

# **SELF REGULATION STRATEGIES OF JUNIOR HIGH SCHOOL STUDENTS IN LEARNING ENGLISH**

## **THESIS**

**This Thesis is Submitted to Fulfill the requirement For „Sarjana,, degree in  
English Language Education**



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THE FACULTY OF TARBIYAH  
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**2023/2024**

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## PREFACE

In the name of Allah, the Most Gracious, the Most Merciful. Praise be to Allah, Lord of the worlds. Shalawat and greetings may be poured out on the Prophet Muhammad صلى الله عليه وسلم, as a mercy to all nature. This foreword was prepared to describe the research entitled "SELF REGULATION STRATEGIES OF JUNIOR HIGH SCHOOL STUDENTS IN LEARNING ENGLISH" which was conveyed by students in their self-regulation strategies so that their learning goals were achieved. This research aims to explore the application of students' strategies in their self-regulation in learning English at SMPN 01 Rejang Lebong.

The aim of crafting this research proposal is to fulfill a prerequisite for the S-1 English Tadris Study Program at the Faculty of Tarbiyah and Teacher Training, The State Islamic Institute (IAIN) Curup. The researcher aspires that this proposal proves beneficial for readers and stakeholders alike, serving as a valuable reference for forthcoming researchers.

Curup, January 2024

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## ACKNOWLEDGEMENT

الرحيم الرحمن الله بسم

Assalamu'alaikum Warahmatullahi Wabarakatuh,

All praises are due to Allah SWT, the Most Merciful and the Most Compassionate, who has bestowed mercy, blessings, and guidance upon the researcher, enabling the successful completion of this research. Peace and salutations be upon Prophet Muhammad SAW, as well as his family and followers, who have been a source of greatness for the entire Muslim ummah. This thesis, titled "SELF REGULATION STRATEGIES OF JUNIOR HIGH SCHOOL STUDENTS IN LEARNING ENGLISH" is submitted as partial fulfillment of the requirements for obtaining a Strata 1 degree in the IAIN Curup English Study Program. Throughout the preparation of this thesis, the researcher has received generous donations, guidance, support and motivation. very valuable from various parties. On this occasion the researcher would like to express his sincere thanks to:

1. Prof. Dr. Idi Warsah, M.Pd.I as chairman of IAIN Curup.
2. Dr. Sutarto, S.Ag, M.Pd as Dean of the Tarbiyah Faculty.
3. Fridayul Hidayah, M.Pd as Head of the Tadris English Study Program expressed his gratitude for his guidance and assistance.
4. My supervisor Dr. Sakut Anshori, S. Pd., M.Hum in completing my studies at IAIN Curup.
5. My supervisor Dr. Eka Apriani, M.Pd who has provided guidance, support and suggestions to researchers in completing this thesis and also in completing my research.
6. My best mentor Rizki Indra Guci, M.Pd who has validated my research instruments and provided many corrections, useful suggestions, strong

encouragement and continuous critical support and guidance to complete this thesis.

7. All lecturers of the IAIN Curup English Study Program would like to thank them for their support, suggestions and advice.
8. My mother who has provided prayers and support during the study and preparation of this thesis at IAIN Curup.
9. All of friends IAIN Curup English Language Study Program.

In conclusion, researchers would appreciate constructive suggestions to enhance their journey towards becoming more proficient researchers in the future. It is hoped that the results of this research can make a positive contribution to the development of education in the English Study Program and other educational institutions. The researcher would like to acknowledge the acknowledgments mentioned and unmentioned. May Allah SWT reward everyone with multiple blessings. Amen.

Wassalammu'alaikum Warahmatullahi Wabarakatuh

Curup, January 2024

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## MOTTO

*"Semua yang ada di bumi itu akan binasa. Dan tetap kekal Dzat Tuhanmu yang mempunyai kebesaran dan kemuliaan."( QS. Ar-Rahman ayat 26-27)*

*The Researcher :” Jadilah kuat untuk apapun yang melemahkan”*



## **DEDICATION**

1. I thankfully to Allah SWT. Because without God, I and my goals would not be possible to achieve.
2. My parents, mother, I am proud to have him and I love him very much. constantly encouraging me and praying for me to remain strong and patient in guiding me. For me, you are the best parents in the world.
3. My best friends, (Putri, Sinta, Auliya, Afriza, Ramadhan, Dayat, Dang Tori, Redi, Pak Rona, Anggun, Adji). which motivated me to write this thesis. they are civilized people who taught me a lot about the meaning of friendship. I hope Allah gives me good health so that I can live a more comfortable life.
4. My greatest mentor Dr. Sakut Anshori, S. Pd., M.Hum who always gives me motivation, advice, guidance, in completing my studies at IAIN Curup, he is a very good person, best wishes to you sir.
5. My Best Teacher Dr. Eka Apriani, M.Pd. Who always gives me motivation, support, guidance in completing this thesis and also in completing my studies.
6. My best mentor Rizki Indra Guci, M.Pd who always provides motivation and support.
7. All of Lecturer in Tadris English Language Study Program at IAIN Curup whom I love for his support, suggestions and advice.
8. All students of the IAIN Curup English Study Program
9. Lastly, I would like to express my sincere thanks to myself. I appreciate my patience so far. I am grateful for all the achievements I have achieved. Keep growing, let's finish what you've started and prove to many people that I can.

## **ABSTRACT**

### **SELF REGULATION STRATEGIES OF JUNIOR HIGH SCHOOL STUDENTS IN LEARNING ENGLISH**

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**Advisor : Dr. Sakut Anshori, S. Pd., M. Hum**

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This research explores the application of students' self-regulation strategies in learning English so that they can achieve their learning goals at SMPN 01 Rejang Lebong. This background highlights the importance of self-regulation in learning, as well as the function and various strategies in self-regulation in learning.

This research emphasizes what students do or what strategies they use so that they can achieve their learning goals in English lessons at SMPN 01 Rejang Lebong. This research provides insight into what strategies students do in their self-regulation so that they can achieve their learning goals at SMPN 01 Rejang Lebong.

This research method is qualitative. Data collection techniques were obtained through in-depth interviews, with conduct interviews with students and student family members, to strengthen the data. The research focuses on students who have high scores in English and want to know what self-regulation they apply in learning English.

The results of research at SMPN 01 Rejang Lebong show that the majority of students actually apply self-regulation strategies in learning English, in line with the expert theory that the researchers explained in this research. Including cognition strategies, motivation strategies, behavior strategies.

**Keywords: "SELF REGULATION STRATEGIES OF JUNIOR HIGH SCHOOL STUDENTS IN LEARNING ENGLISH"**

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# CHAPTER I

## INTRODUCTION

### A. Background

Learning as a process of effort that is carried out by a person to get a change in behavior as a whole, as a result of his own experience in interaction with his environment.<sup>1</sup> As a result of learning activities there is a change in the individual, if there is no change in the individual, then learning cannot be said to be successful.<sup>2</sup> To obtain the desired learning outcomes or desired learning goals, students should be able to regulate themselves in the learning process, this is called self-regulation. Self regulation is a process for activating and regulating one's thoughts, behavior and emotions in achieving goals, especially in the learning process. Based on explanation above, it can be concluded that learning is a process to achieve overall changes in behavior as a result of one`s own experiences and one`s environment.

Self regulation can also be interpreted as the use of strategies in the student learning process, where he monitors himself in carrying out tasks and seeks to use systematic steps for achievement or goals in student learning. According to Santrock statement self-regulated learning is the ability to generate and monitor one's own thoughts, feelings, and behavior

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<sup>1</sup> Slameto. (2010). Belajar dan faktor faktor yang mempengaruhinya Edisi revisi. Jakarta : Rineka Cipta

<sup>2</sup> Djamarah, Syaiful Bahri.(2012). Guru dan anak didik daam interaksi Edukatif: suatu pendekatan teoristis psikologis. Jakarta: rineka Cipta

to achieve a goal. These goals can be academic goals.<sup>3</sup> Based on explanation above, it can be concluded that self regulation is effort to achieve learning goals.

Self-regulation learning strategies are active processes, directing learning goals, controlling a learning process, fostering students' own motivation and self-confidence, as well as selecting and managing aspects of the environment to support learning.<sup>4</sup>

Based on previous research conducted by Lidwina Putri in the journal *Psycho Education*, self-regulation is the ability to control the learning process, namely students try to acquire skills and knowledge in learning, and focus attention and be active in managing a based on the definition above, it can be concluded that self-management in learning is a learning activity that involves aspects of students' cognition, motivation, and behavior in learning activities. Students are more responsible for their learning activities because they realize that only their own efforts can achieve the learning goals set. effective.<sup>5</sup>

The function of Self Regulation Learning in a concrete way is to plan the learning process, monitor learning progress and determine goals or targets that students must achieve in learning. Then self-regulation is quite important, because with self-regulation students can monitor themselves or survive problems in the learning process to achieve their goals in learning, especially in learning English, for example, when these students lack

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<sup>3</sup> Santrock, J.W. 2007 . *Psikologi Pendidikan*. Edisi Kedua. Jakarta : Prenada Media Group

<sup>4</sup> Pintrich & Schunk (2012). *Learning theoris an educational perspective*

<sup>5</sup> Lidwina Putri (2017) *journal Psycho Education*

vocabulary, then what efforts are made by students, whether to buy a dictionary. The example above is the result of the researcher's own observations at one of Junior High School in Rejang Lebong. Actually, research on self-regulation has been carried out a lot, but there is still a lack of research on self-regulation for junior high school students, it's based researcher observations on the school and research articles that study againts junior high school still lacking, this possible because still kids much less self regulation, different from high school student or college student. Then this research plan will be carried out at SMPN 1 Rejang Lebong, the reason is that quite a lot of students there have good grades in English subjects, this is based on the results of interviews with several teachers who teach English there.

Researcher has gone directly to school and interviewed several students about their self-regulation in achieving English learning goals. Some students` from student 1 said that they really likes English, in their free time they often watches English cartoons, such us Sepongbob Squarpants. Then student 2 said they also liked English, they honed their English skills by playing online games, where the game was connected to players from various countries, one of which was the PUBG mobile, then there were also students` who took part in learning less English because they wanted to alone.



So based on the observations above, the researcher concludes that there are some students who apply the principle of strategies self regulation in learning English. In Rejang Lebong there are many junior high schools that can be categorized as good schools both in general and English subjects, but based on data from the Rejang Lebong National Education Department on the internet, the one in the top position at the moment is SMPN 1 Rejang Lebong.

Then this research is classified as important, because this research is expected to be useful in contributing to the development of knowledge related to self regulation strategies, especially self regulation strategies in learning English. Then for the counselor as input and information in order to overcome student problems related to self-regulation strategies in learning and supporting their own learning process to achieve their goals in learning.

## **B. Research Question**

Based on the background above, the research questions was formulated as follows :

1. How is student's Self Regulation strategies at SMPN 1 Rejang Lebong in learning English.

## **C. Objectives of the research**

1. The purpose of this study to determine self-regulation in learning English at SMPN 1 Rejang Lebong.

## **D. Delimitation of the Research**

This research is limited to investigation or analysis of students' strategies self-regulated learning, for this reason the researcher only focuses on students strategies who will later be involved as research samples, for this reason the researcher does not focus on the learning process because is not relevant to self-regulation learning, and is not also involves teachers, the reason is that researchers and previous studies illustrate that self-regulated learning is directly influenced by the student's inner will and if researchers involve the learning process too, it means that there are external factors, so the principle of self-regulated learning is not appropriate, then if researchers involve teacher instructions or the teaching process, it means they learn in class because they are told to do so by the teacher and that does not describe self-regulate strategies learning itself. Why analyze self-regulation strategies, because self-regulation in learning is closely related to strategy (Barrow, 2006). A learning strategy in self-regulation is needed that gives students the opportunity to carry out and manage their own learning.

## **E. Definition of key terms**

### **1. Self Regulation**

Self Regulation is the ability to generate and regulate one's own thoughts, feelings, and behavior to achieve a goal. This goal can be an academic goal, for example increasing understanding in reading, understanding in understanding in lesson.<sup>6</sup>

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<sup>6</sup> Santrock, J.W. 2011 . Psikologi Pendidikan. Edisi kedua. Jakarta : Prenada Media Group

## 2. English Language

English proficiency has a close relationship with the progress of a country. Culture within a country can also change along with their openness to information, which is obtained by the initiative of its citizens to get credible news sources, knowledge that knows no boundaries to the tendency to share topics that are crucial. This makes mastering English one of the things that is inevitable for the Indonesian people, especially the millennial generation, where things like career and education can be accessed via the internet and most of them use English. Good English language skills can also increase opportunities for continuing education which will bear good fruit in future career opportunities.<sup>7</sup>

### **F. Significant of the research**

1. For counselors, as input and information in order to overcome student problems related to self-regulation in learning
2. For students, as input and information so that students are able to recognize themselves and the importance of good self-regulation so that students have good regulations in learning, especially learning English
3. For teachers, as input and information in order to know the self-regulation of their students in following English subjects.

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<sup>7</sup> Daud fathul Kautsar (Pelaksana Seksi Hukum dan Informasi) <https://www.djkn.kemenkeu.go.id/kpknl-biak/baca-artikel/14909/Belajar-Bahasa-Inggris-dengan-Cara-Seru-dan-Menyenangkan.html>

4. For other researchers, they can continue this research to create a method so that students can have self-regulation in learning, especially learning English.

## **G. Thesis organization**

This chapter provides the organization from chapters one to chapter five. Chapter I is an introduction consisting of the background of the research, research questions, research objectives, delimitations of the research, definitions of key terms and the importance of research. Chapter II deals with a review of the related literature. This chapter provides an overview of related theories and an overview of related studies. Chapter III is the research methodology. This chapter contains the types of research, research subjects, data collection techniques, research instruments and data analysis techniques. Chapter IV is the finding and discussion and chapter V is consist of concluding and suggestion.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Self Regulation

##### 1. Self Regulation

Self Regulation is the ability to generate and regulate one's own thoughts, feelings, and behavior to achieve a goal. This goal can be an academic goal, for example increasing understanding in reading, understanding in understanding a lesson.<sup>8</sup>

Pintrich defines Self Regulation Learning as an active, constructive process, in which students set their learning goals and then monitor, regulate, and control their cognition, motivation, and behavior, guided by their goals and contextual aspects of their environment. He explained that self-regulated learning directs learning objectives, controls the learning process, fosters self-motivation, and selects and regulates aspects of the environment to support the learning process. The learning environment that is regulated by students in learning includes the physical and non-physical environment. Another understanding is given by Corno and Mandinach that self-regulated learning is an attempt to deepen and manipulate associative networks in a specific field and monitor and improve in-depth process.<sup>9</sup>

Woltesr said that self-regulated learning is an active and constructive process of students in setting goals for their learning process

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<sup>8</sup> Santrock, J.W. 2012 . Psikologi Pendidikan. Edisi Kedua. Jakarta : Prenada Media Group

<sup>9</sup> Corno, L. & Mandinach, E, The Role Cognitive Engagement in Classroom Learning and Motivation, Educational Psychologist.

and trying to monitor, regulate and control students' cognition and behavior which will all be directed and encouraged in the environmental context.<sup>10</sup> Zimmerman stated that self-regulation is the process of students in activating their cognition, behavior, and feelings in a systematic manner that is oriented toward achieving a goal.<sup>11</sup> Students who self-regulate in learning activities will use self-regulated learning strategies as a means to achieve the expected academic results based on learning effectiveness (Zimmerman). Self-regulated learning that is applied within oneself requires students to focus on the process of self-regulation in order to obtain maximum abilities in their academic field. Zimmerman stated, Self-regulation consists of the arrangement of three general aspects of academic learning, namely cognition, motivation, and behavior. In accordance with the aspects above, according to Wolters et al, explaining in detail the application of strategies in each aspect of self-regulated learning as follows:

1. Cognition Strategies to control or regulate cognition, including the various cognitive and metacognitive activities that individuals engage in to adapt and change their cognition. Strategies to regulate cognition which include;
  - a. Repetition strategy, including efforts to remember material by repeating continuously.

