated Learning Motivation and Their Speaking Skill

Correlations

		ANGKET	SPEAKING
ANGKET	Pearson Correlation	1	,855**
	Sig. (2-tailed)		,000
	N	60	60
SPEAKING	Pearson Correlation	,855**	1
	Sig. (2-tailed)	,000	
	N	60	60

**. Correlation is significant at the 0.01 level (2-tailed).

The significance value of the correlation between self-regulated learning students and student speaking is 0.000 Which means that the values is slighter than < 0.05 can be say there is self-regulated learning motivation on student speaking. Person correlation value = 0.855. Which matters the table is high correlation? If r counted > from r table. N 60 = 0.254 (table 5% significance). Which correlation value 0.855 > r table = 0.254.

From the calculation of the correlation between self-regulated learning and their speaking skills, it can be obtained that the research results are rxy 0.855 significant (2-tailed) 0.00 and the number of subjects 60.

The interpretation about the rate of the correlation coefficient was formed by certain rule, were as follows:

Table 14
The Interpretation of Correlation

No.	Correlation Coefficient	Interpretation
1	0,00 – 0,20	There is no correlation
2	0,21 – 0,40	Low correlation
3	0,41 – 0,70	Moderate correlation
4	0,71 – 0,90	High correlation
5	0,91 – 1,00	Very high correlation

(Source: Arikunto, 2006)

Based on the calculation, it is known that the value of rxy = 0.855 including will be categorized using the correlation coefficient criteria above. With know that 0.855 is classified as an interval of 0.71-0.90, so 0.855 is included in the category **of High Correlation.**

Based on the above definition, it can be concluded that self-management in learning is a learning activity that involve aspects of cognition, motivation, and student behavior in carrying out activities study. Students are more responsible for their learning activities because they realize that only their own efforts can

achieve learning goals effectively. The SRL function is concretely planning the learning process, monitoring learning progress, and setting goals (targets to be achieved) in study.

C. The Hypothesis Tests

Based on the literature review and the reasons outlined in this study, there are a pair of hypotheses.

Hi: There is a positive correlation between self-regulated learning and their speaking skills.

Ho: There is no positive correlation between self-regulated learning and their speaking skills.

Correlation was tested using Pearson's Product Moment formula. Researchers use SPSS program as a tool to perform calculations accurately. The calculation results can be seen in the following presentation as shown in table 13. Based on the results of the research above, there is a high correlation between self-regulated learning (X) and their speaking skill (Y) in the third semester students of TBI IAIN.

D. Research Discussion

This study aims to examine the correlation between self-regulated learning and the speaking skills of students in the third semester of the IAIN Curup English Study Program. Based on the results of the analysis with the SPSS, it shows that there is a high correlation between self-regulated learning motivation and the speaking skills of third semester students of the IAIN Curup English Study Program.

The score for self-regulated learning is quite good. Based on these findings, the results of the calculation shows that the average score of self-regulated learning is 81.2. That is, in self-regulated learning is good level. In the four indicators in which students have a good level of motivation to support their speaking skills inside and outside the classroom, in the third semester of TBI IAIN Curup.

The speaking skill score of the third semester students of TBI IAIN Curup, has a good category result. Based on these findings, the results of calculation show that speaking skill is 72.2. That is, in speaking skills have shown good results. In the five indicators in which students have a good level of ability to support their speaking skills inside and outside the classroom, in the third semester of TBI IAIN Curup.

Thus, this study succeeded in proving the hypothesis which states, "There is a significant relationship between self-regulated learning and speaking skills of third semester students of the IAIN Curup English Study Program". Therefore, it can be concluded that Ha (there is a significant correlation between self-regulated

learning and speaking skills) is accepted, and Ho (there is no significant correlation between self-regulated learning and students' speaking skills) is rejected.

The paired hypothesis is formulated as a provisional answer that is formulated by taking advantage of previous theories that support a possible the correlation between self-regulated learning motivation and their speaking skills. However, the hypothesis is only a provisional answer. Therefore, researchers must test this hypothesis by collecting data in the field in the context of third semester TBI students at IAIN Curup. The data is then processed statistically and used to confirm whether the first hypothesis can be accepted, or vice versa, the null hypothesis will be accepted.

Self-regulated learning has dimensions, namely: motivation (motive), method (method), work results (performance outcome), and environment or social conditions (social environment).[56] Motivation is the core of self-management in learning, where through student motivation will take action and take responsibility for the activities carried out.[57]

[56] Zimmerman, B.J. 1999. Acquiring writing revision skill, shifting from process goals to outcome self-regulatory goals. Journal of educational Psychology, 91 (2), 241 – 250.
[57] Smith, P.A. 2001. Understanding self-regulated rearing and its implications for accounting educators and research. Issues in Accounting Education, 16(4), 663 – 667

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. From the results of the study using questions with four indicators, namely task value evaluation, regulation of learning environment, regulation of effects and regulation of classroom environment. Researcher use these four indicators to find out how much of the four indicators of self-regulated It can be concluded that self-regulated learning motivation has four indicators that are closely related to the speaking skills of TBI IAIN Curup students, by asking questions that have 20 items. From the results obtained, it can be seen that self-regulated learning motivation with a 'mean of 81.2 is in the high category.
2. Speaking skill has five indicators, namely grammar, vocabulary, comprehension, fluency, and pronunciation, of these five indicators the rater assesses the video that has been taken during the third semester of learning speaking with the theme of introducing the product to its uses, functions and how to use the product. speaking skill in the third semester of IAIN Curup has produced results, namely with a mean of 72.2 which can be seen and means that in the theory (Hughes 2002), it is included in the good category, and it can be seen that the lowest value is 64 and the highest value is 80.

