

**THE INDIVIDUAL DIFFERENCES IN SELF-REGULATED
LEARNING DURING THE ENGLISH LEARNING PROCESS**

THESIS

This Thesis is submitted to fulfil the requirement
For 'Sarjana' degree in English Tadris Study Program



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Semoga bapak selalu dalam kesehatan dan lindungan dari Allah SWT. dalam setiap urusannya.

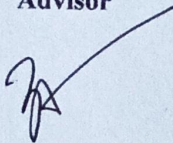
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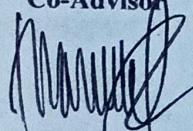
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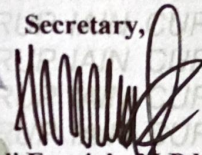
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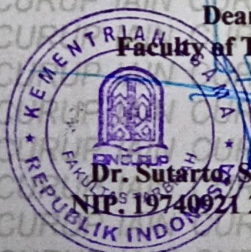
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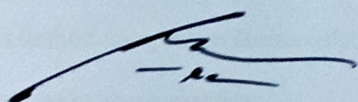


PREFACE

All praise and thanks are due to Allah SWT. With the help of His blessings, The Researcher, the author, have finished this thesis with admirable outcomes and putting forth on my best effort. This thesis has been turned in to fulfill the requirement of Institut Agama Islam Negeri (IAIN) Curup for the S1 degree.

Although there is room for improvement in the analytical results of this study, particularly considering how the need about Interpretation study in the English Study Program, The Researcher think more researchs has the potential to make ground-breaking discoveries. Researcher hopes that this study is useful to the further exploration.

Curup, January 2025



Radunin Darrens Addam.G.H

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Assalamualaikum Warahmatullahi Wabarakatuh

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

However, the researcher will not be able to finish this thesis well without the help, guidance, and support of others. Therefore, The Researcher would like to express my appreciation to all of them, especially to:

1. My mother, father, and family who have all supported, loved, and morally encouraged me to see through my studies to their completion Honorably for my grandfather who always encourage me more about real life .
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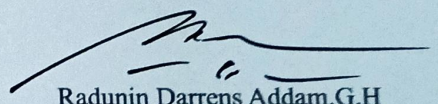
5. Mrs. Dr. Eka Apriani, M.Pd As The researcher advisor for all direction and help and support to conduct this thesis until this thesis can be written
6. Mrs. Meli Fauziah, M.Pd as my co-advisor in writing this thesis, by providing time, corrections, suggestions and support in completing this thesis.
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9. All lecturers of the department of English education who have taught and educated the author during the study at English Study Program IAIN Curup.

In order to be flawless in the future, the author still requires constructive feedback. The findings of this study hopefully be able to positively impact how other schools build their educational programs. May Allah bestow onto those who are not mentioned and for the acknowledgment above the greatest recompense. Aamiin

Wassalamualaikum Warahmatullahi Wabarakatuh

Curup, January 2025

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MOTTO

“It’s My Turn To Chase The Monsters Away”

—James Blunt

ABSTRACT

Radunin Darrens : **The Individual Differences In Self-Regulated Learning During English Learning Process**

Advisor : Dr. Eka Apriani, M.Pd

Co-advisor : Meli Fauziah, M.Pd

This paper examines The Individual Differences between students in SMAN 2 Rejang Lebong especially in Language Major while using Self-Regulated Learning . Based On Zimmerman & Martinez Pons and Andre Diaz Mujica The Researcher Believes that the students have their own differences when using 10 kinds of and 3 kinds of problems while using the strategy in their English learning process. To clarify the researcher's assumption, this study provides 2 footage of students when they are using the and 54 interview questions to make sure the that the 3 Subject students used in their English learning process, From 3 Students that used the , The Researcher Noted that there is 2 student who use all the otherwise the other 1 students only use most of the in their English learning process. Another result of this study is all 3 Students Feel the same problems when they are using Self-Regulated Learning in their English learning process but the researcher noted that only 1 Of 3 Students That can encourage their Problems and try to figure the answer to the problems that the students feel. This concern that can help students to reach more in their English learning process otherwise there will always be problems for them when trying Self-Regulated Learning This concern help previous study and the future study.

Keywords: Individual Differences, Self-Regulated Learning , English Learning Process

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CHAPTER I

INTRODUCTION

A. Background Of The Research

In the field of second/foreign language teaching and learning, the interests of practitioners and Researchers have focused on the selection and implementation of language learning (LLS). Successful language learner. The suggestion that a good language learner may have some special that others could learn from was initially introduced¹.