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<sup>10</sup> Wolters, C.A., Pintrich, P.R., & Karabenick, S.A. (2013). Assessing Academic Self Regulated Learning. Conference on Indicators of Positive Development: Child Trends.

<sup>11</sup> Zimmerman. Barry (2017). Becoming a self-regulate learner. College of Education, The Ohio State University

- b. Elaboration strategy, reflecting "deep learning" by trying to summarize material using their own sentences.
  - c. Organizational strategy including "deep process" through the use of tactics varied such as taking notes, drawing diagrams or charts to organize subject matter in several ways
  - d. Metacognitive strategy, including planning, monitoring and strategies for regulating learning, such as determining the purpose of reading activities, monitoring an understanding or making changes or adjustments so that there is progress in their duties.
2. Motivation Strategies for regulating motivation involve activities in which students purposefully attempt to initiate, organize or increase the will to begin, to prepare for the next task, or to complete a particular activity or purpose. Motive regulation includes any thoughts, actions or behaviors that students seek to influence their choice, effort, and persistence for academic assignments.
- a. Mastery self-talk is thinking about mastery that is goal-oriented, such as satisfying curiosity, becoming more competent or increasing feelings of autonomy.
  - b. Extrinsic self-talk is when students are faced with a desire to finish the learning process, students will think about obtaining higher achievements. higher or try well in class as a

way to convince themselves to continue their learning activities.

- c. Relative ability self-talk is when students think about special performance to achieve learning goals, by doing a better effort than others so that keep trying hard.
  - d. Relevant improvement strategies, involving student efforts to increase the relevance or significance of tasks with life or personal interests they have.
  - e. Situational interest improvement strategies, describing student activities when trying to increase intrinsic motivation in doing assignments through one situation or personal interest.
  - f. Self-consequential, namely students determine and prepare for themselves with intrinsic consequences so that they are consistent in learning activities. Students can use concrete rewards and punishments verbally as a form of consequence.
  - g. Environmental planning strategies, describing students' efforts to concentrate fully to reduce distractions in their learning environment or more generally to organize their surroundings and manage their physical and mental readiness to complete academic assignments.
3. Behavior Regulation Strategies that involve individual efforts to control their own behavior that appears. Students may also



manage their time and learn the atmosphere by arranging learning using a schedule and planning when to study. Behavior regulation includes;

- a. Effort regulation study is an effort to regulate effort.
- b. Time/study environment study is where students regulate place and time by making study schedules to facilitate the learning proces.
- c. Help-Seeking study namely trying to get help through peers, teachers, and adults.

Learning outcomes achieved by students is a measure that can be used to determine the learning outcomes obtained students in schools that students receive through see the report value. There are various student report cards who get high learning outcomes and there are also medium and low values. According to some experts state that students using self-regulated learning method in learning will achieve results what is desired according to what is planned by the student.<sup>12</sup> Self-regulation is very closely related to self-efficacy which influences one's feelings, thoughts and actions in achieving the desired goals. As the author described above, someone who also has high and low self-efficacy. Therefore, self-efficacy plays a role

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<sup>12</sup> Yulianti, Sano, and Ifdil, "Self Regulated Learning Siswa Dilihat dari Hasil Belajar," 99.

in shaping one's creativity and perseverance in achieving the expected goals.

### **B. Characteristics of self-regulation learning**

According to Winne in Santrock, the characteristics of students who use self-regulated learning are:

1. Aims to broaden knowledge and maintain motivation.
2. Be aware of their emotional state and have strategies to manage their emotions.
3. Periodically monitor progress towards its goals
4. Adjust or improve strategies based on the progress they make.
5. Evaluate the obstacles that may arise and make the necessary adaptations.<sup>13</sup>

Meanwhile, according to Montalvo and Torres, based on several studies, there are differences between students who apply self-regulated learning strategies and those who do not apply them. The characteristics that set them apart include:

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<sup>13</sup> Santrock, J. W. (2015). Adolescence. New York: McGraw-Hill.

1. Recognize and know how to use aspects of cognitive strategies (training, development, and organization), which can help transform, organize, elaborate and recover information.
2. Know how to plan, control, and orient their mental processes to achieve their learning goals.
3. Having adaptive motivational and emotional tools, such as self-efficacy, adopting learning goals, developing positive emotions in doing assignments, and having the capacity to control them.
4. Able to plan effort and time in carrying out assignments, and able to create and structure a fun learning environment, such as finding a comfortable place to study, and willing to ask teachers and classmates for help when experiencing difficulties.
5. Demonstrate an effort to participate in the control and regulation of academic assignments, climate, and class structure.
6. Able to regulate he wants to avoid internal distractions in order to maintain concentration, effort. and motivation in completing academic assignments.<sup>14</sup>

From some of the opinions above, it can be concluded that the characteristics of students who apply self-regulated learning are already aware of personal responsibility in learning activities. They are agents of their own behavior, believe that learning is a proactive process, are able to

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<sup>14</sup> Montalvo, F. T., & Torres, M. C. (2014). Self-Regulated Learning: Current and Future Directions. *Electronic Journal of Research in Educational Psychology*, 2(1): 1-34.

motivate themselves, and implement strategies to achieve the desired learning outcomes.

### **C. Improving Student Self-Regulated Learning**

To improve students' self-regulated learning, of course, the role of various parties is needed. According to several studies, teachers, tutors, mentors, counselors, and parents can help students become self-regulating learners. Within the school environment, strategies in self-regulated learning can be taught and integrated systematically into the curriculum.<sup>15</sup>

According to Johny, Lukose, and Magno, the curriculum must explicitly encourage students to think, organize their thinking processes, and develop students' self-regulated learning and the effectiveness of their learning so that they can improve students' abilities to be better. Teachers as part of the school must focus on creating awareness in students about the importance of having self-regulated learning.<sup>16</sup> According to Uno, the school's efforts to encourage and teach students to be responsible for themselves so that they don't always need to be guided do indeed require additional time and seem less efficient, but this can be a valuable investment for the future. If the elementary school teacher has carried out effective classroom management, but forgets to foster student self-management, students will have difficulty working independently after they graduate from the school.<sup>17</sup> Barry Zimmerman, Sebastian Bonner,

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<sup>15</sup> Santrock, J. W. (2015). Psikologi Pendidikan. Jakarta: Prenamedia Group.

<sup>16</sup> Johny, L., Lukose, L., & Magno, C. (2016). The Assessment of Academic Self-Regulation and Learning Strategies: Can they Predict School Ability?. *Educational Measurement and Evaluation Review*, 3: 75-86.

<sup>17</sup> Uno, H. B. (2010). *Orientasi Baru dalam Psikologi Pembelajaran*. Jakarta: PT Bumi Aksara.

and Robert Kovach, developed a model to improve students' low self-regulated learning. The process includes the following:

1. evaluate and self-monitor;
2. determine objectives and strategic planning;
3. implement the plan and monitor it; And
4. monitor results and improve strategy.<sup>18</sup>

#### **D. Review of Related Study**

The first research conducted by (Afdhal Mubarak) discussed an analysis of students' learning strategies and their English achievement in speaking (a study at English department students at Muhammadiyah University of Makassar). The study's objective was to discover common language learning strategies and how pupils implemented them. The findings revealed that students correctly performed self-regulation strategies. The qualitative technique was chosen as the research methodology in this study. Furthermore, the research instrument for this study is an interview and observation. Research differences (Afdhal 2019) with this research being research (Afdhal 2019) that focuses on analyzing students' achievement in speaking in learning English, while the researchers themselves only focus on what self-regulation students have in learning English. Then the difference in the subject. The similarity of this research is

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<sup>18</sup> Zimmerman, B. J. (2020). A Social Cognitive View of Self-Regulated Academic Learning. *Journal of Educational Psychology*: 329-339

that it uses a qualitative technique, then the instrument use interviews and observation.

The second research conducted by (Ihsan Kamil, 2020) discussed “An analysis of self regulated learning strategy used by iain curup students in speaking ability” This research was descriptive qualitative, purposive sampling is used on this research, and then technique of collecting data is questionnaire and interview, this research finding is There were 3 students’ problem in applying self-regulated learning to improve speaking skill such as; Disorganization and Distraction, Uncontrolled emotions and Demotivation. Therefore, the researcher made conclusion that the students’ problems in applying self-regulated learning strategies to improve speaking skill had the worst influence or impact for students.

The first difference between Iksan`s research and the researchers themselves is that the focus is on analyzing what self-regulation learning strategies are applied to students` speaking skills. Then the data collecting technique uses questionnaires and interviews, while the researchers themselves use interviews and observations. Then the research subjects of Iksan Kamil were students IAIN curup, while in this research the subjects were students of SMPN 1 Rejang Lebong. The similarity between Iksan research and this research is that they both analyze students` self-regulation.

The third conducted by (Putri Ihda Inayah 2020) discussed “An Analysis of students` Strategies in Learning English Online” this research was descriptive qualitative, focus on the students` strategies in learning

English online. Putri research used instrument is questionnaire interview and documentation. The finding in Putri research it could be concluded that eight-grade bilingual students in SMPN 03 Tangerang Selatan they can effectively manage learning strategies by planning a sequence of activities that they organize themselves, beginning with the learning process, taking breaks as needed, and completing teacher tasks.

The first difference between women`s research and this research is the focus of the daughter`s research is students strategies in learning English online, while this research focuses on analyzing student who have self-regulation learning in learning English. Then the instrument, Putri`s research instrument uses questionnaire interviews and documentation, while this research uses interview and observation.

The fourth research conducted by (Rizka Irsyadella 2020) discussed about “The use of self-regulated learning strategies by good learners of English department student in English language learning “. The technique uses qualitative research, the research subject are students English department of university in surabaya. The findings found that students` self-regulation is students melakukan strategi self regulation dengan sesuai. The similarity of research Rizka`s with this research is that they both analyze self regulation. The different between research Rizka`s with this research is, first subject, then technique used is quantitative research.

The fifth research conducted by (Luh Indrayani 2021) discussed about “ Self Regulated Learning Siswa Kelas XI IPS program study Ekonomi at

SMA Negeri 3 Singaraja” using quantitative approach, then the research subjects were students of SMA N 6 Singaraja, this research data collection method used questionnaires and documentation. The findings are in terms of environmental and psycal behavior, the result are good, while in terms of time and social environment, the result are not good. There are similarities between research Luh Indrayani`s with this research, namely that they both analyze self-regulation. The difference between research Luh Indrayani`s with this research is the subject, then the technique of collecting data uses questionnaires and documentation. While this research uses interviews and observations, it is also different from the approach which uses a quantitative research approach.

### **CHAPTER III**

#### **RESEARCH METHOD**

##### **A. Research Design**

This research was conducted in a descriptive design using qualitative approach. Descriptive research is a method of research which trying to picture out and interprets the object as in the fact. according to Hancock “Qualitative research is focused with developing explanation about social phenomena as they occur naturally.<sup>19</sup> So, in this study descriptive research will be conducted in purpose to describe systematically about the fact and characteristics of the object or subject accurately, so qualitative descriptive research method explain how phenomena occur and described

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<sup>19</sup> Beverly Hancock, An Introduction to Qualitative Research, (Britain: Trent Focus, 2020). P.02



based on data in the field. The researcher will use descriptive design in this research because this research will focus on a certain phenomenon in the school environment. In this case the phenomenon is what students at SMPN 1 Rejang Lebong do to achieve their learning goals in learning English. Then, the researcher will observe and describe the phenomenon as it is as clearly as possible without any manipulation. Therefore, the right design that can be used in conducting this research is descriptive research.

## **B. Subject of the research**

In Rejang Lebong there are many junior high schools that can be categorized as good schools both in general and English subjects, but based on data from the Rejang Lebong National Education Department. So in this research will choose SMPN 1 Rejang Lebong as a place to conduct research. Located in Rejang Lebong Bengkulu. The researcher chose SMPN 1 because there are many students who have good grades in English, based on interview with some teachers in their school and some students of SMPN 1 Rejang Lebong there are self-regulation in learning English. As we know SMPN 1 is one of the most favorite junior high schools. The subjects of this study were students of SMPN 1. Right in, in class 8B because it is already a rule at the middle school that every class winner in all classes 7a 7b and so on when going up in class will be positioned in class 8B, therefore class 8B will be the pre-eminent class and research will be carried out in that class.

Purposive sampling is used on this subject of research and the Purposive sampling is which the participants are selected based on the

criteria relevant to research question.<sup>20</sup> It means that this research took the sample based on considerations that related to the aim of the research. Based on the above, the criteria that will be involved are:

1. Students who have self-regulated in learning English based on the field study conducted by researchers.
2. Students who have the will from within themselves to learn English without any orders from any party.
3. Students who have good grades/score in English subjects.
4. Family members of students who have self regulation.

### **C. Technique of Collecting Data**

In this research, the researcher used interview to collecting the data.

#### **1. In-depth Interview**

In this study researchers had to conduct interviews guidance for constructing what questions the researcher wants to ask. That pre-prepared questions based on existing ones theory, so that the researcher is not confused during the interview process. The interview guide used in this study is a list questions to interview students of SMPN 1 Rejang Lebong. In this research, interviews were applied to collect data on students strategies or self-regulation in learning English. data was collected to answer the question “what the effort of students who have self-regulation at SMPN 1 Rejang Lebong, and Semi-structured interviews were used in this research.

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<sup>20</sup> Ihsan Kamil “AN ANALYSIS OF SELF REGULATION LEARNING STRATEGY USED BY IAIN CURUP STUDENTS IN ABILITY “ (July, 2022)

Before researchers conduct interviews, researchers must set several questions based on Zimmerman, Winne, Montalvo and Torres. There are several steps to asking questions as follows: first, several indicators for this research were created by the researcher. Then, the researcher analyzed the theory of students' problems in implementing independent learning strategies by examining definitions from time to time. After the researcher analyzed and read the theory, the researcher looked for the main points of students' problems in implementing self-regulated learning to improve speaking skills. mentioned in the researchers analyzed students' problem theory in implementing self-regulated learning strategies. After the research obtained several items that might be indicators of students' problems in implementing self-regulated learning, these items were selected by the researchers which were more relevant to be applied in this theory. Therefore, these indicators are determined by considering the definition stated in students' problems in applying self-regulated learning theory. Second, after the researcher finds the indicators, the questions are determined based on the indicators that the researcher has described. Third, the questions must be validated first before the questions are implemented in the field. Question validity is necessary to verify the validity of the question.

#### **D. Research Instrument**

##### **1. Interview Guidance**

This instruments was made based on teory Zimmerman, Winne, Montalvo and Torres.

**Table 1. Interview Blueprint of Student’s Self-Regulation Strategies in Learning English**

<b>No</b>	<b>Aspect</b>	<b>Indicators</b>	<b>Sub-Indicators</b>	<b>Questions</b>
1	Self-Regulated Learning Strategies (Wolters, Pintrich, & Karabenick, 2013; Zimmerman, 2017)	1. Cognition Strategies	1. Repetition Strategy	1. Did you intentionally repeat English words or sentences to help you remember them better? If yes, could you share a specific time when you did this and how it helped you remember the English material?

No	Aspect	Indicators	Sub-Indicators	Questions
			2. Elaboration Strategy	2. Do you make an effort to understand English better by summarizing it in your own words? If so, could you give an example of a recent time when you did this?
			3. Organizational Strategy	3. Do you use methods like taking notes or making diagrams when you study English? If yes, can you share an example of how these methods have helped you organize and understand the subject?
			4. Metacognitive Strategy	4. Do you plan how you learn English, thinking about strategies to help you learn better? If yes, can you tell me about a recent time when you planned how you would learn English?