3. There is a significant correlation between self-regulated learning and their speaking skills and the results of the students' speaking skill scores in the third semester of TBI IAIN are high correlation. Based on the above analysis, the higher the self-regulated learning scores of students, the higher the value of their speaking skills.

B. Suggestion

1. Teacher

   Teachers must be more innovative to improve student motivation to learn better by providing advice, direction, guidance, and encouragement to learn to students. Strengthening intrinsic motivation will be better than giving extrinsic motivation, because extrinsic learning motivation tends to lose its learning motivation.

2. Student

   Enjoy all subjects by looking for the benefits of the lessons, so that it will generate SRL motivation to learn in you. Students must realize the learning objectives by paying more attention to the teacher's explanation and consider the lesson important, so that they will study seriously.

3. Further Research

   For future researchers, researchers suggest conducting research related to the relationship between self-regulated learning motivation and their speaking skills with different fields and types of research.

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NAME	INDICATOR																				TOTAL
	Task value evaluation							Regulation of learning environment						Regulation of effect			Regulation of classroom environment				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
STUDENT 1	3	5	5	4	4	3	4	3	3	2	2	3	3	3	3	4	4	3	3	3	67
STUDENT 2	5	5	3	3	3	5	3	3	3	3	3	3	3	3	3	4	3	3	3	3	67
STUDENT 3	3	5	3	4	3	5	4	3	3	4	3	3	3	3	4	4	4	3	3	3	70
STUDENT 4	5	4	4	4	3	4	4	3	3	3	2	3	3	3	3	4	3	3	5	4	70
STUDENT 5	4	5	4	4	4	4	4	2	3	2	2	3	3	3	3	4	5	3	4	4	70
STUDENT 6	5	4	4	4	4	4	4	4	3	3	3	2	3	4	3	4	4	4	3	3	72
STUDENT 7	4	4	4	4	3	4	3	4	4	3	4	3	4	3	3	4	4	3	4	3	72
STUDENT 8	4	4	4	5	3	4	5	3	3	3	3	3	4	4	4	4	3	3	3	4	73
STUDENT 9	5	3	5	5	2	3	5	3	4	3	3	3	3	3	4	5	4	4	3	4	74
STUDENT 10	5	4	4	4	5	4	4	4	4	3	3	3	4	4	3	3	4	4	2	3	74
STUDENT 11	4	3	3	3	4	3	4	3	4	4	3	4	4	4	5	4	4	4	5	3	75
STUDENT 12	4	4	3	5	4	3	5	3	4	3	3	4	5	4	5	4	3	3	3	3	75
STUDENT 13	4	4	3	4	2	3	4	5	5	3	3	4	4	4	4	4	4	3	4	4	75
STUDENT 14	4	3	5	5	5	3	5	3	3	3	3	3	3	3	4	4	5	3	5	3	75
STUDENT 15	4	4	5	5	4	3	5	2	4	3	2	2	4	3	3	4	5	5	5	4	76
STUDENT 16	5	4	1	5	5	4	1	2	5	3	5	4	5	2	5	2	5	5	3	5	76
STUDENT 17	5	5	5	5	3	4	4	1	3	3	3	3	5	3	5	4	4	4	4	3	76
STUDENT 18	5	5	4	4	4	3	4	4	4	3	4	3	5	4	3	5	4	2	2	5	77
STUDENT 19	4	4	4	4	5	4	4	3	4	3	3	4	3	3	4	4	4	4	5	4	77
STUDENT 20	4	4	3	3	3	4	3	5	5	5	5	2	2	4	4	4	5	4	3	5	77
STUDENT 21	4	5	4	5	4	3	4	3	3	3	2	4	4	4	4	5	5	5	4	3	78
STUDENT 22	5	5	3	4	4	5	3	4	4	4	2	3	4	4	4	4	5	4	3	4	78
STUDENT 23	5	4	5	4	4	4	5	3	3	4	2	3	3	3	4	4	5	4	4	5	78
STUDENT 24	5	4	4	5	4	4	5	4	4	4	3	3	3	3	3	4	4	4	4	4	78
STUDENT 25	4	4	5	5	5	4	4	4	4	4	3	4	4	4	4	4	3	4	3	3	79
STUDENT 26	5	5	5	5	5	5	5	4	4	4	1	4	3	3	3	4	4	3	4	3	79
STUDENT 27	5	5	5	4	5	5	5	3	5	4	2	2	4	2	3	5	4	4	4	4	80
STUDENT 28	5	5	5	4	4	4	5	5	4	2	2	4	4	4	5	4	4	4	3	4	81
STUDENT 29	5	4	5	5	4	4	5	5	3	3	2	3	4	4	4	5	5	5	4	3	82
STUDENT 30	5	5	5	5	5	4	4	4	4	4	3	5	3	3	4	4	4	4	4	3	82
STUDENT 31	5	4	5	5	4	5	5	3	3	3	2	2	4	4	5	5	5	5	4	5	83
STUDENT 32	5	5	5	5	4	4	5	5	4	4	3	3	3	5	4	3	4	3	4	5	83
STUDENT 33	4	5	4	5	4	5	5	3	3	3	3	3	4	4	4	5	4	5	5	5	83
STUDENT 34	5	5	4	5	4	4	4	5	5	3	3	4	3	3	4	5	5	5	4	3	83
STUDENT 35	5	5	5	5	4	4	4	4	4	4	3	3	4	4	4	5	5	4	4	4	84
STUDENT 36	5	5	4	5	4	4	5	4	4	4	4	3	4	5	5	5	5	4	3	2	84
STUDENT 37	5	5	4	4	4	3	3	5	3	4	3	4	5	5	5	5	3	5	5	5	85
STUDENT 38	5	5	5	5	5	4	5	3	5	3	1	5	3	5	5	5	2	5	4	5	85
STUDENT 39	5	5	5	5	4	5	5	4	5	4	3	5	3	3	4	5	5	4	3	3	85
STUDENT 40	5	5	5	5	5	5	5	4	4	4	3	3	4	4	4	5	4	4	4	3	85
STUDENT 41	5	5	4	5	4	4	4	4	4	4	4	5	4	4	4	5	4	4	4	4	85
STUDENT 42	5	5	5	5	5	5	5	4	4	4	3	3	3	4	4	4	5	4	4	4	85
STUDENT 43	5	4	4	5	5	4	5	5	5	4	5	5	5	4	4	3	3	3	3	5	86
STUDENT 44	5	5	4	5	4	4	5	4	4	4	4	4	4	5	5	5	4	4	4	3	86
STUDENT 45	5	4	5	5	5	4	4	5	4	3	3	4	4	5	5	4	4	5	4	4	86
STUDENT 46	5	4	5	5	5	4	5	4	4	4	1	5	3	3	5	5	4	5	5	5	86
STUDENT 47	5	5	5	5	5	5	5	5	4	5	4	4	5	4	4	3	4	4	3	3	87
STUDENT 48	5	4	5	5	4	4	5	5	5	5	2	5	5	4	4	5	5	4	4	3	88
STUDENT 49	5	4	5	5	5	4	5	5	4	3	2	4	5	4	5	5	5	5	4	4	88
STUDENT 50	5	4	5	5	5	4	5	5	5	3	2	4	5	4	5	5	5	5	4	3	88
STUDENT 51	5	5	5	5	5	5	4	5	4	4	4	5	4	3	4	4	4	5	4	4	88
STUDENT 52	5	5	5	5	4	5	5	5	5	5	3	5	5	4	5	4	4	3	4	3	89
STUDENT 53	5	5	4	5	5	4	5	5	5	5	1	5	4	4	5	5	4	5	4	4	89
STUDENT 54	5	4	5	5	5	5	4	4	4	4	4	4	4	4	5	4	4	5	5	5	89
STUDENT 55	5	5	5	5	5	5	5	4	5	4	4	5	4	5	5	5	2	2	4	5	89
STUDENT 56	5	5	5	4	4	5	5	4	4	3	3	3	5	5	5	5	5	5	5	5	90
STUDENT 57	5	5	5	4	4	5	5	4	4	4	3	5	4	4	4	5	5	5	5	5	90
STUDENT 58	5	5	5	5	5	5	5	5	5	5	5	5	4	4	5	3	3	4	4	5	92
STUDENT 59	5	5	5	5	5	5	5	5	5	4	5	5	4	4	4	4	4	4	5	5	93
STUDENT 60	5	5	5	5	5	5	5	5	5	4	5	5	5	4	5	5	4	4	5	4	95