Furthermore, listening, speaking, reading, and writing are four important basic skills that can be used to improve a learner's English skills. Those skills are integrated to into the English learning process, and it will develop students' skills. A teacher should be creative to apply teaching method, so students can master the four important basic skills. Besides assistance from the teacher, students should also and consider their own learning .

The association between the latent abilities and knowledge of the students and the four aspects of abilities and knowledge: grammatical knowledge, reading abilities, writing abilities, and language function (speaking) abilities could be seen. As for sub- of self-regulated learning , the interpretation guessing and self-evaluation were found positively related to the student's English language abilities, and knowledge.²

¹ Rubin, J. (1975). *What the "good language learner" can each us?* *TESOL Quarterly*, 9, 41–51. <https://doi.org/10.2307/3586011>

² Chansri, Ch., Kedcham, A., & Polrak, M. (2024). The relationship between selfregulated learning and English language abilities and knowledge of undergraduate students. *LEARN Journal: Language Education and Acquisition Research Network*, 17(1), 286-307.

Self-regulated learning concerns the application of general models of regulation and self-regulation to issues of learning especially within academic contexts. Self-regulated learning is an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the environment. In this paper Researcher describes a general framework or taxonomy for academic self-regulated learning and discusses our efforts to develop self-report measures of different components of academic self-regulated learning. Individual scales that assess cognitive, and metacognitive learning , regulation of motivation , and concerning the regulation of behavior are presented and discussed. These skills are increasingly discussed in the framework of self-regulation in second language research, especially in foreign language studies.

In the English as a foreign language context, particularly in a unilingual Asian country like Japan, students are less likely to be exposed to English in their daily lives than those learning English as a second language in English-speaking countries, and EFL students are thus encouraged to exploit opportunities for learning English outside the classroom³. Self-regulated learning concerns the application of general models of regulation and self-regulation to issues of learning, in particular, academic learning that takes place in school or classroom contexts.

³ Yabukoshi, T. (2018). *Self-regulation and self-efficacy for the improvement of listening proficiency outside the classroom. The Language Learning Journal, Advanced online publication.* doi: 10.1080/09571736.2018.1472626.

There are several different models of self-regulated learning that propose different constructs and different conceptualizations⁴.

Self-regulated learning (SRL) includes cognition, metacognition, behavior, and Motivational and emotional aspects of learning. so it's an anomaly Umbrellas under a considerable number of variables that influence learning have been extensively studied holistic approach. This is why SRL has become one of the most important. The field of study is educational psychology. This article presents his six models of SRL. analyzed and compared. The Researcher means carpenter. Boukarts; Wynn and Hadwin. Pintrich; Eclides; Hadwin, Jalvera, Miller. First, let's take a closer look at each model With the following aspects: First, history and development. Second, model description (including model number). Third, empirical support, and Fourth, built equipment based on the model. The models are then compared on aspects. Fifth phases and subprocesses. Sixth how they conceptualize (meta) cognition, motivation, and emotion. Seventh, top-down/bottom-up. Eighth, automation. Last, context.

The discussion will consider empirical evidence from existing SRL meta-analyses. Educational implications are extracted. In addition, four future lines of research are Proposed. This review mainly reaches his two conclusions. First, the SRL model is a Comprehensive and coherent framework Students can be taught to be more strategic and successful. Second, based on SRL models have different effects in terms of available meta-analytical evidence Different developmental stages or educational levels of students. Therefore, scholars and Teachers should

⁴ Pintrich, P. R., Wolters, C., & Baxter, G. (2000). *Assessing metacognition and self-regulated learning*. In G. Schraw (Ed.). *Metacognitive assessment*. Lincoln, NE: The University of Nebraska Press.

start applying these different effects of SRL models and theory. Improve student learning and her SRL skills.

In Indonesia itself English language is one of the important cases since now The Students and the researcher are going to fight the free market, shipping, and more diplomatic cases in many years ahead. But unfortunately a lot of cases in English learning in Indonesia such as government support, Less of English Teachers, etc.

In The Researcher's City In Rejang Lebong has the same case of a challenge to learning English causes of the national problem in the educational spread are not really wide, English language will be the worst nightmare for some kind of students that learn at their school and that will be challenge for the teacher to teach the English language.