No	Aspect	Indicators	Sub-Indicators	Questions
		2. Motivation Strategies	1. Mastery Self-Talk	5. Did you ever tell yourself specific goals in your English learning, like wanting to know more or get better at it? Can you give an example of when you did this and how it helped you in learning English?
			2. Extrinsic Self-Talk	6. When you had difficulties or had to finish a task in English, did you ever talk to yourself about doing well or getting higher grades to keep going? Can you share an example of when you did this and how it affected your learning?
			3. Relative Ability Self-Talk	7. When you set goals for learning English, did you ever talk to yourself about doing better than others and working extra hard? Can you give an example of when you did

No	Aspect	Indicators	Sub-Indicators	Questions
				this and how it impacted your English learning?
			4. Relevant Improvement Strategy	8. Did you ever purposely make your English learning more interesting by connecting it to things you like or your life? Can you tell me about a time when you did this and how it affected your studies?
			5. Situational Interest Improvement Strategy	9. Did you ever try to make your English assignments more interesting by linking them to something you like or a situation you enjoy? Can you tell me about a time when you did this and how it made you more interested in your schoolwork?

No	Aspect	Indicators	Sub-Indicators	Questions
			6. Self-Consequential Strategy	10. Did you ever think about what might happen if you do well or not in your English learning, and did it help you stay consistent? Can you share an example when the last time you did this?
			7. Environmental Planning Strategy	11. Did you ever reward or punish yourself to stay on track with your English studies? Can you share an example?  12. When you want to concentrate on your English assignments and avoid distractions, do you do anything specific to organize your space? Can you give me an example of something you do to make sure you are ready for your English schoolwork?



No	Aspect	Indicators	Sub-Indicators	Questions
		3. Behavior Regulation Strategies	1. Effort Regulation Strategy	13. Have you used any specific strategies to manage your effort in learning English? If yes, can you give an example?
			2. Time/Study Environment Strategy	14. Do you use specific strategies to manage your time and study space when learning English? If so, can you explain?
				15. Do you currently use any schedules or plans for your English study? How well do they work for you?
			3. Help-Seeking Strategy	16. When you find English challenging, do you ask friends for help? Why or why not?
				17. When you find English challenging, do you ask teachers for help? Why or why not?
				18. When you find English challenging, do you ask adults

No	Aspect	Indicators	Sub-Indicators	Questions
				for help? Why or why not?
				19. Can you share about a time asking for help really helped you understand or get better at English? What did you learn from it?

**Table 2. Interview Blueprint of Student's Self-Regulation Strategies in Learning English Based on Family Members' Perspectives**

No	Aspect	Indicators	Sub-Indicators	Questions
1	Characteristics of Self-Regulation Learning (Santrock, 2015;	1. Characteristics of Students Who Apply Self-Regulated Learning Strategies	1. Aims to broaden knowledge and maintain motivation	1. Can you tell me about a time when you saw your child/sibling trying to

No	Aspect	Indicators	Sub-Indicators	Questions
	Montalvo & Torres, 2014)			learn more about English? What did he/she do?
				2. How do you think your child/sibling stays interested in learning English? Are there specific things he/she does to keep himself/herself motivated?
			2. Be aware of emotional state	3. How do you think your child/sibling feels when learning English, and what does he/she do when upset or frustrated?
				4. Have you seen your child/sibling do anything specific when he/she finds learning English challenging or stressful?
			3. Periodically monitor progress	5. How does your child/sibling check how well he/she doing in

No	Aspect	Indicators	Sub-Indicators	Questions
				learning English? Does he/she have specific goals or things to achieve?
			4. Adjust strategies based on the progress	6. Can you remember a time when your child/sibling thought about how he/she was learning English and changed what he/she was doing because of how things were going?
			5. Evaluate the obstacles and make adaptations	7. Can you tell me about a time when your child/sibling found English learning hard, and what did he/she do to make it easier?
2	Self-Regulated Learning Strategies (Wolters, Pintrich, & Karabenick, 2013; Zimmerman,	2. Cognition Strategies	5. Repetition Strategy	8. Does your child/sibling repeat English words or sentences on purpose to remember

No	Aspect	Indicators	Sub-Indicators	Questions
	2017)			<p>them better?            If yes, can you share a time when he/she did this and how it helped him/her remember English?</p>
			6. Elaboration Strategy	9. Do you see your child/sibling making an effort to understand English by putting it in their own words? If so, can you give an example of when he/she did this recently and how it helped him/her understand better?
			7. Organizational Strategy	10. Does your child/sibling take notes or make diagrams when studying English? If yes, can you share an example of how these methods helped

No	Aspect	Indicators	Sub-Indicators	Questions
				him/her organize and understand the subject?
			8. Metacognitive Strategy	11. Does your child/sibling plan how he/she learns English, thinking about strategies to help him/her learn better? If yes, can you tell me about a recent time when he/she planned how to learn English?
		3. Motivation Strategies	8. Mastery Self-Talk	12. Can you share a time when your child/sibling set specific goals for learning English? How do you think these goals helped him/her, and can you give an example?
			9. Extrinsic Self-Talk	13. Have you seen your child/sibling talking to himself/herself if during difficult

No	Aspect	Indicators	Sub-Indicators	Questions
				English tasks, encouraging himself/herself to do well or get higher grades? Can you share an example and explain how it helped his/her learning?
			10. Relative Ability Self-Talk	14. When your child/sibling sets goals for English, does he/she talk about doing better than others or putting in extra effort? Can you give an example and discuss how it influenced his/her approach to learning?
			11. Relevant Improvement Strategy	15. Have you noticed your child/sibling making English learning more fun by connecting it to his/her interests? Can you share a specific time

No	Aspect	Indicators	Sub-Indicators	Questions
				and talk about how it made him/her more engaged?
			12. Situational Interest Improvement Strategy	16. Regarding English assignments, have you observed your child/sibling connecting them to things he/she likes? Can you share an example and explain how it made him/her more interested in schoolworks ?
			13. Self-Consequential Strategy	17. Does your child/sibling consider what might happen based on his/her English performance to stay consistent? Can you share a recent example of when he/she did this?



No	Aspect	Indicators	Sub-Indicators	Questions
				18. Have you seen your child/sibling rewarding or punishing himself/herself to stay on track with English studies? Can you provide an example and talk about its impact on his/her motivation?
			14. Environmental Planning Strategy	19. When your child/sibling wants to concentrate on English assignments and avoid distractions, does he/she do anything specific to organize his/her space? Can you give an example of what he/she does to be ready for schoolworks ?
		4. Behavior Regulation Strategies	4. Effort Regulation Strategy	20. Have you seen your child/sibling using any specific strategies to

No	Aspect	Indicators	Sub-Indicators	Questions
				learn English? If so, could you give an example?
			5. Time/Study Environment Strategy	21. How does your child/sibling arrange his/her study time and place for learning English? Does he/she use any special methods to make it a good learning space?
				22. Does your child/sibling have a plan or schedule for studying English? Do you think these plans help him/her learn better?
			6. Help-Seeking Strategy	23. When English gets difficult for your child/sibling, does he/she ask friends for help? Can you share a time when he/she did or didn't,

No	Aspect	Indicators	Sub-Indicators	Questions
				and why?
				24. When your child/sibling finds English challenging, does he/she talk to teachers for help? What makes him/her decide to seek help or not?
				25. When your child/sibling struggles with English, does he/she come to family members for help? How do you help, and what does he/she think about the support?
				26. Can you remember a time when your child/sibling asked for help with English, and it really made a difference? What did he/she learn from it, and how did it help him/her

No	Aspect	Indicators	Sub-Indicators	Questions
				in learning English?

### E. Technique of analysis data

Data analysis is the systematically process for arranging data. So the data can be understand by the reader Methods for analysis data are used to process all the data. The methods of data analysis are divided into four points, there are:

#### 1. Data Collection

After the data were collected, the next step is analysing. The first step was transcribing the interview. The second step, the researcher classified the data based on the dimension of research questions. There were three points of research focuses what are the activities in the English Corner Program, what are the problems In implementing the English Corner as a language environment how do the teachers solve the problems in implementing the English corner.

#### 2. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying abstracting and transforming the data that appear in the full

corpus(body) of written up field notes, interview transcript, documents, and other empirical materials. by condensing it will making data stronger.

Data condensation occurs continuously throughout the life of any qualitatively oriented project. even before the data actually collected anticipatory data condensation is occurring as the researcher decides which conceptual framework, which research questions, which cases, and which data collection methods to choose. the data condensing / transforming process continues after the fieldwork is over, until a final report is completed Data condensation is not something separate from analysis.

### 3. Data Display

A display is an organized condensed assembly of information that allows analytic reflection and action. Displays helps us understand what is happening and to do something either analyzed further or take action based on that understanding.

The most frequent form of display for qualitative data in the past has been extended text. as with data condensation, the creation and use of displays is not separate from analysis. Data display were described the factual situation which happening so it can help the researcher for making final result of the data conclusion. Displaying data means the researcher display all the data or only several parts of the data which suitable for this research. Displaying data is done in order to easy to understand. In this study the data which displayed were the result of

observation and interview. Same as the process of reducing data. displaying data was also based on the formulation of research problems. At this point the researcher provided more information. The researcher served the data that her got from the sources for making the researcher easy for taking the conclusion.

#### 4. Verification/Conclusion Drawing

In the Verification / Conclusion Drawing the researcher conducting a verification of the data obtained. The researcher made conclusion and verified the collected data. The data would applied in data conclusion and be verified. So, it would make simple and clear data in order to make the researcher can understand easily.

## **CHAPTER IV**

### **Findings and Discussion**

In this chapter the researcher presents research findings from a list of interviews with students and those closest to the students (Indepth Interview). The aim of this research is to find out what students do or students' strategies in self-regulation learning in English at SMPN 1 Rejang Lebong. In collecting data, researchers used interviews.

#### **A. Findings**

These findings present the results of data analysis taken from interviews. Interviews were conducted on Monday 15 January to Saturday 20 January and there were 10 students who the researchers would interview and 10 people closest to the students who were also interviewed, such as their siblings or the students' parents.

From interviews with students, there were various student Self Regulation strategies in learning English and also interviews with students' family members to ensure that what the students answered from the interview results was indeed what the students did.

## 1. Students` Self Regulation Strategies in Learning English

### a) Cognition Strategies

To control or regulate cognition, including the various cognitive and metacognitive activities that individuals engage in to adapt and change their cognition. Strategies to regulate cognition which include;

#### 1) Repetition Strategies

From the results of the researcher's interviews with students, there were 10 students from 10 research subjects who implemented these strategies.

Student 1 ; *"Yes, after school I always repeat and remember about English lesson."*

Student 3 : *"Yes, after school I always remember English material and practice it at home"*.

From several interview with students, the researcher concluded that 10 out of 10 students whom the researcher interviewed repeated their English lessons at home. Then, from the results of interviews with student family members, 10 out of 10 family members of students who researchers interviewed



said that their children or siblings often repeat English lessons and really like English.

Family members students 4 : *"Yes, he has indeed studied a lot of English. He often speaks English and has made it a habit to always increase his knowledge of English.."*

From the results of an interview with one of the student's family members, the researcher concluded that the student above was indeed carrying out repetition strategies or repeating English lessons.

## 2) Elaboration Strategies

Elaboration strategies is deep learning by trying to summarize material using their own sentences. From the results of interviews with students regarding these strategies, researchers obtained information that 8 out of 10 students implemented this strategy.

Student 4: *"Yes, I summarized it again using my own language to make it easier to understand."*

Student 7 : *"I summarize the English material so that it is easier for me to understand the material."*

From the findings above, researchers can conclude that on average students carry out this strategy by understanding English subject matter in their own language in order to gain

easier understanding. Then 9 out of 10 student family members said that their children or siblings tried to understand English material in their own language style.

Family members student 2: *"Yes, by summarizing the English material in his own language, he will automatically understand better."* From one of the results of the interview with the student's family members above, the researcher concluded that the student really understood the English lesson material using his own language to gain a deeper understanding.

### 3) Organizational Strategies

Including "deep process" through the use of tactics varied such as taking notes, drawing diagrams or charts to organize subject matter in several. From the results of interviews with students, there were 10 out of 10 students who had special notes on English.

Student 4 : *"Yes, I have a small notepad containing English material for me to read and understand whenever I have free time."*

Student 2 : *"Yes, I have special notes for English, for example my notes contain English vocabulary and sentences."*

From the findings above, the researcher concluded that on average students who have Self Regulation learning have

special notes on English subject matter. Then to ensure whether the data from the students above was correct, the researcher interviewed family members of the students above. Family members student 3 : *"Yes, he has his own notes on English material which have been summarized in his own language, which makes him understand the material better."*

#### 4) Metacognitive Strategies

From the findings above, the researcher can conclude that it is true that students have special notes for their English lessons. Including planning, monitoring and strategies for regulating learning, such as determining the purpose of reading activities, monitoring an understanding or making changes or adjustments so that there is progress in their duties. In this strategy, researchers found that 6 out of 10 students had plans or strategies to learn English better by taking private English lessons.

Student 1 : *"Yes, by watching English cartoon vidios on youtube using the English learning application on Youtube, I*

*often do this, and i also take English lessons outside of school."*

Student 2 : *"Yes, by memorizing a lot of English vocabulary, and also taking additional English classes outside of school so that I can learn English better every Friday and Saturday."*

Then the researchers also found that 3 out of 10 students interviewed used English learning strategies using the internet media YouTube and English learning applications.

Student 8 : *"I saw videos on YouTube about tips and tricks for learning English, and put them into practice when I studied English."*

Student 10: *"Yes, by watching English cartoon videos on YouTube. Using the English learning application Duolingo, I often do this."*

From the findings above, the researcher concluded that on average students chose various learning strategies, some took private English lessons, others chose to study independently using the internet. To confirm the above student data, researchers also conducted interviews with student family members.

Family members student 8 : *"He usually looks for understanding on YouTube about English learning material, so*

*he can understand more easily."* After conducting interviews with the student's family members, the researcher found that it was true that the student used English learning strategies.

#### b) Motivation Strategies

This Strategies for regulating motivation involve activities in which students purposefully attempt to initiate, organize or increase the will to begin, to prepare for the next task, or to complete a particular activity or purpose. Motive regulation includes any thoughts, actions or behaviors that students seek to influence their choice, effort, and persistence for academic assignments. Motivation regulation includes;

##### 1) Mastery self-talk

This is about thinking about mastery that is goal-oriented, such as satisfying curiosity, becoming more competent or increasing feelings of autonomy. Interviews in this strategy section, researchers found that there were 10 out of 10 students who used this strategy in learning English.

*Student 8: "Yes, I like English and I want to know more, the effect is that I am more active in studying English."*

*Student 10 : "I always want to know more about English which makes me more active in learning English."*

From the results of the interview above, the researcher is of the opinion that every student has felt the desire to learn English

more deeply and as a result, students will be more active in studying.

## 2) Extrinsic self-talk

This is when students are faced with a desire to finish the learning process, students will think about obtaining higher achievements. Higher or try well in class as a way to convince themselves to continue their learning activities.

From the results of interviews regarding this strategy, researchers found that 10 out of 10 students did it.

Student 10 : *"When I have difficulty learning English, I will study harder, this usually happens when I study in class."*

Student 6 : *"When I experienced difficulties in learning English, I wanted to study harder and it made me think of strategies to deal with these difficulties in learning."*

From the findings above, the researcher can conclude that every student who has self-regulation learning, when they experience difficulties in learning English, they will try harder to study. However, when researchers conducted interviews with students' family members, none of their family members had ever noticed their children or siblings using this strategy, seeing their children or siblings telling themselves to try to study harder.

## 3) Relative ability self-talk

This is when student think about special performance to achieve learning goals, by doing a better effort than others so that keep trying hard. From this strategy, researchers found that 10 out of 10 students used this strategy.

Student 6 : *"Once, my goal was to get a good English score and to achieve that I had to try hard, and be the best in the class."*

Student 7 : *"I see friends in my class whose English grades are always good, I should be able to do that too. I aim to be the best in class."*

From several examples of interview results above, researchers can conclude that the average student has goals in learning English and they work hard to achieve these goals. Then from the results of interviews with student family members, there were 5 out of 10 family members who paid attention to this.