APPENDIX

THE RESULT OF SPEAKING TASK

Name	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	total score	total score
STUDENT 1	3	3	3	3	4	16	64
STUDENT 2	3	3	4	3	3	16	64
STUDENT 3	3	4	3	3	3	16	64
STUDENT 4	3	3	3	4	3	16	64
STUDENT 5	3	3	4	4	3	17	68
STUDENT 6	3	3	3	4	4	17	68
STUDENT 7	3	4	3	4	3	17	68
STUDENT 8	3	4	3	4	3	17	68
STUDENT 9	3	3	4	4	4	18	72
STUDENT 10	4	4	4	3	3	18	72
STUDENT 11	4	4	4	4	2	18	72
STUDENT 12	3	3	4	4	4	18	72
STUDENT 13	3	3	4	4	4	18	72
STUDENT 14	4	4	4	3	3	18	72
STUDENT 15	4	4	3	3	4	18	72
STUDENT 16	3	4	4	4	3	18	72
STUDENT 17	4	3	3	4	4	18	72
STUDENT 18	4	4	3	3	4	18	72
STUDENT 19	4	4	4	3	3	18	72
STUDENT 20	4	4	3	4	3	18	72
STUDENT 21	3	4	4	3	4	18	72
STUDENT 22	4	3	3	4	4	18	72
STUDENT 23	4	4	3	4	3	18	72
STUDENT 24	3	3	4	4	4	18	72
STUDENT 25	3	4	4	4	3	18	72
STUDENT 26	4	4	3	4	3	18	72
STUDENT 27	3	4	4	3	4	18	72
STUDENT 28	3	4	3	4	4	18	72
STUDENT 29	4	4	4	3	3	18	72
STUDENT 30	3	3	4	4	4	18	72
STUDENT 31	4	3	3	4	4	18	72
STUDENT 32	4	3	4	3	4	18	72
STUDENT 33	3	4	3	4	4	18	72
STUDENT 34	4	3	4	3	4	18	72
STUDENT 35	4	3	3	4	4	18	72
STUDENT 36	3	4	4	3	4	18	72
STUDENT 37	4	4	4	3	3	18	72
STUDENT 38	3	4	4	4	3	18	72
STUDENT 39	4	4	3	4	3	18	72
STUDENT 40	4	4	3	4	3	18	72
STUDENT 41	4	3	3	4	4	18	72
STUDENT 42	3	4	4	4	3	18	72
STUDENT 43	3	3	4	4	4	18	72
STUDENT 44	4	4	4	3	3	18	72
STUDENT 45	4	3	4	4	3	18	72
STUDENT 46	4	4	3	4	3	18	72
STUDENT 47	4	4	4	3	4	19	76
STUDENT 48	4	4	4	4	3	19	76
STUDENT 49	4	3	4	4	4	19	76
STUDENT 50	3	4	4	4	4	19	76
STUDENT 51	4	4	4	3	4	19	76
STUDENT 52	3	4	4	4	4	19	76
STUDENT 53	4	4	4	4	3	19	76
STUDENT 54	4	4	3	4	4	19	76
STUDENT 55	4	4	4	4	3	19	76
STUDENT 56	4	3	4	4	4	19	76
STUDENT 57	4	3	4	4	4	19	76
STUDENT 58	4	4	3	4	4	19	76
STUDENT 59	4	4	4	3	4	19	76
STUDENT 60	4	4	4	4	4	20	80