According to the researcher's observation, in some of the top rated high schools in Rejang Lebong The researcher decided to observe SMAN 2 Rejang Lebong, The researcher has found the phenomenon that, the students have a same grade as the other school that the researcher observed, the researcher looks that have some more record on some English Competition either regional or province competition even national in some years before, besides, they are 1 from 2 school that has language major. Here the researcher found some samples of the students that learning English some of them enjoy learning, some of them do not. the researcher considered the students who can enjoy learning by using SRL, the researcher found a sort of people that use SRL here as their method perhaps to enjoy learn English besides, sort of them are textbook when learning English they only

did what the teacher say what teacher give And for the sort of the researcher sample are using SRL to learn English for them it is an also the most important Skills for them since sort of them use their hobbies as their media to learn and to know more about English such as confidential, motivational, target, etc.

Furthermore, The Students are another school that has a language major in their school. Still, the researcher found in SMAN 2 Rejang Lebong the Language Major has more subjects in English language and the other school mostly in Arabic language. The gap Between the students who have Regulated learning and not is really high in SMAN 2 Rejang Lebong, The Self Regulated Learning Student are mostly in top scorer in English learning process and has a more active situation and the students are mostly silent and don't make a lot of statement and active activity during English Learning.

It has a really big impact on their English educational record it helps and improves their skills widely and literally helps them in the most important case in learning English confidential, stating that a higher level of self-regulation concurrently enables EFL learners to be more judicious strategic makers, particularly while confronting a wide array of learning adversity⁵. Higher levels of self-regulation may also develop Negating procrastination behavior in EFL learners Control learning environments, resources, and behaviors in an active attempt to embody them Benefit from a more supportive and meaningful second language learning business fruitful benefits

⁵ Grenfell, M. J., & Harris, V. (2017). *Language learner : Contexts, issues and applications in second language learning and teaching*. Bloomsbury Publishing.

Furthermore, stated by Didi Faridah in her research stated that self-regulated learners, feel better and more confident while practicing their pronunciation and can improve their pronunciation skills. They also assumed that feedback provided in the English Pronunciation application has a big effect on their motivation and their self-regulated learning.⁶

As stated by Shloich. i, grade senior high school students in their reading. The findings show that all of participants apply various in their self-regulated learning. In their reading activities based on their self-regulated learning, the participants show that they set their learning goals and decide to select suitable to achieve their learning goals. Those that they used while they were studying, namely, direct and indirect belong to memory, cognitive, compensation, metacognitive, affective, and social . Generally, the participants development toward their reading is mostly got by applying outside of the classroom. They found their difficulties in reading such as their lack of vocabulary, pronouncingsome words, and comprehending the text, then they overcome it by their self. However the participants also still need guidance from their teacher⁷.

Regarding to the phenomenon and other research above, the researcher wants to investigate the learners who use Self-regulated learnings During their English learning process according to the theory of Self-regulated learnings thus, the researcher is interested in seeking more EFL students' Self-regulated learning during their English learning process at SMAN 2 Rejang Lebong, Furthermore, the

⁶ Didih Faridah, Lilies Youlia Friatin, Dedeh Rohayati (2022). *optimizing students' self regulated learning through english pronunciation application in learning pronunciation during pandemic era*
⁷ SHOLICH, I. (2018). Self-Regulated Learning in Reading of Eleventh Graders in SMA Negeri 1 Manyar Gresik. *RETAIN : Journal of Research in English Language Teaching*, 6(3). Retrieved from <https://ejournal.unesa.ac.id/index.php/retain/article/view/25957>

researcher decided to conduct this research a titled by “**THE INDIVIDUAL DIFFERENCES IN SELF REGULATED LEARNING DURING ENGLISH LEARNING PROCESS**”.

B. Research Question

Based on the backround of the research above, the researcher formulated some research questions as follows:

1. What Are Self-Regulated Learning Used By Students' In Their English Learning Process ?
2. What Are Students' problem in applying Self-Regulated Learning in Their English Learning Process ?

C. Objectives Of The Research

Based on the research questions above, the aims of this study are:

1. To examine self-regulated learning used by Sample Students in their English learning process.
2. To investigate Problems of students' in self-Regulated learning in Their English Learning Process.

D. Definition Of Key Terms

The researcher showed some of key terms to assist the researcher to this study, they are :

1. English Learning Process

learning english is Today's generation adapting to global communication, literature, media and work present and future. Sophisticated, learning English is learned very seriously Many people want to learn English because they are aware of its importance. Because English makes it easier to communicate with people all

over the world, Learning English holds prominent functions in many aspects of human life⁸. that more people learning English today in the history of the world because English as important role for human's life to communication.