Family member 1: *"Yes, he saw that his brother was an English graduate, and he also wanted to be like his brother. "*

Family members 6: *"He wants to learn good English, he competes with his classmates to get good grades in English."*

From several examples of interviews with student family members, researchers can conclude that students do have goals

in their learning, which makes them study harder to achieve their goals.

#### 4) Relevant improvement strategies

Involving students efforts to increase the relevance or significance of tasks with life or personal interests they have. Regarding this strategy in interviews, researchers found that 10 out of 10 students used this strategy in learning English.

Student 1 : *"Once, by watching English cartoon videos on YouTube and discovering new English vocabulary or learning English using the Duolingo application.*

Student 6 : *"Yes, I like learning English on YouTube, it keeps me from getting bored and is fun.*

Student 4: *"Once, I watched English-language YouTube, such as English vlog videos or English-language cartoons, and I learned what they were saying."*

From the findings above, researchers can conclude that on average students make their learning process more interesting using internet media such as YouTube or English learning applications. Then the results of interviews with student family members, researchers found that 10 out of 10 student family members watched their children or siblings use this strategy.



Family members student 1: *"Yes, he likes English, he also likes playing on his cellphone which contains lots of English lessons"*

Family members student 3: *"Yes, he often does English assignments while listening to music, and learns through applications, for example Duolingo, an application that can send messages with English people."*

Family members student 10 : *"He likes playing on his cellphone, so he often watches short videos in English and increases his knowledge."* From the results of interviews with the students' family members above, researchers can conclude that the average student uses the internet media YouTube or English learning applications to study.

##### 5) Situational interest improvement strategies

Describing student activities when trying to increase intrinsic motivation in doing assignment through one situation or personal interest. After conducting interviews on this strategy section, the researcher found that 10 out of 10 students applied this strategy.

Student 1 : *"Yes, I like English songs, every time I study I often listen to English music."*

Student 4 : *"Yes, I like studying using YouTube, because there I can understand English material that is easy to understand"*

*and makes my learning process at home easier."* Above are several examples of interview results, the researcher concluded that every student who has Self Regulation in learning will pay attention to situations they like before they study. Then, to ensure that the interview results above were indeed correct, the researcher obtained interview results from family members of students.

Family members student 1: *"He likes music, it's not uncommon for him to do English assignments while listening to music."*

Family members student 4: *"Yes, if he doesn't understand the teacher's explanation at school about English lessons, he often looks for English material on YouTube to complete his English assignments."*

#### 6) Self-consequential

Namely students determine and prepare for themselves with intrinsic consequences so that they are consistent in learning activities. Students can use concrete rewards and punishments verbally as a form of consequence. In this strategy, researchers found 7 out of 10 students who applied this strategy.

Student 1 : *"Once, if I didn't succeed then I would get an unsatisfactory grade, therefore I had to try harder."*

Student 5: *"Once, if I didn't succeed, I would get an unsatisfactory grade on an assignment or exam, therefore I had to study hard to get good grades."*

From several examples of interviews with students who use this strategy, it can be concluded that on average students who have Self Regulation in learning think about what will happen if they are successful or unsuccessful in learning and make them consistent in learning English. To confirm the data from the results of the interviews with students above, here are the responses from the students' family members.

Family members student 1: *"If he gets good grades in English, he will feel satisfied, therefore he consistently studies hard."*

Family members student 5: "Yes, if he doesn't study seriously, then he will get unsatisfactory English grades."

From the statements of the students' family members above, researchers can conclude that the average student who has Self Regulation in learning applies this strategy.

#### 7) Environmental planning strategies

Describing students` efforts to concentrate fully to reduce distractions in their learning environment or more generally to organize their surroundings and manage their physical and mental readiness to complete academic assignment. From this

strategy, researchers found that 10 out of 10 students carried out this strategy.

Student 6 : *"When I concentrate on studying, I pay attention to the place where I study, whether it is clean, so that I am comfortable while studying, and stay away from noise."*

Student 4: *"I always pay attention to the place and room where I study in a comfortable and clean condition."* From examples of interview results from 10 students, on average, they use this strategy by paying attention to the place or situation they are studying in order to concentrate on learning English. To confirm the data from the students above, the following are the responses of family members students.

Family members student 6: *"When the atmosphere at home is busy and noisy, he stays away from it, and does his work in his room."*

Familly members student 4: *"Yes, in his room he tidied up his study area to make it comfortable while studying."* From the results of interviews with students' family members, researchers can confirm that it is true that the students above use this strategy when learning English at home.

### c) Behavior Regulation Strategis

That involve individual efforts to control their own behavior that appears. Students may also manage their time and

learn atmosphere by arranging learning using a schedule and planning when to study. Behavior regulation includes;

1) Effort regulation strategies

Is an effort to regulate effort. In this strategy, researchers found 10 out of 10 students who applied this strategy.

Student 1: *"To help me learn English I took additional English classes."*

Student 7 :*"My strategy is to buy books to learn English or watch YouTube and also take part in private lessons outside of school."*

Student 9 :*"To help me learn English I took additional English classes."*

From the results of several examples of interviews with students above, researchers can conclude that every student who has Self Regulation in learning, has a strategy in learning. On average, many students at SMPN 1 take additional classes outside of school. Then 10 out of 10 student family members pay attention to what their children or siblings do at home.

Family members student 1: *"Yes, he took the English private course of his own accord"*

Family members student 7: *"He used to do his English assignments at night when it was quiet and calm."**"There is, and it really helps him to study harder."* From the results of

interviews with family members of the students above, the researcher can conclude that students really have strategies for studying at home.

## 2) Time/study environment strategy

Is where students regulate place and time by making study schedule to facilitate the learning process. In this strategy, researchers found that 7 out of 10 students used this strategy in learning English.

Student 1: *"It's not scheduled, but when I have free time I always study English."*

Student 5: *"Every night the next day there is an English class."*

Student 7 : *"Every evening I always make time to learn English."*

From the results of interviews with students above, researchers can conclude that 7 out of 10 students plan and schedule time for them to study English, the rest study whenever they have free time.

## 3) Help-Seeking strategy

Namely trying to get help through peers, teachers, and adult.

From this strategy, researchers found that there were 8 out of 10 students who applied this strategy by asking teachers, friends or adults.

Student 6 : *"Yes, I will ask the teacher so that I will understand the material about English lessons."*

Student 7 : *"Yes, when I asked friends, it helped me. It made me go from not understanding to understanding English material."*

From several examples from interviews with students, researchers can conclude that on average students who have self-regulated learning will ask questions about learning material that they do not understand. Then, to ascertain whether students were really implementing this strategy, the researchers found that 5 out of 10 family members of the students the researchers interviewed did pay attention to their children or siblings.

Family members student 3: *"Yes, when there is material that he doesn't understand, he will ask his teacher, sometimes he asks his older brother who also graduated in English."*

Family members student 2: *"Yes, When he and his friend were doing English assignments together, he asked his friend about the English assignment."*

From the results of interviews with student family members above, the researcher can conclude that asking people closest to you about learning material is part of self-regulation learning, and teacher friends or relatives are very important

and a supporting factor for students in learning, especially learning English.

## B. Discussion

Based on the presentation of the findings, the researcher explains the result of the research whose findings contain students' strategies or efforts in Self regulation in learning English at SMPN 1 Rejang Lebong.

### a) Self Regulation Learning

Self Regulation consists of the arrangement of three general aspects of academic learning, namely cognition, motivation, and behavior.<sup>21</sup> Explaining in detail the application of strategies in each aspects of Self-Regulation learning as follows :

#### 1) Cognition Strategies

This strategies to control or regulate cognition, including the various cognitive and metacognitive activities that individuals engage in to adapt and change their cognition.<sup>22</sup> Strategies to regulate cognition which include;

##### a. Repetition strategies.

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<sup>21</sup> Zimmerman, Barry (2017). Becoming a self-regulate learner. Collage of Education, The Ohio State University

<sup>22</sup> Wolters, Pintrich, & Karabenick, 2013; Zimmerman, 2017



- b. Elaboration strategies.
- c. Organizational strategies.
- d. Metacognitive strategies.

In this study, the researcher found that the majority (10 out of 10 students) carried out this strategy where students repeated the English learning material, students made a summary of the English lesson, students made special notes on the English learning material, then students planned their way in learn English. This finding is in line with research (Ihsan 2020), (Putri 2020), (Riska 2020), (Indrayani 2021), and (Afdhan 2019). This is also in line with Zimmerman's theory. Self-regulation consists of the arrangement of three general aspects of academic learning, namely cognition, motivation, and behavior.

## 2) Motivation Strategies

This strategy for regulating motivation involve activities in which students purposefully attempt to initiate, organize or increase the will to begin, to prepare for the next task, or to complete a particular activity or purpose. Motivation regulation includes;

- a. Mastery self-talk
- b. Extrinsic self-talk
- c. Relative ability self-talk

- d. Relevant improvement strategies
- e. Situational interest improvement strategies
- f. Self-consequential
- g. Environmental planning strategies

In this study, researchers found that the majority of 8 out of 10 students applied this strategy by having a desire to study harder, having learning goals that must be achieved, and having a strategy for learning. This is in line with findings from research (Ihsan 2020), (Putri 2020), (Indrayani 2021), (Afdhal 2019), and (Riska 2020). This is also in line with Zimmerman's theory that students who have self-regulation in learning will apply motivation strategies. To regulating motivation involve activities in which students purposefully attempt to initiate, organize or increase the will to begin, to prepare for the next task, or to complete a particular activity or purpose.<sup>23</sup>

### 3) Behavior Regulation Strategies

In this research the researcher found that not all students applied this strategy, the researcher found that the students' answers varied, some did, some did not apply this strategy, in this strategy there are elements including effort regulation strategy, time\study environment strategy, and

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<sup>23</sup> Wolters, Pintrich, & Karabenick, 2013, Zimmerman 2017

help seeking strategy. At the point of effort regulation strategy, researchers found that 10 out of 10 students applied the strategy by studying independently using YouTube or applications and taking additional English classes. In the point time\study environment strategy, the researcher found that 5 out of 10 students applied this strategy where students set a schedule for when they studied English, the rest of the students studied on an irregular schedule. Then finally help-seeking strategies where in this study researchers found that 7 out of 10 students applied this strategy by asking other people when they had difficulty learning English, such as friends, teachers or adults.

In research (Ihsan 2020), (Riska 2020), (Indrayani 2021) and (Afdhan 2019) it was found that the majority of students used this strategy. In line with Wolters' theory, behavior regulation strategies that involve individual efforts to control their own behavior that appears. Students may also manage their time and learn the atmosphere by arranging learning using a schedule and planning when to study. On the other hand, in research (Putri 2020), students were less able to apply this strategy.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the researcher confirmed the result of Data Analysis which have been done in the previous chapter. In this segment, the researcher presents the conclusion that answered the research questions. Furthermore, the section offers recommendations for future researchers regarding to this field in depth.

#### **A. Conclusion**

Based on the results of the previous chapter, the research draws the conclusions, where the researchers found that the majority of students applied cognition strategies (10 out of 10 students). This finding is in line with the results of interviews with students' family members, (9 out of 10

family members) stated that their children or siblings actually used this strategy. Then, regarding the motivation strategy, researchers found that the majority (10 out of 10 students) applied this strategy. However, regarding one element of strategic motivation, namely self-sequential, researchers found that the majority of students (4 out of 10 students) did not apply this strategy where students are less likely to reward or punish themselves when learning English. In interviews with family members, researchers found that (7 out of 10 families) stated that it was true that students did this strategy, the remaining family members paid little attention to their children or siblings doing this strategy. And the last strategy is the behavior strategy where researchers found that the majority (8 of the students) carried out this strategy. However, as a result of interviews with students' family members, researchers found that family members did not know whether students were actually implementing this strategy. So the researcher found majority of students use self regulation strategies in learning English, including cognition strategies, motivation strategies, and behavior strategies.

## B. Suggestion

After concluding the result, the researchers would like to give some suggestion related to this research. The suggestion are follow :

### 1) Students

Students need to really set a schedule when they study, then students need to really understand the self-consequential strategy where

students give rewards or punishments when they achieve or do not achieve their goals in learning, because it is part of the self-regulation strategy.

## 2) Further Research

This research only involved 1 school, therefore, the researcher made suggestions to involve more schools to get more data. Then, this research only involves 1 data collection instrument, namely in-depth interviews, so that the next research is even more valid, involve observations, questions, etc. if possible.

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## APPENDIX 1

### SK PEMBIMBING



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI CURUP  
FAKULTAS TARBIYAH**

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Fax (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : [admin@iaincurup.ac.id](mailto:admin@iaincurup.ac.id)

Nomor 665 Tahun 2023

Tentang

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

- |                      |   |  |
|----------------------|---|--|
| <b>Menimbang</b>     | : | a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing 1 dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;<br>b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk disertai tugas sebagai pembimbing I dan II ;  |
| <b>Mengingat</b>     | : | 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;<br>2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup,<br>3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup,<br>4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;<br>5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.<br>6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup<br>7. Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup. |
| <b>Memperhatikan</b> | : | 1. Permohonan Saudara Nasrul Illahi tanggal 21 November 2023 dan kelengkapan persyaratan   |



## APPENDIX 2

### SURAT REKOMENDASI PENELITIAN



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI CURUP  
FAKULTAS TARBİYAH**

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](mailto:admin@iaincurup.ac.id) Kode Pos 39119

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Nomor	:	/In.34/FT/PP.00.9/11/2023	30 November 2023
Lampiran	:	Proposal dan Instrumen	
Hal	:	Permohonan Perpanjangan Izin Penelitian	

Kepada Yth. Kepala Dinas Penanaman Modal dan  
Pelayanan Terpadu Satu Pintu (PTSP)

Assalamualaikum Wr, Wb

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

Nama	:	Nasrul Illahi
NIM	:	19551042
Fakultas/Prodi	:	Tarbiyah / TBI
Judul Skripsi	:	Self Regulation at Junior High School Students' in Learning English
Waktu Penelitian	:	30 November 2023 s.d 30 Februari 2023

## APPENDIX 3

### SURAT IZIN PENELITIAN PTSP



PEMERINTAH KABUPATEN REJANG LEBONG  
DINAS PENANAMAN MODAL  
DAN PELAYANAN TERPADU SATU PINTU  
Jalan S.Sukowati No.60 ■ Telp. (0732) 24622 Curup

#### SURAT IZIN

Nomor : 503/ 490/ IP/DPMP/ISI/ XI/2023

#### TENTANG PENELITIAN KEPALA DINAS PENANAMAN MODAL DAN PTSP KABUPATEN REJANG LEBONG

- Dasar :
1. Keputusan Bupati Rejang Lebong Nomor 14 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan Berusaha Berbasis Resiko dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong
  2. Surat dari Wakil Dekan I Fakultas Tarbiyah IAIN Curup Nomor : 2553/In.34/FT/PP.00.9/11/2023 tanggal 30 November 2023 Hal Rekomendasi Izin Penelitian

Dengan ini mengizinkan, melaksanakan Penelitian kepada :

Nama /TTL : Nasrul Illahi/ Curup, 25 Oktober 2001  
NIM : 19551042  
Pekerjaan : Mahasiswa  
Program Studi/Fakultas : Tadris Bahasa Inggris (TBI) / Tarbiyah  
Judul Proposal Penelitian : Self Regulation at Junior High School Students' in Learning English

## APPENDIX 4

### SURAT SELESAI PENELITIAN



**PEMERINTAH KABUPATEN REJANG LEBONG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMP NEGERI 1 REJANG LEBONG**

Jalan Basuki Rahmat No. 06 Curup ☎ (0732)-21974, 23095 Fax. 0732-23095  
E-mail [smpn1curupkota@yahoo.co.id](mailto:smpn1curupkota@yahoo.co.id), Kode Pos 39112,

#### **SURAT KETERANGAN SELESAI PENELITIAN** Nomor : 421.3/159/PL/SMPN 1/RL/2024


Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Rejang Lebong :

Nama : EKA SUSANTI, S.Pd  
NIP : 1950703 200312 2 002  
Pangkat/Gol : Pembina / IV. b  
Jabatan : Kepala SMPN 1 Rejang Lebong  
Alamat : Jl. Basuki Rahmat Kel. Dwi Tunggal  
Menerangkan dengan sesungguhnya bahwa saudara :

Nama : NASRUL ILLAHI  
NIM : 19551042

## APPENDIX 5

### KARTU BIMBINGAN SKRIPSI



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI CURUP**







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DEPAN

#### KARTU BIMBINGAN SKRIPSI

NAMA	: Nasrud ULLAH
NIM	: 19551042
PROGRAM STUDI	: Tadris Bahasa Inggris (TBI)
FAKULTAS	: Tarbiyah
DOSEN PEMBIMBING I	: Dr. Saekul Anshori, S.Pd., M.Hum
DOSEN PEMBIMBING II	: Dr. Eka Apriani, M.Pd
JUDUL SKRIPSI	: "Self Regulation at Junior High School Students in Learning English"
MULAI BIMBINGAN	:
AKHIR BIMBINGAN	:

NO	TANGGAL	MATERI BIMBINGAN	PARAF PEMBIMBING I
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2.		Bab 2	
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6.		Penyusunan Ujian	
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**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI CURUP**

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BELAKANG

#### KARTU BIMBINGAN SKRIPSI

NAMA	: Nasrud ULLAH
NIM	: 19551042
PROGRAM STUDI	: Tadris Bahasa Inggris (TBI)
FAKULTAS	: Tarbiyah
PEMBIMBING I	: Dr. Saekul Anshori, S.Pd., M.Hum
PEMBIMBING II	: Dr. Eka Apriani, M.Pd
JUDUL SKRIPSI	: "Self Regulation at Junior High School Students in Learning English"
MULAI BIMBINGAN	:
AKHIR BIMBINGAN	:











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3.		Bab III	
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5.		Bab IV	
6.		Bab V	
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10.			