The self-regulated motivations of individual to develop their speaking skill in learning EFL

Name : Klara Sonia

NIM : 20551029

Class : 4B

No	Statements	Very Agree	Agree	Netral	Disagree	Very Disagree
1.	I remind myself that I need to speak English well. (Saya mengingatkan diri sendiri bahwa saya perlu berbicara bahasa Inggris dengan baik.)	✓				
2.	When the teacher speaks English, I listen carefully to his/her speech. (Ketika guru berbicara bahasa Inggris, saya mendengarkan dengan seksama)		✓			
3.	When I speak English, I learn from my mistakes. (Ketika saya berbicara bahasa Inggris, saya belajar dari kesalahan saya)	✓				
4.	I try to be interested in and willing to learn English. (Saya berusaha untuk tertarik dan					

Dipindai dengan CamScanner

	mau belajar bahasa Inggris)		✓			
5.	In order to speak English more correctly, I learn from the mistakes other people make when they speak English. (Untuk berbicara bahasa Inggris dengan lebih benar, saya belajar dari kesalahan orang lain ketika mereka berbicara bahasa Inggris.)		✓			
6.	In English lessons, I try to pay attention all the time. (Dalam pelajaran bahasa Inggris, saya mencoba untuk memperhatikan sepanjang waktu.)		✓			
7.	I try to find ways to increase my motivation to speak English. (Saya mencoba mencari cara untuk meningkatkan motivasi saya berbicara bahasa Inggris.)	✓				
8.	I try to find friends from abroad. (Saya mencoba mencari teman dari luar negeri.)			✓		
9.	I try to chat with foreigners in English					

Dipindai dengan CamScanner

	on the internet. (Saya mencoba mengobrol dengan orang asing dalam bahasa Inggris di internet)			✓		
10.	I make contact with people whose mother tongue is English. (Saya melakukan kontak dengan orang-orang yang bahasa ibunya adalah bahasa Inggris.)		✓			
11.	During the holidays, I try to visit places with a lot of tourists, in order to improve my spoken English. (Selama liburan, saya mencoba mengunjungi tempat-tempat dengan banyak turis, untuk meningkatkan kemampuan berbicara bahasa Inggris saya.)				✓	
12.	When I meet foreigners, I try to practice my English. (Ketika saya bertemu orang asing, saya mencoba untuk melatih bahasa Inggris saya)			✓		
13.	I can overcome my fear when I speak					

Dipindai dengan CamScanner

	English. (Saya dapat mengatasi rasa takut saya ketika saya berbicara bahasa Inggris.)			✓		
14.	I can overcome my anxiety when I speak English. (Saya dapat mengatasi kecemasan saya ketika saya berbicara bahasa Inggris)			✓		
15.	I try to keep a high level of self-confidence when I speak English. (Saya mencoba untuk menjaga tingkat kepercayaan diri yang tinggi ketika saya berbicara bahasa Inggris.)		✓			
16.	I encourage myself to speak English. (Saya mendorong diri saya untuk berbicara bahasa Inggris.)		✓			
17.	I talk English with people I know (eg classmates, flat mates). (Saya berbicara bahasa Inggris dengan orang yang saya kenal (misalnya teman sekelas, teman flat)	✓				
18.	I try to participate as much as possible in English speaking activities					

Dipindai dengan CamScanner

	in class. (Saya mencoba untuk berpartisipasi sebanyak mungkin dalam kegiatan berbicara bahasa Inggris di kelas.)		✓			
19.	I make a point of speaking English in class. (Saya menekankan berbicara bahasa Inggris di kelas.)		✓			
20.	I spend time with friends who encourage each other to speak English. (Saya menghabiskan waktu dengan teman-teman yang mendorong satu sama lain untuk berbicara bahasa Inggris)	✓				

Dipindai dengan CamScanner

The self-regulated motivations of individual to develop their speaking skill in learning EFL