Table 1. Interview Blueprint of Student's Self-Regulation Strategies in Learning English  
(VALIDATED)

No	Aspect	Indicators	Sub-Indicators	Questions
1	Self-Regulated Learning Strategies (Walters, Pintrich, & Karabenick, 2013; Zimmerman, 2017)	1. Cognition Strategies	1. Repetition Strategy	1. Did you intentionally repeat English words or sentences to help you remember them better? If yes, could you share a specific time when you did this and how it helped you remember the English material?
			2. Elaboration Strategy	2. Do you make an effort to understand English better by summarizing it in your own words? If so, could you give an example of a recent time when you did this?
			3. Organizational Strategy	3. Do you use methods like taking notes or making diagrams when you study English? If yes, can you share an example of how these methods have helped you organize and understand the subject?
			4. Metacognitive Strategy	4. Do you plan how you learn English thinking about strategies to help you learn better? If yes, can you tell me about a recent time when you planned how you would learn English?

APPENDIX  
Instrument Interview with student

No	Aspect	Indicators	Sub-Indicators	Questions
		2. Motivation Strategies	1. Mastery Self-Talk 2. Extrinsic Self-Talk 3. Relative Ability Self-Talk 4. Relevant Improvement Strategy 5. Situational Interest Improvement Strategy	5. Did you ever tell yourself specific goals in your English learning, like wanting to know more or get better at it? Can you give an example of when you did this and how it helped you in learning English? 6. When you had difficulties or had to finish a task in English, did you ever talk to yourself about doing well or getting higher grades to keep going? Can you share an example of when you did this and how it affected your learning? 7. When you set goals for learning English, did you ever talk to yourself about doing better than others and working extra hard? Can you give an example of when you did this and how it impacted your English learning? 8. Did you ever purposely make your English learning more interesting by connecting it to things you like or your life? Can you tell me about a time when you did this and how it affected your studies? 9. Did you ever try to make your English assignments more interesting by linking them to something you like or a situation you enjoy? Can you tell me about a time when you did this and how it made you more interested in your schoolwork?

No	Aspect	Indicators	Sub-Indicators	Questions
		6. Self-Consequential Strategy	6. Self-Consequential Strategy	10. Did you ever think about what might happen if you do well or not in your English learning, and did it help you stay consistent? Can you share an example when the last time you did this?
		7. Environmental Planning Strategy	7. Environmental Planning Strategy	11. Did you ever reward or punish yourself to stay on track with your English studies? Can you share an example?
		1. Effort Regulation Strategy	1. Effort Regulation Strategy	12. When you want to concentrate on your English assignments and avoid distractions, do you do anything specific to organize your space? Can you give me an example of something you do to make sure you are ready for your English schoolwork?
		2. Time/Study Environment Strategy	2. Time/Study Environment Strategy	13. Have you used any specific strategies to manage your effort in learning English? If yes, can you give an example?
		3. Help-Seeking Strategy	3. Help-Seeking Strategy	14. Do you use specific strategies to manage your time and study space when learning English? If so, can you explain? 15. Do you currently use any schedules or plans for your English study? How well do they work for you? 16. When you find English challenging, do you ask friends for help? Why or why not?

No	Aspect	Indicators	Sub-Indicators	Questions
				17. When you find English challenging, do you ask teachers for help? Why or why not?
				18. When you find English challenging, do you ask adults for help? Why or why not?
				19. Can you share about a time asking for help really helped you understand or get better at English? What did you learn from it?

**Validation Notes:**

1. The validated version of the instrument blueprint has an improvement in its structure by replacing the original table format with a new format that has clear columns labeled "Aspect," "Indicators," "Sub-Indicator," and "Questions." This change makes the blueprint easier to navigate and understand.
2. Overall, the validated version of the interview blueprint improves the structure, language clarity, and includes specific indicators, sub-indicators, and question items.

Validator,



Rizki Indra Gucl, M.Pd.



Table 2. Interview Blueprint of Student's Self-Regulation Strategies in Learning English Based on Family Members' Perspectives  
(VALIDATED)

No	Aspect	Indicators	Sub-Indicators	Questions
1	Characteristics of Self-Regulation Learning (Sanrock, 2015; Montalvo & Torres, 2014)	1. Characteristics of Students Who Apply Self-Regulated Learning Strategies	<ol style="list-style-type: none"> <li>1. Aims to broaden knowledge and maintain motivation</li> <li>2. Be aware of emotional state</li> <li>3. Periodically monitor progress</li> <li>4. Adjust strategies based on the progress</li> </ol>	<ol style="list-style-type: none"> <li>1. Can you tell me about a time when you saw your child/sibling trying to learn more about English? What did he/she do?</li> <li>2. How do you think your child/sibling stays interested in learning English? Are there specific things he/she does to keep himself/herself motivated?</li> <li>3. How do you think your child/sibling feels when learning English, and what does he/she do when upset or frustrated?</li> <li>4. Have you seen your child/sibling do anything specific when he/she finds learning English challenging or stressful?</li> <li>5. How does your child/sibling check how well he/she doing in learning English? Does he/she have specific goals or things to achieve?</li> <li>6. Can you remember a time when your child/sibling thought about how he/she was learning English and changed what he/she was doing because of how things were going?</li> </ol>

No	Aspect	Indicators	Sub-Indicators	Questions
2	Self-Regulated Learning Strategies (Wolters, Pintrich, & Karabenick, 2013; Zimmerman, 2017)	1. Cognition Strategies	5. Evaluate the obstacles and make adaptations	7. Can you tell me about a time when your child/sibling found English learning hard, and what did he/she do to make it easier?
			1. Repetition Strategy	8. Does your child/sibling repeat English words or sentences on purpose to remember them better? If yes, can you share a time when he/she did this and how it helped him/her remember English?
			2. Elaboration Strategy	9. Do you see your child/sibling making an effort to understand English by putting it in their own words? If so, can you give an example of when he/she did this recently and how it helped him/her understand better?
			3. Organizational Strategy	10. Does your child/sibling take notes or make diagrams when studying English? If yes, can you share an example of how these methods helped him/her organize and understand the subject?
			4. Metacognitive Strategy	11. Does your child/sibling plan how he/she learns English, thinking about strategies to help him/her learn better? If yes, can you tell me about a recent time when he/she planned how to learn English?
			1. Mastery Self-Talk	12. Can you share a time when your child/sibling set specific goals for learning English? How do you think these goals helped him/her, and can you give an example?
	2. Motivation Strategies			

No	Aspect	Indicators	Sub-Indicators	Questions
			<p>2. Extrinsic Self-Talk</p>	<p>13. Have you seen your child/sibling talking to himself/herself during difficult English tasks, encouraging himself/herself to do well or get higher grades? Can you share an example and explain how it helped his/her learning?</p>
		<p>3. Relative Ability Self-Talk</p>	<p>14. When your child/sibling sets goals for English, does he/she talk about doing better than others or putting in extra effort? Can you give an example and discuss how it influenced his/her approach to learning?</p>	
		<p>4. Relevant Improvement Strategy</p>	<p>15. Have you noticed your child/sibling making English learning more fun by connecting it to his/her interests? Can you share a specific time and talk about how it made him/her more engaged?</p>	
		<p>5. Situational Interest Improvement Strategy</p>	<p>16. Regarding English assignments, have you observed your child/sibling connecting them to things he/she likes? Can you share an example and explain how it made him/her more interested in schoolworks?</p>	
		<p>6. Self-Consequential Strategy</p>	<p>17. Does your child/sibling consider what might happen based on his/her English performance to stay consistent? Can you share a recent example of when he/she did this?</p>	

No	Aspect	Indicators	Sub-Indicators	Questions
			<p>7. Environmental Planning Strategy</p>	<p>18. Have you seen your child/sibling rewarding or punishing himself/herself to stay on track with English studies? Can you provide an example and talk about its impact on his/her motivation?</p> <p>19. When your child/sibling wants to concentrate on English assignments and avoid distractions, does he/she do anything specific to organize his/her space? Can you give an example of what he/she does to be ready for schoolworks?</p>
		<p>3. Behavior Regulation Strategies</p>	<p>1. Effort Regulation Strategy</p> <p>2. Time/Study Environment Strategy</p> <p>3. Help-Seeking Strategy</p>	<p>20. Have you seen your child/sibling using any specific strategies to learn English? If so, could you give an example?</p> <p>21. How does your child/sibling arrange his/her study time and place for learning English? Does he/she use any special methods to make it a good learning space?</p> <p>22. Does your child/sibling have a plan or schedule for studying English? Do you think these plans help him/her learn better?</p> <p>23. When English gets difficult for your child/sibling, does he/she ask friends for help? Can you share a time when he/she did or didn't, and why?</p> <p>24. When your child/sibling finds English challenging, does he/she talk to teachers for help? What makes him/her decide to seek help or not?</p>

No	Aspect	Indicators	Sub-Indicators	Questions
				<p>25. When your child/sibling struggles with English, does he/she come to family members for help? How do you help, and what does he/she think about the support?</p> <p>26. Can you remember a time when your child/sibling asked for help with English, and it really made a difference? What did he/she learn from it, and how did it help him/her in learning English?</p>

**Validation Notes:**

1. The validated version of the instrument blueprint has an improvement in its structure by replacing the original table format with a new format that has clear columns labeled "Aspect," "Indicators," "Sub-Indicator," and "Questions." This change makes the blueprint easier to navigate and understand.
2. Overall, the validated version of the interview blueprint improves the structure, language clarity, and includes specific indicators, sub-indicators, and question items.
3. The question items in the interview blueprint were adjusted to improve the clarity and realize the expected relevant responses.

Validator,



Rizki Indra Guci, M.Pd.

#### Interview siswa kelas 8

Berdasarkan wawancara dengan A, mengenai strategi atau hal hal yang mereka lakukan dalam pembelajaran bahasa Inggris, menyatakan

1. Ya, setelah pulang sekolah saya selalu mengulang dan mengingat kembali pelajaran bahasa inggris
2. Ya, ketika saya menemukan kosa kata bahasa Inggris yang baru, saya belajar memahaminya dan mempraktekkannya dengan gaya bahasa saya sendiri
3. Saya memiliki catatan kecil di buku saya yang sudah saya rangkum dan itu memudahkan saya untuk mengingat pelajaran bahasa Inggris.
4. Ya, dengan menonton vidio kartun bahasa Inggris di youtube.
5. Pernah.
6. Ya, ketika saya merasa kesulitan dalam pelajaran bahasa Inggris, saya berusaha untuk belajar lebih giat lagi.
7. Ya,
8. Pernah, dengan menonton vidio kartun bahasa Inggris di youtube dan menemukan kosa kata bahasa Inggris yang baru.
9. Pernah, sebelum membuat tugas bahasa inggris saya selalu memperhatikan kebersihan tempat belajar saya agar saya nyaman saat belajar bahasa Inggris.

10. Pernah, jika saya tidak berhasil maka saya akan mendapat nilai yang kurang memuaskan, oleh karena itu saya harus berusaha lebih keras lagi.
11. Tidak.
12. Dengan menonton youtube berbahasa inggris.
13. Tidak.
14. Tidak terjadwal, tapi ketika memiliki waktu luang saya selalu belajar bahasa Inggris.
15. Ya, dengan bertanya pada teman yang paham akan pelajaran bahasa Inggris.
16. Tidak.
17. Benar-benar membantu, yang saya tidak tau menjadi tau.

Berdasarkan wawancara dengan B, mengenai strategi atau hal hal yang mereka lakukan dalam pembelajaran bahasa Inggris, menyatakan

1. Ya, dimalam hari sebelum tidur saya sering mengingat kembali pelajaran bahasa inggris.
2. Ya, Saya mempunyai catatan kecil di buku saya, contoh isinya kosa kata bahasa Inggris dan kalimat bahasa Inggris.
3. Ya, saya memiliki catatan khusus bahasa inggris, contohnya catatan saya yang berisikan kosa kata dan kalimat bahasa Inggris.
4. Ya, dengan menghafalkan banyak kosakata bahasa inggris.
5. Pernah.
6. Ya, saya akan belajar lebih giat lagi.
7. Ya.
8. Pernah, saya mendengarkan music dan mencari tahu arti dari music bahasa Inggris tersebut.
9. Pernah, contohnya saya senang belajar dengan meja dan kursi yang nyaman.
10. Tidak.
11. Tidak.

12. Saya senang mendengarkan lagu lagu berbahasa inggris dan mencari tau artinya dan itu menambah kosa kata bahasa inggris saya.
13. Ya, saya selalu belajar bahasa inggris saat saya punya waktu luang dan saya belajar di ruangan kamar yang bersih dengan meja dan kursi.
14. Tidak.
15. Kadang-kadang, bertanya dengan teman saya yang paham.
16. Ya, saya bertanya dengan guru.
17. Tidak.
18. Tidak.

Berdasarkan wawancara dengan C, mengenai strategi atau hal hal yang mereka lakukan dalam pembelajaran bahasa Inggris, menyatakan :

1. Ya, pulang sekolah saya selalu mengingat kembali materi bahasa Inggris dan mempraktekkannya di rumah.
2. Ya, karena saya sangat suka bahasa Inggris.
3. Ya, saya memiliki catatan sendiri yang berisi pemahaman tentang materi pelajaran bahasa inggris dengan bahasa saya sendiri.
4. Ya, saya sering menambah kosa kata bahasa Inggris dengan cara mendengar lagu atau membaca kamus bahasa Inggris.
5. Pernah.
6. Ya, ketika saya mengalami kesulitan saat belajar bahasa inggris, itu membuat saya lebih semangat untuk belajar bahasa inggris. contoh di saat saya kesulitan memahami materi tentang simple past future, saya menonton youtube dan coba memahaminya.
7. Ya.
8. Pernah, saya belajar sambil menyetel music
9. Pernah, saya tidak bisa belajar jika di rumah saya sedang ramai orang dan suara tv yang mengganggu, saya belajar ketika suasana hening di malam hari.
10. Tidak.
11. Saya pernah membeli coklat untuk saya sendiri.
12. Saya suka menonton youtube berbahasa Inggris, dan saya juga punya aplikasi belajar bahasa inggris.