Name : Driva Cantika Putri

NIM : 20551016

Class : TBI 4A

No	Statements	Very Agree	Agree	Netral	Disagree	Very Disagree
1.	I remind myself that I need to speak English well. (Saya mengingatkan diri sendiri bahwa saya perlu berbicara bahasa Inggris dengan baik.)		✓			
2.	When the teacher speaks English, I listen carefully to his/her speech. (Ketika guru berbicara bahasa Inggris, saya mendengarkan dengan seksama)	✓				
3.	When I speak English, I learn from my mistakes. (Ketika saya berbicara bahasa Inggris, saya belajar dari kesalahan saya)		✓			
4.	I try to be interested in and willing to learn English. (Saya berusaha untuk tertarik dan	✓				

Dipindai dengan CamScanner

	mau belajar bahasa Inggris)					
5.	In order to speak English more correctly, I learn from the mistakes other people make when they speak English. (Untuk berbicara bahasa Inggris dengan lebih benar, saya belajar dari kesalahan orang lain ketika mereka berbicara bahasa Inggris.)		✓			
6.	In English lessons, I try to pay attention all the time. (Dalam pelajaran bahasa Inggris, saya mencoba untuk memperhatikan sepanjang waktu.)	✓				
7.	I try to find ways to increase my motivation to speak English. (Saya mencoba mencari cara untuk meningkatkan motivasi saya berbicara bahasa Inggris.)	✓				
8.	I try to find friends from abroad. (Saya mencoba mencari teman dari luar negeri.)			✓		
9.	I try to chat with foreigners in English					

Dipindai dengan CamScanner

	on the internet. (Saya mencoba mengobrol dengan orang asing dalam bahasa Inggris di internet)		✓			
10.	I make contact with people whose mother tongue is English. (Saya melakukan kontak dengan orang-orang yang bahasa ibunya adalah bahasa Inggris.)		✓			
11.	During the holidays, I try to visit places with a lot of tourists, in order to improve my spoken English. (Selama liburan, saya mencoba mengunjungi tempat-tempat dengan banyak turis, untuk meningkatkan kemampuan berbicara bahasa Inggris saya.)		✓			
12.	When I meet foreigners, I try to practice my English. (Ketika saya bertemu orang asing, saya mencoba untuk melatih bahasa Inggris saya)		✓			
13.	I can overcome my fear when I speak					

Dipindai dengan CamScanner

	English. (Saya dapat mengatasi rasa takut saya ketika saya berbicara bahasa Inggris.)		✓			
14.	I can overcome my anxiety when I speak English. (Saya dapat mengatasi kecemasan saya ketika saya berbicara bahasa Inggris)		✓			
15.	I try to keep a high level of self-confidence when I speak English. (Saya mencoba untuk menjaga tingkat kepercayaan diri yang tinggi ketika saya berbicara bahasa Inggris.)		✓			
16.	I encourage myself to speak English. (Saya mendorong diri saya untuk berbicara bahasa Inggris.)	✓				
17.	I talk English with people I know (eg classmates, flat mates). (Saya berbicara bahasa Inggris dengan orang yang saya kenal (misalnya teman sekelas, teman flat)		✓			
18.	I try to participate as much as possible in English speaking activities					

Dipindai dengan CamScanner

	in class. (Saya mencoba untuk berpartisipasi sebanyak mungkin dalam kegiatan berbicara bahasa Inggris di kelas.)	✓				
19.	I make a point of speaking English in class. (Saya menekankan berbicara bahasa Inggris di kelas.)	✓				
20.	I spend time with friends who encourage each other to speak English. (Saya menghabiskan waktu dengan teman-teman yang mendorong satu sama lain untuk berbicara bahasa Inggris)	✓				

Dipindai dengan CamScanner

THE RUBRIC FOR STUDENTS' SPEAKING SKILL :

NAME : Mikael Janeri

CLASS : 4A

TADRIS BAHASA INGGRIAS

CATEGORY	LEVEL	CRITERIA	SCORE
Grammar	I	Poor to very poor: Speaker can be understood by native speaker, even errors in grammar are frequently spoken.	
	II	Average to Poor: Speaker can handle elementary constructions quite accurately, but unconfident to control the grammar.	
	III	Good to average: Control of grammar is good. Speaker is able to speak the language with sufficient structural accuracy	✓

Dipindai dengan CamScanner

	IV	Very good to good: Errors in grammar are quite rare. Speaker is able to use the language accurately.	
	V	Excellent: Equivalent to that of an educated native speaker.	
Vocabulary	I	Poor to very poor: Speaker has inadequate speaking vocabulary to express anything but the most elementary needs.	
	II	Average to Poor: Speaker has sufficient speaking vocabulary to express things simply with some circumlocutions.	
	III	Good to average: Speaking vocabulary is broad enough that he rarely has to grope for a word.	
	IV	Very good to good: Speaker has a high degree of precision of vocabulary.	
	V	Excellent: Speech on all levels is fully accepted by educated native speakers in its entire feature including breadth	

Dipindai dengan CamScanner

		of vocabulary and idioms, colloquialisms, and cultural references.	
Comprehension	I	Poor to very poor: Speaker can understand simple question and statements if it delivers with slowed speech, repetition, or paraphrase.	
	II	Average to Poor: Speaker can get the gist of most conversation of easy topics (topics that require no specialized knowledge)	
	III	Good to average: Speaker's comprehension is quite complete at a normal rate of speech.	✓
	IV	Very good to good: Speaker can understand any conversation within the range of his experience.	
	V	Excellent: Equivalent to that of an educated native speaker.	
Fluency	I	Poor to very poor: Speech is halting, very slow, and fragmentary that	

Dipindai dengan CamScanner

		conversation is probably impossible.	
	II	Average to Poor: Speech is frequently hesitant and jerky; some sentences may be left uncompleted.	
	III	Good to Average: Speech is occasionally hesitant. Speaker rarely has to grope for words.	
	IV	Very good to good: Speech is smooth and effortless, but perceptively non-native in speed and evenness.	
	V	Excellent: Speech on all professional and general topics as smooth and effortless as a native speaker's.	
Pronunciation	I	Poor to very poor: Errors in pronunciation are frequent but speaker can be understood by a native speaker.	
	II	Average to Poor: Accent of the speaker is intelligible though often quite faulty.	
	III	Good to average: Errors never appear	

Dipindai dengan CamScanner

		with understanding. Accent may be obviously foreign.	
	IV	Very good to good: Errors in pronunciation are quite rare.	
	V	Excellent: Native pronunciation, with no trace of foreign accent.	
TOTAL SCORE			15

Dipindai dengan CamScanner

THE RUBRIC FOR STUDENTS' SPEAKING SKILL :

NAME : Kiara Sonia

CLASS : 4B

TADRIS BAHASA INGGRIS

CATEGORY	LEVEL	CRITERIA	SCORE
Grammar	I	Poor to very poor: Speaker can be understood by native speaker, even errors in grammar are frequently spoken.	
	II	Average to Poor: Speaker can handle elementary constructions quite accurately, but unconfident to control the grammar.	
	III	Good to average: Control of grammar is good. Speaker is able to speak the language with sufficient structural accuracy	✓

Dipindai dengan CamScanner

	IV	Very good to good: Errors in grammar are quite rare. Speaker is able to use the language accurately.	
	V	Excellent: Equivalent to that of an educated native speaker.	
Vocabulary	I	Poor to very poor: Speaker has inadequate speaking vocabulary to express anything but the most elementary needs.	
	II	Average to Poor: Speaker has sufficient speaking vocabulary to express things simply with some circumlocutions.	
	III	Good to average: Speaking vocabulary is broad enough that he rarely has to grope for a word.	
	IV	Very good to good: Speaker has a high degree of precision of vocabulary.	✓
	V	Excellent: Speech on all levels is fully accepted by educated native speakers in its entire feature including breadth	

Dipindai dengan CamScanner

		of vocabulary and idioms, colloquialisms, and cultural references.	
Comprehension	I	Poor to very poor: Speaker can understand simple questions and statements if it delivers with slowed speech, repetition, or paraphrase.	
	II	Average to Poor: Speaker can get the gist of most conversation of easy topics (topics that require no specialized knowledge)	
	III	Good to average: Speaker's comprehension is quite complete at a normal rate of speech.	✓
	IV	Very good to good: Speaker can understand any conversation within the range of his experience.	
	V	Excellent: Equivalent to that of an educated native speaker.	
Fluency	I	Poor to very poor: Speech is halting, very slow, and fragmentary that	

Dipindai dengan CamScanner

		conversation is probably impossible.	
	II	Average to Poor: Speech is frequently hesitant and jerky; some sentences may be left uncompleted.	
	III	Good to Average: Speech is occasionally hesitant. Speaker rarely has to grope for words.	✓
	IV	Very good to good: Speech is smooth and effortless, but perceptively non-native in speed and evenness.	
	V	Excellent: Speech on all professional and general topics as smooth and effortless as a native speaker's.	
Pronunciation	I	Poor to very poor: Errors in pronunciation are frequent but speaker can be understood by a native speaker.	
	II	Average to Poor: Accent of the speaker is intelligible though often quite faulty.	
	III	Good to average: Errors never appear	✓

Dipindai dengan CamScanner

		with understanding. Accent may be obviously foreign.	
	IV	Very good to good: Errors in pronunciation are quite rare.	
	V	Excellent: Native pronunciation, with no trace of foreign accent.	
TOTAL SCORE			16

Dipindai dengan CamScanner

Student's Speaking Skill Scores

Name	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Total Score	Total Score
Student 1	3	3	3	3	4	16	64
Student 2	3	3	4	3	3	16	64
Student 3	3	4	3	3	3	16	64
Student 4	3	3	3	4	3	16	64
Student 5	3	3	4	4	3	17	68
Student 6	3	3	3	4	4	17	68
Student 7	3	4	3	4	3	17	68
Student 8	3	4	3	4	3	17	68
Student 9	3	3	4	4	4	18	72
Student 10	4	4	4	3	3	18	72
Student 11	4	4	4	4	2	18	72
Student 12	3	3	4	4	4	18	72
Student 13	3	3	4	4	4	18	72
Student 14	4	4	4	3	3	18	72
Student 15	4	4	3	3	4	18	72
Student 16	3	4	4	4	3	18	72
Student 17	4	3	3	4	4	18	72
Student 18	4	4	3	3	4	18	72
Student 19	4	4	4	3	3	18	72
Student 20	4	4	3	4	3	18	72
Student 21	3	4	4	3	4	18	72
Student 22	4	3	3	4	4	18	72