13. Saya senang belajar di kamar saya dengan lampu belajar
14. Tidak
15. Ya, saya sering bertanya pada teman saya di kelas.
16. Ya, saya akan bertanya pada guru tentang materi bahasa Inggris ketika saya kurang paham.
17. Ya, dengan kakak
18. Ya, itu sangat membantu.

Berdasarkan wawancara dengan D, mengenai strategi atau hal-hal yang mereka lakukan dalam pembelajaran bahasa Inggris, menyatakan :

1. Ya, ketika saya pulang sekolah dan di malam hari.
2. Ya, saya merangkumnya lagi dengan menggunakan bahasa saya sendiri agar lebih mudah di pahami.
3. Ya, saya mempunyai catatan kecil yang isinya materi bahasa Inggris untuk saya baca dan pahami setiap waktu luang.
4. Ya, saya memiliki target menghafal kosa kata bahasa Inggris setiap hari.
5. Pernah.
6. Ya, saya akan belajar lebih giat lagi ketika saya mengalami kesulitan dalam belajar bahasa Inggris, karena saya memang suka bahasa Inggris.
7. Ya.
8. Pernah, dengan menonton youtube berbahasa Inggris, seperti video vlog orang Inggris atau kartun berbahasa Inggris dan saya belajar yang diucapkan mereka.
9. Pernah, saya suka belajar di tempat yang hening di dalam kamar saya.
10. Tidak.
11. Tidak.
12. Dengan menghafal kosa kata baru setiap hari
13. Saya selalu memperhatikan tempat dan ruangan saya belajar dalam keadaan nyaman dan bersih.

14. Ya, setiap malam saat besoknya jadwal belajar bahasa Inggris di sekolah.
15. Ya, saya sering bertanya pada teman.
16. Jarang.
17. Tidak.
18. Ya, itu membantu saya dalam belajar bahasa Inggris.

Wawancara dengan siswa E:

1. Ya, setiap saya ada waktu luang saya selalu mengingat kembali kalimat yang saya pelajari agar saya lebih paham.
2. Ya, saya mencatat pelajaran bahasa Inggris dengan bahasa saya sendiri yang lebih mudah saya pahami.
3. Ya, saya ada catatan, tentang penjelasan materi pembelajaran. Contoh, catatan materi tentang susunan kalimat bahasa Inggris yang benar.
4. Ya, saya belajar menggunakan aplikasi atau youtube saat belajar bahasa Inggris di rumah.
5. Ya, itu membuat saya lebih semangat dalam belajar bahasa Inggris.
6. Ya, terkadang saya mengalami kesulitan dalam belajar dan saya harus lebih semangat lagi.
7. Ya, saat melihat teman saya lebih pintar bahasa Inggris, saya juga ingin.
8. Ya dengan belajar speaking menggunakan aplikasi belajar bahasa Inggris atau menonton youtube.
9. Pernah, Saya ketika membuat tugas bahasa Inggris itu di malam hari.
10. Pernah, jika saya tidak berhasil maka akan mendapatkan nilai tugas atau ujian yang kurang memuaskan, maka dari itu saya harus giat belajar agar dapat nilai bagus.
11. Tidak.
12. Ya, Saya tidak mau belajar jika tempat belajar saya kotor, maka saya akan membersihkan tempat belajar saya dulu.
13. Dengan belajar menggunakan youtube atau aplikasi belajar bahasa Inggris .
14. Saya biasanya mengerjakan tugas bahasa Inggris di kamar.

15. Setiap malam yang besoknya ada kelas bahasa Inggris.
16. Tidak.
17. Ya, saya akan bertanya pada guru mengenai materi bahasa Inggris.
18. Ya, Pada guru.
19. Ketika saya meminta bantuan pada guru atau bertanya tentang materi bahasa Inggris itu membantu saya dalam memahami materi bahasa Inggris.

Berdasarkan wawancara dengan F :

1. Ya, setiap saya belajar bahasa Inggris di sekolah, saya selalumengulang kembali pelajaran tersebut dirumah.
2. Tidak.
3. Ya, saya mencatat setiap materi yang akan di pelajari agar lebih mudah di pahami
4. Ya, saya ikut kelas bahasa Inggris tambahan di luar sekolah.
5. Ya, itu membuat saya lebih giat dalam belajar bahasa Inggris.
6. Ketika saya mengalami kesulitan dalam belajar bahasa Inggris, saya berkeinginan belajar lebih giat lagi dan membuat saya memikirkan strategi untuk menghadapi kesulitan dalam belajar tersebut.
7. Pernah, tujuan saya untuk mendapat nilai bahasa Inggris yang bagus dan untuk mencapai hal itu saya harus berusaha keras.
8. Ya, saya suka belajar bahasa Inggris di youtube, itu membuat saya tidak bosan dan menyenangkan.
9. Ya, saya sering membuat tugas dengan cemilan di sebelah saya.
10. Ya, ketika saya berhasil mencapai tujuan belajar bahasa Inggris saya, maka saya akan mendapat nilai yang memuaskan, jika tidak maka nilai yg kurang bagus yang akan saya dapat, karena itu saya harus konsisten dalam belajar bahasa Inggris.
11. Ya, dalam pikiran saya, jika saya belum menyelesaikan tugas bahasa Inggris ini, saya tidak boleh keluar kamar, sampai tugas saya selesai.
12. Ketika saya berkonsentrasi belajar, saya memperhatikan tempat saya belajar, apakah bersih, agar saya nyaman saat belajar, dan menjauhi keributan.
13. Ya, saya mengikuti less bahasa Inggris.

14. Saya biasa mengerjakan tugas bahasa Inggris di waktu malam.
15. Ketika akan menghadapi ujian bahasa Inggris, saya belajar di waktu malam dan subuh.
16. Terkadang
17. Ya, saya akan bertanya pada guru.
18. Ya.
19. Ya, itu membuat saya menjadi tau tentang materi bahasa Inggris.

Wawancara dengan siswa G:

1. Setiap saya ada waktu luang saya selalu belajar bahasa Inggris, mempelajari kata dan cara pengucapannya.
2. Saya merangkum materi bahasa Inggris agar saya lebih mudah memahami materi tersebut.
3. Ya, saya mempunyai catatan materi bahasa Inggris .
4. Ya, setiap hari saya harus menambah kosakata bahasa Inggris saya.
5. Saya selalu berusaha keras belajar bahasa Inggris agar tahu lebih banyak.
6. Ketika bahasa Inggris menjadi sulit bagi saya, saya akan berusaha untuk belajar lebih giat lagi.
7. Saya melihat teman di kelas saya yang nilai bahasa Inggrisnya selalu bagus, saya juga harus bisa begitu.
8. Ya, dengan menonton film berbahasa Inggris, dan mencatat kalimat bahasa Inggris yang baru.
9. Ya, saya mengerjakan tugas biasanya di malam hari saat suasana sepi dan tenang.
10. Ya, jika saya tidak berhasil maka saya akan mendapat nilai ujian yang jelek, saya harus berusaha.
11. Tidak pernah.
12. Ya, dengan membereskan dahulu kamar tempat saya belajar atau mencuci muka dan kaki agar fresh.
13. Strategi saya dengan membeli buku untuk belajar bahasa Inggris atau menonton youtube.

14. Ketika saya belajar di waktu malam, saya menjadi lebih berkonsentrasi untuk belajar bahasa Inggris.
15. Setiap malam.
16. Ya, saya sering bertanya pada teman, mengenai materi bahasa Inggris.
17. Terkadang.
18. Terkadang.
19. Ya, ketika saya bertanya pada teman, itu membantu saya. Membuat saya dari yang tidak paham jadi paham tentang materi bahasa Inggris.

#### Wawancara dengan siswa H

1. Ya, tidak jarang saya mengulang kalimat bahasa Inggris, agar saya mendapat pemahaman lebih baik tentang kalimat tersebut.
2. Ya, contohnya saya mencatat ulang materi pembelajaran bahasa Inggris di catatan khusus saya.
3. Saya punya catatan yang isinya tentang materi bahasa Inggris.
4. Saya melihat video di youtube tentang tips trik belajar bahasa Inggris, dan mempraktekkannya saat saya belajar bahasa Inggris.
5. Ya, saya menyukai bahasa Inggris dan saya ingin mengetahui lebih banyak, pengaruhnya saya jadi lebih giat belajar bahasa Inggris.
6. Sering saya merasa ketika saya mengalami kesulitan dalam belajar bahasa Inggris, saya akan belajar lebih giat lagi.
7. Saya selalu berusaha untuk lebih unggul dibanding dengan teman yang lain di kelas dalam pelajaran bahasa Inggris.
8. Saya sering melihat video berbahasa Inggris dan mempraktekkan kalimat bahasa Inggris yang di ucapkan di dalam video tersebut.
9. Ya, saya selalu menyiapkan tempat yang nyaman untuk saya belajar bahasa Inggris.
10. Saya harus terus mengasah kemampuan bahasa Inggris saya agar saya mendapat nilai yang bagus.
11. Tidak.
12. Ketika saya akan belajar bahasa Inggris saya tidak konsentrasi jika tempat saya belajar bising.

13. Ya, saya sering melihat youtube untuk belajar bahasa Inggris.
14. Saya selalu membawa kamus saat akan belajar bahasa Inggris di sekolah.
15. Ya, Setiap aka nada kelas bahasa Inggris, saya akan belajar terlebih dahulu di malam hari.
16. Tidak.
17. Tidak.
18. Tidak.
19. Tidak.

Wawancara dengan siswa I:

1. Ya, saya suka bahasa Inggris, dan saya selalau mengulang kalimat bahasa Inggris.
2. Tidak.
3. Ya, saya mencatat materi bahasa Inggris dengan bahasa saya sendiri.
4. Ya, dengan cara mengikuti kelas bahasa Inggris tambahan di luar sekolah, setiap hari selasa sore dan minggu pagi.
5. Ya, saya ingin tahu lebih banyak bahasa inggris karena saya memang suka hal yangberbau bahasa Inggris.
6. Ketika saya kesulitan belajar bahasa Inggris saya akan berusaha untuk belajar lebih giat lagi.
7. Saya melihat teman teman saya yang pintar bahasa Inggris, saya juga harus begitu.
8. Saya suka menulis, jadi saya sering mencatat tulisan berbahasa Inggris.
9. Ya, saya biasanya belajar bahasa Inggris di malam hari saat suasana tenang.
10. Jika berhasil maka saya akan mendapat nilaai ujian yang memuaskan, dan sebaliknya, membuat saya lebih giat dalam belajar bahasa Inggris.
11. Ya, ketika saya belum menyelesaikan tugas bahasa Inggris, saya tidak boleh memegang HP.
12. Saya sebelum belajar, saya akan makan dahulu agar konsentrasi, menyiapkan alat tulis.

13. Untuk membantu saya dalam belajar bahasa Inggris saya mengikuti kelas bahasa Inggris tambahan.
14. Saya selalu memperhatikan tempat dan kebersihan tempat saya belajar agar saya nyaman.
15. Saya belajar bahasa Inggris di waktu malam hari, dan mengikuti less di hari selasa sore dan minggu pagi.
16. Tidak.
17. Ya, saya sering bertanya pada guru less saya ketika saya kurang paham materi bahasa Inggris.
18. Ya, dengan guru less saya.
19. Ya, membantu dalam memahami materi pembelajaran bahasa Inggris.

Wawancara dengan siswa J :

1. Ya, saya selalu mengulang kalimat bahasa Inggris di rumah, kapanpun.
2. Ya, ketika saya paham tentang materi bahasa Inggris, saya mencatatnya lagi dengan menggunakan bahasa saya sendiri.
3. Ya, saya membuat catatan sendiri yang isinya tentang materi bahasa Inggris untuk say abaca atau pahami sebelum ujian bahasa Inggris.
4. Saya mengikuti less bahasa Inggris di luar sekolah dengan guru privat.
5. Saya selalu ingin tahu lebih temntang bahasa Inggris yang membuat saya lebih giat dalam belajar bahasa Inggris.
6. Ketika saya mengalami kesulitan dalam belajar bahasa Inggris, saya akan belajaar lebih giat lagi, hal itu terjadi biasanya saat saya belajar di kelas.
7. Saya berusaha untuk lebih unggul di antara teman kelas saya.
8. Saya suka mendengar music, dan saya mendengar lagu bahasa Inggris dan mencari artinya untuk di pahami.
9. Pernah, saya biasanya belajar di meja belajar saya di kamar.
10. Pernah, ketika saya belajar lebih giat saya akan mendapat nilai yang memuaskan.
11. Tidak.

12. Ya, seperti membersihkan tempat belajar saya.
13. Agar saya lebih terbaantu dalam belajar bahasa Inggris, saya mengikuti less bahasa Inggris.
14. Saya selalau belajar bahasa Inggris di rumah saat malam hari, bisa lebih konsentrasi.
15. Ya, saya punya jadwal belajar bahasa Inggris, di less bahasa Inggris.
16. Tidak.
17. Ya, saya tidak jarang bertanya pada guru di sekolah dan guru less saya.
18. Ya, guru less saya.
19. Ya, sangat membantu saya dalam memahami materi pembelajaran bahasa Inggris.

#### Interview Dengan Family members siswa

Berdasarkan wawancara dengan family members mengenai hal hal yang dilakukan anak atau saudaranya (siswa SMP 1) inisial A menyatakan :

1. Ya, dia memang menyukai bahasa Inggris, dia sering menghafal kosakata bahasa Inggris dan mempraktekkan cara pengucapan bahasa Inggris
2. Ya, Dia mengikuti kelas tambahan di luar sekolah untuk menambah pengetahuan bahasa Inggrisnya
3. Dia senang dengan hal hal yang berbau bahasa Inggris, tapi ada saatnya dia lelah belajar, dia bermain hp atau menonton youtube yang kontennya bahasa Inggris
4. Pernah, dia terus menghafal kosakata dan mempelajari kata baru dalam bahasa Inggris
5. Ya, dia memiliki tujuan untuk mahir dalam bahasa Inggris
6. Kurang
7. Dia memikirkan hal hal yang membuat dia tidak bosan dan bersemangat dalam belajar bahasa Inggris, contohnya melihat vidio youtube.
8. Ya, dia sering menghafal dan mempraktekkan kosa kata bahasa Inggris atau kalimay bahasa Inggris



9. Ya, dia membuat catatan kecil dengan bahasanya sendiri tentang pelajaran bahasa Inggris.
10. Ya, dia memiliki catatan kecil yang berisikan kosakata bahasa Inggris untuk dia buka atau pahami kapanpun.
11. Dia memang menyukai bahasa Inggris dari dia masih sekolah dasar, dan dia mau ikut less bahasa Inggris.
12. Dia bertujuan agar dia bisa mahir dalam bahasa Inggris, karena menurutnya jika mahir bahasa Inggris itu keren.
13. Tidak pernah
14. Ya, Dia melihat saudaranya lulusan bahasa Inggris, dan dia juga ingin seperti saudaranya.
15. Ya, Dia suka bahasa inggris, dia juga suka main HP yang kontennya banyak pelajaran bahasa Inggris
16. Ya, jika dia kurang paham dengan penjelasan guru di sekolahnya tentang pelajaran bahasa Inggris, di sering mencari tau materi bahasa Inggris di youtube untuk menyelesaikan tugas bahasa inggrisnya.
17. Kurang tau
18. Kurang tau
19. Ya, dia biasa belajar di kamarnya sendiri dan menutup pintu kamarnya agar tak terganggu.
20. Pernah, dia minta pada saya agar dia di daftarkan ke less bahasa Inggris, untuk dia menambah pengetahuan bahasa Inggrisnya.
21. Biasanya dia memperhatikan kebersihan atau kenyamanan tempat dia belajar.
22. Ya, dia mengikuti less setiap sabtu sore.
23. Kurang tau
24. Ya, dengan cara bertanya pada guru tentang pelajaran bahasa Inggris yang dia kurang paham.
25. Ya, sesekali dia bertanya pada saudaranya.
26. Kurang tau.