Student 23	4	4	3	4	3	18	72
Student 24	3	3	4	4	4	18	72
Student 25	3	4	4	4	3	18	72
Student 26	4	4	3	4	3	18	72
Student 27	3	4	4	3	4	18	72
Student 28	3	4	3	4	4	18	72
Student 29	4	4	4	3	3	18	72
Student 30	3	3	4	4	4	18	72
Student 31	4	3	3	4	4	18	72
Student 32	4	3	4	3	4	18	72
Student 33	3	4	3	4	4	18	72
Student 34	4	3	4	3	4	18	72
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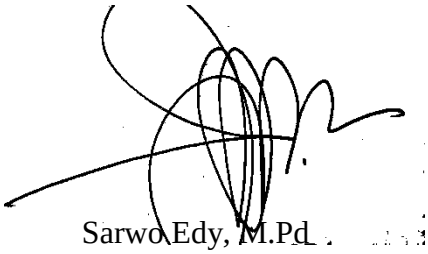
Student 36	3	4	4	3	4	18	72
Student 37	4	4	4	3	3	18	72
Student 38	3	4	4	4	3	18	72
Student 39	4	4	3	4	3	18	72
Student 40	4	4	3	4	3	18	72
Student 41	4	3	3	4	4	18	72
Student 42	3	4	4	4	3	18	72
Student 43	3	3	4	4	4	18	72
Student 44	4	4	4	3	3	18	72
Student 45	4	3	4	4	3	18	72
Student 46	4	4	3	4	3	18	72
Student 47	4	4	4	3	4	19	76

Student 48	4	4	4	4	3	19	76
Student 49	4	3	4	4	4	19	76
Student 50	3	4	4	4	4	19	76
Student 51	4	4	4	3	4	19	76
Student 52	3	4	4	4	4	19	76
Student 53	4	4	4	4	3	19	76
Student 54	4	4	3	4	4	19	76
Student 55	4	4	4	4	3	19	76
Student 56	4	3	4	4	4	19	76
Student 57	4	3	4	4	4	19	76
Student 58	4	4	3	4	4	19	76
Student 59	4	4	4	3	4	19	76
Student 60	4	4	4	4	4	20	80
							72.2

Curup, 25 july 2022

Rater 1



Sarwo Edy, M.Pd

Student's Speaking Skill Scores

Name	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Total Score	Total Score
Student 1	3	3	3	3	4	16	64
Student 2	3	3	4	3	3	16	64
Student 3	3	4	3	3	3	16	64
Student 4	3	3	3	4	3	16	64
Student 5	3	3	4	4	3	17	68
Student 6	3	3	3	4	4	17	68
Student 7	3	4	3	4	3	17	68
Student 8	3	4	3	4	3	17	68
Student 9	3	3	4	4	4	18	72
Student 10	4	4	4	3	3	18	72
Student 11	4	4	4	4	2	18	72
Student 12	3	3	4	4	4	18	72
Student 13	3	3	4	4	4	18	72
Student 14	4	4	4	3	3	18	72
Student 15	4	4	3	3	4	18	72
Student 16	3	4	4	4	3	18	72
Student 17	4	3	3	4	4	18	72
Student 18	4	4	3	3	4	18	72
Student 19	4	4	4	3	3	18	72
Student 20	4	4	3	4	3	18	72
Student 21	3	4	4	3	4	18	72
Student 22	4	3	3	4	4	18	72

Student 23	4	4	3	4	3	18	72
Student 24	3	3	4	4	4	18	72
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Student 26	4	4	3	4	3	18	72
Student 27	3	4	4	3	4	18	72
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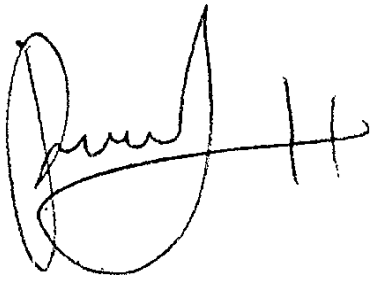
Student 29	4	4	4	3	3	18	72
Student 30	3	3	4	4	4	18	72
Student 31	4	3	3	4	4	18	72
Student 32	4	3	4	3	4	18	72
Student 33	3	4	3	4	4	18	72
Student 34	4	3	4	3	4	18	72
Student 35	4	3	3	4	4	18	72
Student 36	3	4	4	3	4	18	72
Student 37	4	4	4	3	3	18	72
Student 38	3	4	4	4	3	18	72
Student 39	4	4	3	4	3	18	72
Student 40	4	4	3	4	3	18	72
Student 41	4	3	3	4	4	18	72
Student 42	3	4	4	4	3	18	72
Student 43	3	3	4	4	4	18	72
Student 44	4	4	4	3	3	18	72
Student 45	4	3	4	4	3	18	72
Student 46	4	4	3	4	3	18	72
Student 47	4	4	4	3	4	19	76

Student 48	4	4	4	4	3	19	76
Student 49	4	3	4	4	4	19	76
Student 50	3	4	4	4	4	19	76
Student 51	4	4	4	3	4	19	76
Student 52	3	4	4	4	4	19	76
Student 53	4	4	4	4	3	19	76
Student 54	4	4	3	4	4	19	76
Student 55	4	4	4	4	3	19	76
Student 56	4	3	4	4	4	19	76
Student 57	4	3	4	4	4	19	76
Student 58	4	4	3	4	4	19	76
Student 59	4	4	4	3	4	19	76
Student 60	4	4	4	4	4	20	80
							72.2

Curup, 25 july 2022

Rater 2



Ruly Morgana, M.Pd

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage http://www.iaincurup.ac.id E-Mail : admin@iaincurup.ac.id.

KEPUTUSAN DEKAN FAKULTAS TARBIYAH

Nomor : 75 Tahun 2022

Tentang

PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang :
a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;

Mengingat :
1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
5. Keputusan Menteri Agama RI Nomor B.II/3/15447,tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.