## Wawancara dengan family members B

- 1) Ya, dia terlihat memang lebih sering belajar bahasa Inggris, dan menyukai bahasa Inggris, dia sering belajar mandiri bahasa Inggris
- 2) Menurut saya memang dari dalam dirinya memiliki ketertarikan untuk belajar bahasa Inggris.
- 3) Dia senang belajar bahasa Inggris dan membatasi sendiri durasinya dalam belajar bahasa Inggris, jika dia frustrasi, dia akan berhenti dan melajutkannya di esok hari.
- 4) Saat belajar bahasa Inggris dia merasa stress atau frustrasi karena materi bahasa Inggris, dia akan bertanya pada saya (orang tua).
- 5) Dia memiliki tujuan dalam belajar bahasa Inggris yaitu mahir bahasa Inggris, dan dia sangat memperhatikan nilai nilai tugas bahasa Inggrisnya, apakah sudah memuaskan atau belum.
- 6) Dia selalu belajar bahasa Inggris sebelum tidur.
- 7) Dia menggunakan internet sebagai media pembelajaran contohnya youtube.
- 8) Ya, dia sengaja mengulang pelajaran bahasa Inggris agar dia menguasai materi bahasa Inggris tersebut.
- 9) Ya, dengan membuat rangkuman tentang materi bahasa Inggris dengan bahasanya sendiri, dan otomatis dia akan lebih paham.
- 10) Ya, dia memiliki catatan sendiri tentang materi pembelajaran bahasa Inggris yang dia rangkum sendiri.
- 11) Ya, Dia biasa menggunakan internet di HP setiap kali belajar bahasa Inggris dirumah.
- 12) Dia giat belajar bahasa Inggris untuk mendapat nilai yang bagus dan karena tujuan itu, membuatnya lebih giat dalam belajar bahasa Inggris.
- 13) Tidak.
- 14) Ya, dia melihat temannya yang lebih pintar bahasa Inggris, membuat dia termotivasi untuk belajar lebih giat lagi.

- 15) Pernah, dia sering membuat dirinya agar lebih bersemangat dalam belajar bahasa Inggris atau mengerjakan tugas sambil mendengarkan music.
- 16) Ya, saat dia mengerjakan tugas bahasa Inggris, Dia suka menyetel music santai yang membuat dia bersemangat dalam menyelesaikan tugas.
- 17) Jika dia tidak konsisten dalam belajar bahasa Inggris, pemahamannya jadi kurang maksimal.
- 18) Tidak.
- 19) Biasanya sebelum dia mengerjakan tugas dia memikirkan tentang kebersihan dirinya dahulu, seperti mandi dulu sebelum mengerjakan tugas. Dia biasa mengerjakan tugas di kamarnya.
- 20) Ya, dia membeli kamus, menonton materi pembelajaran bahasa Inggris di youtube.
- 21) Dia memintanya agar di belikan meja kursi yang nyaman untuk dia belajar atau mengerjakan tugas bahasa Inggris dan lampu yang terang.
- 22) Dia selalu menambah pengetahuan bahasa Inggrisnya setiap kali ada waktu luang.
- 23) Ya, Saat dia dan temannya mengerjakan tugas bahasa Inggris bersama, dia bertanya pada temannya tentang tugas bahasa Inggris.
- 24) Ya.
- 25) Tidak.
- 26) Tidak.

Wawancara dengan family members C :

- 1) Dia sering belajar bahasa Inggris mandiri di rumah saat waktu luang.
- 2) Dia sering melihat vlog youtube berbahasa Inggris dan dia menyukai bahasa Inggris, dan dia selalu termotivasi.
- 3) Ketika dia frustrasi dia biasanya mendengarkan lagu berbahasa Inggris, atau bersantai sambil menonton youtube berbahasa Inggris.
- 4) Dia biasanya mencari pemahaman di youtube tentang materi belajar bahasa Inggris, sehingga dia bisa paham dengan lebih mudah.
- 5) Dengan melihat nilai tugas bahasa Inggrisnya, dia ingin sekali lancar dalam speaking dan bisa berinteraksi dengan orang luar negeri.
- 6) Tidak.

- 7) Dia akan bertanya pada gurunya di sekolah dan mencatatnya lagi agar betul betul paham.
- 8) Ya, dia sering mempraktekkan berbahasa Inggris, dengan itu bisa mendapatkan pemahaman yang bagus.
- 9) Ya, dia punya catatannya sendiri tentang materi bahasa Inggris yang sudah di rangkum dengan bahasanya sendiri, yang membuat dia lebih paham materi tersebut.
- 10) Ya, ketika dia mencatat lagi materi bahasa Inggris dengan kalimatnya sendiri otomatis dia lebih paham.
- 11) Ya, dia membeli kamus, dia membeli buku grammar yang mudah di pahami.
- 12) Ya, dia bertujuan untuk mendapat nilai ujian bahasa Inggris yang bagus yang membuatnya giat belajar bahasa Inggris.
- 13) Tidak.
- 14) Kurang tau.
- 15) Ya, dia sering mengerjakan tugas bahasa Inggris sambil mendengarkan music, dan belajar melalui aplikasi, contohnya duolingo, aplikasi yang bisa berkirim pesan dengan orang Inggris.
- 16) Dia senang mengerjakan tugas bahasa inggrisnya sambil mendengarkan music di kamarnya dengan lampu belajarnya.
- 17) Ya, jika dia mendapat nilai yang bagus, dia akan merasa puas dan senang.
- 18) Dia pernah mengerjakan tugas bahasa Inggrisnya, lalu berkata, jika dia menyelesaikan tugas lebih awal dia akan membeli coklat dan bersantai.
- 19) Ya, di kamarnya dia merapikan tempat belajarnya agar nyaman saat belajar.
- 20) Ya, belajar grammar menggunakan buku, dan belajar bahasa Inggris menggunakan aplikasi belajar bahasa Inggris.
- 21) Dia biasa mengerjakan tugas bahasa Inggris di malam hari di saat yang sepi dan tenang.
- 22) Ada, dan itu sangat membantunya untuk belajar lebih giat.
- 23) Mungkin iya
- 24) Ya, ketika ada materi yang dia kurang pahami, dia akan bertanya pada gurunya.

25) Ya, dia senang saat di support untuk belajar yang menjadikan lebih bersemangat dalam belajar bahasa Inggris.

26) Ya.

Wawancara dengan family members D :

1. Ya, Dia memang banyak belajar bahasa Inggris, dia sering berbicara dalam bahasa Inggris dan membiasakan dirinya untuk selalu menambah pengetahuan tentang bahasa Inggris.
2. Dia menganggap bisa berbahasa Inggris itu keren, dan dia termotivasi untuk belajar bahasa Inggris.
3. Dia Jarang kelihatan frustrasi ataupun kesal, dia anak yang ceria.
4. Ketika dia merasa tertantang dalam belajar bahasa Inggris semakin dia bersemangat dalam belajar, dia sering menghafalkan kosakata bahasa Inggris.
5. Dia melihat dari nilai tugas bahasa Inggris, dan tujuannya mendapatkan hasil belajar yang memuaskan dengan mendapat nilai yang bagus.
6. Dia pernah mencari tau di internet tentang trik belajar bahasa Inggris untuk dia tiru di kehidupannya.
7. Menonton youtube tentang belajar bahasa Inggris untuk mendapatkan pemahaman yang lebih mudah.
8. Ya, setiap malam ia mempraktekkan apa yang dia pelajari, tentang kosakata atau kalimat bahasa Inggris.
9. Ya, Dia memiliki rangkuman catatannya sendiri tentang materi bahasa Inggris dan itu membantunya untuk belajar secara maksimal.
10. Tujuannya untuk mendapat nilai bahasa Inggris yang bagus di sekolah, dan itu membuatnya belajar lebih giat. Contohnya saat ia mengerjakan tugas bahasa Inggris, dia benar benar belajar agar mendapat nilai yang bagus.
11. Dia sering belajar menggunakan media internet di HP untuk belajar bahasa Inggris.
12. Kurang tau
13. Tidak.
14. Ya, dia berlomba lomba di sekolah dengan temannya dalam belajar bahasa Inggris

15. Dia sering belajar cara pengucapan bahasa Inggris dengan menonton video vlog di youtube berbahasa Inggris.
16. Kurang tau
17. Jika dia mendapat nilai yang bagus dalam pelajaran bahasa Inggris, dia akan merasa puas, karena itu dia konsisten untuk giat belajar.
18. Tidak.
19. Ya, dia senang belajar di sofa ruang tamu saat mengerjakan tugas
20. Pernah, dengan menonton youtube berbahasa Inggris untuk belajar cara pengucapan bahasa Inggris.
21. Dia belajar bahasa Inggris di tempat yang tenang di rumah, seperti di ruang tamu.
22. Dia biasanya selalu belajar bahasa Inggris setiap malam, yang besoknya ada pelajaran bahasa Inggris di sekolah.
23. Kurang tau
24. Ya
25. Tidak.
26. Tidak.

Wawancara dengan family members E :

1. Dia sering menonton youtube berbahasa Inggris dan bermain game online yang berkomunikasi menggunakan bahasa Inggris.
2. Memang dari kecil di kenalkan dengan bahasa Inggris, dan dia menyukai bahasa Inggris.
3. Dia senang dengan bahasa Inggris,
4. Pernah, saya tawari ikut less, dan dia mau, dan dia mengikuti less bahasa Inggris dengan serius.
5. Tujuan dia untuk mendapat nilai bahasa Inggris yang bagus di sekolah
6. Kurang tau.
7. Dia biasanya melihat youtube untuk tujuan belajar bahasa Inggris.
8. Ya, dia sering mengulang materi pembelajaran bahasa Inggris di rumah.

9. Kurang tau.
10. Kurang Tau
11. Tidak.
12. Dia ingin mendapatkan nilai yang memuaskan di sekolah, untuk itu dia belajar lebih keras.
13. Tidak pernah.
14. Kurang tau.
15. Ya dengan menonton youtube berbahsa Inggris.
16. Tidak pernah.
17. Ya, jika dia tidak belajar dengan serius, maka dia akan dapat nilai bahasa Inggris yang kurang memuaskan.
18. Tidak pernah lihat.
19. Biasanya di belajar di kamar dan menguncinya.
20. Dengan menggunakan media youtube untuk belajar bahasa Inggris.
21. Ya, Dia membuat tulisan tulisan bahasa Inggris kemudian di tempel di dinding kamar, contoh kosakata bahasa Inggris beserta artinya.
22. Biasanya dia belajar di malam hari.
23. Ya, sewaktu di sekolah dan kerja kelompok di rumah.
24. Ya, pernah dia bertanya lewat Whatsapp pada gurunya, menanyakan tentang pelajaran bahasa Inggris.
25. Tidak.
26. Tidak ingat.

Wawancara dengan family members F:

1. Dia sering mengucapkan kalimat bahasa inggris dan mempelajari kalimat tersebut.
2. Dia memang menyukai bahasa Inggris, dan dia termotivasi untuk mendalami pelajaran bahasa Inggris.
3. Dia suka belajar bahasa Inggris.

4. Dia minta agar di ikut sertakan di kelas bahasa Inggris tambahan di luar sekolahnya.
5. Dengan melihat nilai ujian bahasa Inggrisnya.
6. Dia sangat tekun dan konsisten dalam belajar bahasa Inggris.
7. Dengan melihat internet.
8. Ya, dia sering belajar materi bahasa Inggris dirumah sepulang sekolah di malam hari.
9. Ya, dia memahami bahasa Inggris dengan bahasanya sendiri.
10. Ya, dia memiliki catatan tentang materi pembelajaran bahasa Inggris.
11. Dia ikut kelas tambahan di luar sekolah untuk membantunya belajar bahasa Inggris lebih baik.
12. Tujuannya mendapat nilai ujian bahasa Inggris yang memuaskan, yang membuatnya konsisten dalam belajar.
13. Tidak pernah.
14. Dia ingin mendapat nilai bahasa Inggris yang bagus, dia berlomba dengan teman dikelasnya untuk mendapat nilai yang bagus di pelajaran bahasa Inggris.
15. Dia senang menghafal lagu berbahasa Inggris.
16. Dia menyukai music, tidak jarang dia membuat tugas bahasa Inggris sambil mendengar music.
17. Jika dia belajar dengan giat dia berpikiran bahwa dia akan mendapat hasil yang memuaskan
18. Tidak pernah memperhatikan.
19. Ketika suasana di rumah ramai dan bising, dia menjauhinya, dan mengerjakan tugas di dalam kamarnya.
20. Strateginya adalah dengan cara ikut kelas bahasa Inggris tambahan.
21. Ya, dia belajar menggunakan peralatan yang warna warni dengan lampu belajar yang bagus, membuat dia bersemangat dalam belajar.
22. Ya, dia sering belajar bahasa Inggris di malam hari.
23. Kurang tau.
24. Ya, mungkin.



25. Tidak.
26. Tidak ingat.

Wawancara dengan family members G :

1. Dia suka bahasa Inggris, dan tidak jarang dia mempelajari kalimat kalimat bahasa Inggris dan mempraktekkannya di rumah.
2. Dia termotivasi dari vidio vidio di HP, melihat orang yang mahir berbahasa Inggris.
3. Ketika dia belajar bahasa Inggris dan frustasi, dia akan berhenti sejenak dan istirahat sambil main HP.
4. Ya, dia membaca buku atau mencari pemahaman di youtube tentang materi bahasa Inggris.
5. Dengan melihat nilai tugas tugas bahasa Inggrisnya.
6. Ya, dia sering belajar bahasa inggris di rumah.
7. Dengan mencari pemahaman di youtube mengenai materi tentang bahasa Inggris.
8. Ya, dia sering berbicara bahasa Inggris dirumah. Mamahami setiao kalimat atau cara pengucapan dalam bahasa Inggris.
9. Ya, dia memahami pelajaran bahasa Inggris dengan bahasanya sendiri agar dia lebih paham tentang materi tersebut.
10. Ya, dia memiliki catatan sendiri tentang materi bahasa Inggris untuk dia baca kapanpun.
11. Ya, ketika dia kesulitan dalam memahami matei pembelajaran bahasa Inggris, dia mencari tahu di google atau youtube agar mendapat pemahaman yang lebih mudah di pahami.
12. Tujuan dia mungkin agar bisa mahir berbahasa Inggris, lagipula dia memang menyukai bahasa Inggris.
13. Jarang.
14. Ya, dia bersaing dengan teman temannya di skolah saat belajar bahasa Inggris.
15. Dia suka bermain Hp, jadi dia sering melihat vidio vidio pendek berbahasa Inggris dan menambah pengetahuannya.

16. Ya, dengan menonton youtube, atau sambil mendengarkan music.
17. Dia konsisten dalam belajar bahasa Inggris untuk mendapat nilai yang memuaskan.
18. Tidak pernah memperhatikan, mungkin pernah.
19. Dia akan mengerjakan tugas bahasa Inggris di situasi yang kondusif atau di malam hari sebelum tidur.
20. Ya dengan menonton youtube atau membaca buku belajar bahasa Inggris.
21. Tidak terlalu spesifik.
22. Dia ketika membuat tugas bahasa Inggris selalu di waktu malam.
23. Mungkin.
24. Mungkin iya.
25. Tidak.
26. Dia tidak pernah bertanya pada anggota keluarga.

## APPENDIX 8

### SURAT KETERANGAN TELAH WAWANCARA

Saya yang bertanda tangan di bawah ini :

Nama : Santri Natizah Azzahra (Student 1)

Kelas : VII/SMPN 01 Rejang Lebong

Menerangkan dengan sebenarnya bahwa :

Nama : Nasrul Illahi

NIM : 19551042

Fakultas : Tarbiyah

Prodi : Tadris Bahasa Inggris


Telah melakukan wawancara dalam penyusunan skripsi yang berjudul:

“SELF REGULATION STRATEGIES OF JUNIOR HIGH SCHOOL STUDENTS IN LEARNING ENGLISH”

Dengan demikian surat keterangan ini di buat dengan sebenar-benarnya untuk dipergunakan sebagaimana mestinya.

Pihak yang di wawancara

Siswa SMPN 01 Rejang Lebong

  
(Santri Natizah Azzahra)

Sumber karya, 20 January 2024

Pewawancara

  
(Nasrul Illahi)

#### SURAT KETERANGAN TELAH WAWANCARA

Saya yang bertanda tangan di bawah ini :

Nama : Falinda Sifra Napitupulu (Student 2)  
Kelas : VII/SMPN 01 Rejang Lebong

Menerangkan dengan sebenarnya bahwa :

Nama : Nasrul Illahi  
NIM : 19551042  
Fakultas : Tarbiyah  
Prodi : Tadris Bahasa Inggris

Telah melakukan wawancara dalam penyusunan skripsi yang berjudul:

“SELF REGULATION STRATEGIES OF JUNIOR HIGH SCHOOL STUDENTS IN LEARNING ENGLISH”

Dengan demikian surat keterangan ini di buat dengan sebenar-benarnya untuk dipergunakan sebagaimana mestinya.

Pihak yang di wawancara

Siswa SMPN 01 Rejang Lebong

  
(Falinda Sifra Napitupulu)

Sumber karya, 20 January 2024

Pewawancara

  
(Nasrul Illahi)

## SURAT KETERANGAN TELAH WAWANCARA

Saya yang bertanda tangan di bawah ini :

Nama : Nazla Azzahra (student)

Kelas : VII/SMPN 01 Rejang Lebong

Menerangkan dengan sebenarnya bahwa :

Nama : Nasrul Illahi

NIM : 19551042

Fakultas : Tarbiyah

Prodi : Tadris Bahasa Inggris

Telah melakukan wawancara dalam penyusunan skripsi yang berjudul:

“SELF REGULATION STRATEGIES OF JUNIOR HIGH SCHOOL STUDENTS IN LEARNING ENGLISH”

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Pihak yang di wawancara

Siswa SMPN 01 Rejang Lebong

  
(Nazla Azzahra )

Sumber karya, 20 January 2024

Pewawancara

  
(Nasrul Illahi)

## SURAT KETERANGAN TELAH WAWANCARA

Saya yang bertanda tangan di bawah ini :

Nama : *Jesika Adela Raflesia (student 9)*

Kelas : VII/SMPN 01 Rejang Lebong

Menerangkan dengan sebenarnya bahwa :

Nama : Nasrul Illahi

NIM : 19551042

Fakultas : Tarbiyah

Prodi : Tadris Bahasa Inggris

Telah melakukan wawancara dalam penyusunan skripsi yang berjudul:

“SELF REGULATION STRATEGIES OF JUNIOR HIGH SCHOOL STUDENTS IN LEARNING ENGLISH”

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Pihak yang di wawancara

Siswa SMPN 01 Rejang Lebong



Sumber karya, 20 January 2024

Pewawancara



### SURAT KETERANGAN TELAH WAWANCARA

Saya yang bertanda tangan di bawah ini :

Nama : Jesika Netty Sinova (student 5)  
Kelas : VII/SMPN 01 Rejang Lebong

Menerangkan dengan sebenarnya bahwa :

Nama : Nasrul Illahi  
NIM : 19551042  
Fakultas : Tarbiyah  
Prodi : Tadris Bahasa Inggris


Telah melakukan wawancara dalam penyusunan skripsi yang berjudul:

“SELF REGULATION STRATEGIES OF JUNIOR HIGH SCHOOL STUDENTS IN LEARNING ENGLISH”

Dengan demikian surat keterangan ini di buat dengan sebenar-benarnya untuk dipergunakan sebagaimana mestinya.

Pihak yang di wawancara

Siswa SMPN 01 Rejang Lebong

  
(Jesika Netty Sinova )

Sumber karya, 20 January 2024

Pewawancara

  
(Nasrul Illahi)

## SURAT KETERANGAN TELAH WAWANCARA

Saya yang bertanda tangan di bawah ini :

Nama : Khotisa Fiqni Ramadhani

Kelas : VII/SMPN 01 Rejang Lebong

Menerangkan dengan sebenarnya bahwa :

Nama : Nasrul Illahi

NIM : 19551042

Fakultas : Tarbiyah

Prodi : Tadris Bahasa Inggris

Telah melakukan wawancara dalam penyusunan skripsi yang berjudul:

“SELF REGULATION STRATEGIES OF JUNIOR HIGH SCHOOL STUDENTS IN LEARNING ENGLISH”

Dengan demikian surat keterangan ini di buat dengan sebenar-benarnya untuk dipergunakan sebagaimana mestinya.

Pihak yang di wawancara

Siswa SMPN 01 Rejang Lebong

  
(Khotisa Fiqni Ramadhani)

Sumber karya, 20 January 2024

Pewawancara

  
(Nasrul Illahi)



## SURAT KETERANGAN TELAH WAWANCARA

Saya yang bertanda tangan di bawah ini :

Nama : ~~Wanda~~ Wandira Evi Fariah

Kelas : VII/SMPN 01 Rejang Lebong

Menerangkan dengan sebenarnya bahwa :

Nama : Nasrul Illahi

NIM : 19551042

Fakultas : Tarbiyah

Prodi : Tadris Bahasa Inggris

Telah melakukan wawancara dalam penyusunan skripsi yang berjudul:

“SELF REGULATION STRATEGIES OF JUNIOR HIGH SCHOOL STUDENTS IN LEARNING ENGLISH”

Dengan demikian surat keterangan ini di buat dengan sebenar-benarnya untuk dipergunakan sebagaimana mestinya.

Pihak yang di wawancara

Siswa SMPN 01 Rejang Lebong

  
(Wandira Evi Fariah )

Sumber karya, 20 January 2024

Pewawancara

  
(Nasrul Illahi)

## SURAT KETERANGAN TELAH WAWANCARA

Saya yang bertanda tangan di bawah ini :

Nama : Naila Hani Syafitri (Student 8)

Kelas : VII/SMPN 01 Rejang Lebong

Menerangkan dengan sebenarnya bahwa :

Nama : Nasrul Illahi

NIM : 19551042

Fakultas : Tarbiyah

Prodi : Tadris Bahasa Inggris


Telah melakukan wawancara dalam penyusunan skripsi yang berjudul:

"SELF REGULATION STRATEGIES OF JUNIOR HIGH SCHOOL STUDENTS IN LEARNING ENGLISH"

Dengan demikian surat keterangan ini di buat dengan sebenar-benarnya untuk dipergunakan sebagaimana mestinya.

Pihak yang di wawancara

Siswa SMPN 01 Rejang Lebong

  
(Naila Hani Syafitri )

Sumber karya, 20 January 2024

Pewawancara

  
(Nasrul Illahi)

## SURAT KETERANGAN TELAH WAWANCARA

Saya yang bertanda tangan di bawah ini :

Nama : Ipung Uliansa (student 9)  
Kelas : VII/SMPN 01 Rejang Lebong

Menerangkan dengan sebenarnya bahwa :

Nama : Nasrul Illahi  
NIM : 19551042  
Fakultas : Tarbiyah  
Prodi : Tadris Bahasa Inggris

Telah melakukan wawancara dalam penyusunan skripsi yang berjudul:

“SELF REGULATION STRATEGIES OF JUNIOR HIGH SCHOOL STUDENTS IN LEARNING ENGLISH”

Dengan demikian surat keterangan ini di buat dengan sebenar-benarnya untuk dipergunakan sebagaimana mestinya.

Pihak yang di wawancara

Siswa SMPN 01 Rejang Lebong



Sumber karya, 20 January 2024

Pewawancara



## SURAT KETERANGAN TELAH WAWANCARA

Saya yang bertanda tangan di bawah ini :

Nama : Matthew Rafadyan (Student 10)

Kelas : VII/SMPN 01 Rejang Lebong

Menerangkan dengan sebenarnya bahwa :

Nama : Nasrul Illahi

NIM : 19551042

Fakultas : Tarbiyah

Prodi : Tadris Bahasa Inggris

Telah melakukan wawancara dalam penyusunan skripsi yang berjudul:

“SELF REGULATION STRATEGIES OF JUNIOR HIGH SCHOOL STUDENTS IN LEARNING ENGLISH”

Dengan demikian surat keterangan ini di buat dengan sebenar-benarnya untuk dipergunakan sebagaimana mestinya.



Pihak yang di wawancara

Siswa SMPN 01 Rejang Lebong

Sumber karya, 20 January 2024

Pewawancara



Surat telah wawancara

Family members

### SURAT KETERANGAN TELAH WAWANCARA

Saya yang bertanda tangan di bawah ini :

Nama : Ibu Lismawati

Family member dari siswa : 1 (Santi Natizah Azzahra)

Menerangkan dengan sebenarnya bahwa :

Nama : Nasrul Illahi

NIM : 19551042

Fakultas : Tarbiyah

Prodi : Tadris Bahasa Inggris

Telah melakukan wawancara dalam penyusunan skripsi yang berjudul:

“SELF REGULATION STRATEGIES OF JUNIOR HIGH SCHOOL STUDENTS IN LEARNING ENGLISH”

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## SURAT KETERANGAN TELAH WAWANCARA

Saya yang bertanda tangan di bawah ini :

Nama : Irfan Salim

Family member dari siswa : 2 (Falinda Sifra Napitupulu)

Menerangkan dengan sebenarnya bahwa :

Nama : Nasrul Illahi

NIM : 19551042

Fakultas : Tarbiyah

Prodi : Tadris Bahasa Inggris

Telah melakukan wawancara dalam penyusunan skripsi yang berjudul:

“SELF REGULATION STRATEGIES OF JUNIOR HIGH SCHOOL STUDENTS IN LEARNING ENGLISH”

Dengan demikian surat keterangan ini di buat dengan sebenar-benarnya untuk dipergunakan sebagaimana mestinya.

## SURAT KETERANGAN TELAH WAWANCARA

Saya yang bertanda tangan di bawah ini :

Nama : Indri Puspita

Family member dari siswa : 1 (Jesika)

Menerangkan dengan sebenarnya bahwa :

Nama : Nasrul Illahi

NIM : 19551042

Fakultas : Tarbiyah

Prodi : Tadris Bahasa Inggris

Telah melakukan wawancara dalam penyusunan skripsi yang berjudul:

“SELF REGULATION STRATEGIES OF JUNIOR HIGH SCHOOL STUDENTS IN LEARNING ENGLISH”

Dengan demikian surat keterangan ini di buat dengan sebenar-benarnya untuk dipergunakan sebagaimana mestinya.

Pihak yang di wawancara

Anggota keluarga siswa

Sumber karya, 20 January 2024

Pewawancara

## SURAT KETERANGAN TELAH WAWANCARA

Saya yang bertanda tangan di bawah ini :

Nama : Eri kurniawan

Family member dari siswa : 6 (khotisa Fiqi Ramadhani)

Menerangkan dengan sebenarnya bahwa :

Nama : Nasrul Illahi

NIM : 19551042

Fakultas : Tarbiyah

Prodi : Tadris Bahasa Inggris

Telah melakukan wawancara dalam penyusunan skripsi yang berjudul:

“SELF REGULATION STRATEGIES OF JUNIOR HIGH SCHOOL STUDENTS IN LEARNING ENGLISH”

Dengan demikian surat keterangan ini di buat dengan sebenar-benarnya untuk dipergunakan sebagaimana mestinya.


Pihak yang di wawancara

Anggota keluarga siswa

  
( Eri kurniawan )

Sumber karya, 20 January 2024

Pewawancara

  
(Nasrul Illahi)



## SURAT KETERANGAN TELAH WAWANCARA

Saya yang bertanda tangan di bawah ini :

Nama : Nur Hayati

Family member dari siswa : 7 (Naila)

Menerangkan dengan sebenarnya bahwa :

Nama : Nasrul Illahi

NIM : 19551042

Fakultas : Tarbiyah

Prodi : Tadris Bahasa Inggris

Telah melakukan wawancara dalam penyusunan skripsi yang berjudul:

“SELF REGULATION STRATEGIES OF JUNIOR HIGH SCHOOL STUDENTS IN LEARNING ENGLISH”

Dengan demikian surat keterangan ini di buat dengan sebenar-benarnya untuk dipergunakan sebagaimana mestinya.

Pihak yang di wawancara

Anggota keluarga siswa

  
( Nur Hayati )

Sumber karya, 20 January 2024

Pewawancara

  
(Nasrul Illahi)

## SURAT KETERANGAN TELAH WAWANCARA

Saya yang bertanda tangan di bawah ini :

Nama : Kimin

Family member dari siswa : g (lpung)

Menerangkan dengan sebenarnya bahwa :

Nama : Nasrul Illahi

NIM : 19551042

Fakultas : Tarbiyah

Prodi : Tadris Bahasa Inggris

Telah melakukan wawancara dalam penyusunan skripsi yang berjudul:

“SELF REGULATION STRATEGIES OF JUNIOR HIGH SCHOOL STUDENTS IN LEARNING ENGLISH”

Dengan demikian surat keterangan ini di buat dengan sebenar-benarnya untuk dipergunakan sebagaimana mestinya.

Pihak yang di wawancara

Anggota keluarga siswa

  
( Kimin )

Sumber karya, 20 January 2024

Pewawancara

  
(Nasrul Illahi)

## SURAT KETERANGAN TELAH WAWANCARA

Saya yang bertanda tangan di bawah ini :

Nama : Putra

Family member dari siswa : 10 (Matthew)

Menerangkan dengan sebenarnya bahwa :

Nama : Nasrul Illahi

NIM : 19551042

Fakultas : Tarbiyah

Prodi : Tadris Bahasa Inggris

Telah melakukan wawancara dalam penyusunan skripsi yang berjudul:

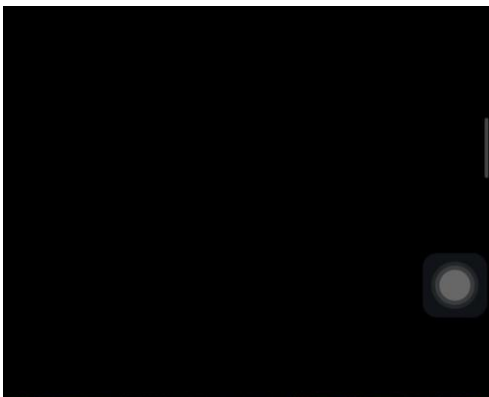
“SELF REGULATION STRATEGIES OF JUNIOR HIGH SCHOOL STUDENTS IN LEARNING ENGLISH”

Dengan demikian surat keterangan ini di buat dengan sebenar-benarnya untuk dipergunakan sebagaimana mestinya.



## APPENDIX 9

### Documentation





## BIOGRAPY



### A. Personal Data

Name : Nasrul Illahi  
NIM : 19551042  
Date Of Birth : Curup, 25 Oktober 2001  
Adress : Ds. Air merah (red water village)  
Study Program : Tadris Bahasa Inggris (TBI)  
Faculty : Tarbiyah  
No Handphone : 0895324081052  
Email : nasrulilahi83@gmail.com  
Hobby : Badminton  
Kendaraan : Honda C70

### B. Riwayat Pendidikan

TK : Ummainah  
SDN : 06 Rejang lebong  
SMPN : 02 Curup Tengah

SMAN : SMKN 01 Rejang Lebong  
Universitas : IAIN CURUP