Memperhatikan
1. Surat Rekomendasi dari Tadris Bahasa Inggris Nomor: /FT.2/PP.00.09/TBI/2022 Tanggal 24 Januari 2022
2. Berita Acara Seminar Proposal Hari Selasa, 28 Desember 2021

M E M U T U S K A N :

Menetapkan

Pertama :
1. **Prihartono, SS, M.Pd.** **197508202008011004**
2. **Paidi Gusmuliana, M.Pd.** **198408172015031007**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Amallia Agustina**
N I M : **18551004**
JUDUL SKRIPSI : **"the Correlation Between Students' Self-Regulated Learning Motivation and their Speaking Skill"**

Kedua : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;

Ketiga : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;

Keempat : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;

Kelima : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;

Keenam : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;

Ketujuh : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,

Pada tanggal 25 Januari 2022
Dekan,

Dr. H. Unaldi, M.Pd

Tembusan :
1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010
Homepage: http://www.iaincurup.ac.id Email: admin@iaincurup.ac.id Kode Pos 39119

Nomor : 767 /In.34/FT/PP.00.9/03/2022 17 Maret 2022
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

Kepada Yth. **Rektor IAIN**

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama	: Amallia Agustina
NIM	: 18551004
Fakultas/Prodi	: Tarbiyah / Tadris Bahasa Inggris
Judul Skripsi	: The Correlation Between Students" Self-Regulated Learning Motivation and Their Speaking Skill
Waktu Penelitian	: 17 Maret s.d 17 Juni 2022
Tempat Penelitian	: IAIN Curup

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.
Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan
Wakil Dekan I,

Baryanto, MM.,M.Pd
NIP. 19690723 199903 1 004

Tembusan :
1. Rektor
2. Warek 1
3. Ka. Biro AUAK

IAIN CURUP

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Amallia Agustina
NIM : 1866 1004
FAKULTAS/ PRODI : Tarbiyah / Tadris Bahasa Inggris
:
PEMBIMBING I : Prihantoro SS M.Pd
PEMBIMBING II : Paidi Gusmulrana M.Pd
JUDUL SKRIPSI : Ex "The Correlation Between Students'
: Self-Regulated learning Motivation and
: their Speaking Skill
:
:

* Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2;
* Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;
* Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan diharapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.

IAIN CURUP

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Amallia Agustina
NIM : 1866 1004
FAKULTAS/ PRODI : Tarbiyah / Tadris Bahasa Inggris
:
PEMBIMBING I : Prihantoro. SS. M.Pd
PEMBIMBING II : Paidi Gusmulrana. M.Pd
JUDUL SKRIPSI : "The Correlation Between Students' Self-
: Regulated learning Motivation and their
: Speaking Skill.
:
:

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

Pembimbing I,

Prihantoro. SS. M.Pd
NIP. 197508202008011004

Pembimbing II,

Paidi Gusmulrana. M.
NIP. 198408172015031005

IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	07/01/2022	Revisi Chapter 1-3		Lia
2	26/01/2022	cari teori angket untuk Uji coba		Lia
3				Lia
4				Lia
5				Lia
6				Lia
7				Lia
8				Lia

IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	25/02/2022 Jumat	Revisi chapter 1-3		Lia
2	9/03/2022 Rabu	Uji angket 10 orang kepada Sample		Lia
3	22/06/2022 Rabu	Bimbingan chapter 4		Lia
4	29/06/2022	Revisi Chapter 4 dan Perbaikan Hasil		Lia
5	4/07/2022	Perbaikan Hasil Speaking dan angket		Lia
6	8/07/22	Perbaikan Chapter 1-5		Lia
7	27/07/22	Revisi format Skripsi		Lia
8	29/07/22	ACC Ujian Munaqosah		Lia

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
PROGRAM STUDI TADRIS BAHASA INGGRIS
Jalan AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax. 21010
Homepage: http://www.iaincurup.ac.id Email: admin@iaincurup.ac.id Kode Pos 39119

SURAT KETERANGAN CEK SIMILARITY

Admin Turnitin Program Studi Tadris Bahasa Inggris IAIN Curup menerangkan bahwa telah dilakukan pemeriksaan similarity terhadap proposal/skripsi/tesis berikut:

Judul : **The Corelation Between Students' Self-Regulated Learning Motivation and Their Speaking Skill**

Penulis : **Amalia**
NIM : 18551004

Dengan tingkat kesamaan sebesar 27%. Demikian surat keterangan ini dibuat dengan sebenarnya dan untuk dipergunakan sebagaimana mestinya

Curup, 27 Juli 2022
Pemeriksa,
Admin Turnitin Prodi Tadris Bahasa Inggris

Sarwo Edy, M.Pd

Biography

The researcher's full name is Amallia Agustina. Her nickname is amall. She was born in Sidoarjo, Jawa Timur, on august, 23th 2000. She lives in Sumber Rejo Transad village. She is the second daughter from, Mr. Saryono and Mrs. Handiyah Purbarini. She has only brother whose name, Yoga Pratama. She finished her elementary school at SDN 03 Bermani Ulu Raya and continued to SMP 02 Bermani Ulu Raya in 2014. In 2015, next she was graduated from SMAN 6 Rejang Lebong in 2018. She entered to IAIN Curup and chooses English Tadris Study Program in Education (Tarbiyah) Department. Alhamdulliah Hirobbil'alamin, she has done her study successfully and has followed the examination. Another words, she finished her 'sarjana' degree (S-1) in this year (2022).