Based on the theory above the researcher stated that english learning process I adapted by a lot of community dimension for such as communication,literature, media and even for working present. Besides english language are important to learned because as an international language it's the one of many ways that we can easy talk to foreigner and lot of dimensional people.

2. Self-Regulated Learning

Self-Regulated Learning (SRL) is the process when students create and implement learning in accordance with their interests and goal setting while regulating and controlling their cognition, behavior, and motivation⁹.

Based on the theory above the researcher stated self-regulated learning (SRL) is the process for students to make a for their learning process such as make their own to learn something to make them easier to understand.

E. Significances of the Research

This research tells information about the sample students' self-regulated learning to improve their English Learning Process in SMAN 2 RL-

This Research Completed :

⁸ O'Brien, John (2018). *Rabelais and Language: Change, Decay, Transition*. In *Approaches to Teaching the Works of Francois Rabelais*. Gray, Floyd & Reeser, Todd New York: MLA. 73-79.

⁹ Barnard-Brak, L., Paton, V.O., & Lan, W.Y. (2010b). *Self-regulation across time of firstgeneration online learners*. *Research in Learning Technology*, 18(1), 61-70.

1. The Researcher

For The Researcher this research will assist the researcher to improve and fix the skill of his self-regulated learning on learning process especially in English learning process.

2. Students

For SMAN 2 Rejang Lebong students, this study will help students work on the best in a self-regulated environment, especially to improve their English learning process.

3. Lectures

For The Lectures at State Institute Islamic Curup, This research can reveal for improving the English learning process in a self-regulated environment in order to achieve the best results in lectures to students.

4. The Teacher

For The Teacher of SMAN 2 Rejang Lebong, this study will help The Teacher during their teaching process to encourage their students ability in english language to improve it more their specialization.

CHAPTER II

LITERATURE REVIEW

A. Review Of Related Theories

1. Definition of English learning process

English Learning Process is a process of interaction and communicational education in English language between the educators and the students in the learning places such as school, courses, etc. learning is the process of interaction of students with educators and learning resources in a learning environment¹⁰. Besides, learning is a process conscious of learning that involving memory that have implied with sort of information that studied, learning is a conscious process involving memory associated with information being studied, for example supporting greetings, using language rules, and vocabulary¹¹. And learning language is enhancing life it is stated that learning language can help us on language system that can help us to make the language involves into daily live the researcher observe that it can involved such as institution, learners, emotional, etc that help us to improve our creativity, stated that language learning can use knowledge about language systems and use of language that involves institutions, instructors, learners, and spending also prioritizes learning experiences, self-appreciation, emotional involvement, connected learning with thought

¹⁰ Brown, Douglas.1994. *Principles of Language Learning And Teaching(Third Edition): Englewood Cliffs, N.J. : Prentice Hall Regents*

¹¹ Tomlinson, B. (2008). *English Language Learning Materials—A Critical Review*. London: Continuum.

power, communicative language use, and learning materials that encourage learners' creativity¹².

Furthermore, Learning can be interpreted as an interaction process between learners. Participants and trainers of learning resources in learning environments The goal is to achieve a specific learning goal, learning English is still It is considered an important aspect of providing students with an understanding of the English language. learning can interpreted as an interaction process between learning participants and instructors for learning resource on a learning environment to achieve specific learning goals, and the main principle is the whole process of involvement or a large portion of the students' self-potential and its meaning for themselves and his current life and future come. Pointedly, learning English is still considered a significant aspect to inculcate the insight of English to students¹³.

Moreover, English Language it self is one of the major international language that used by many country as either their first, second, or foreign English still used for foreigners to speak to anothers. states that English is well thought-out as the most vital and influential language in the world¹⁴. Additionally, states that the earlier the children learn foreign language, becomes easier child to master the language¹⁵.

¹² Tomlinson, B., & Masuhara, H. (2018). *The Complete Guide to the Theory and Practice of Materials Development for Language Teaching*. Hoboken, NJ: Wiley Blackwell.

¹³ Uno, H, B. (2009). *Teori motivasi & pengukurannya: Analisa di bidang pendidikan*. Jakarta: Bumi Aksara.

¹⁴ Lie, A. (2007). *Education policy and EFL curriculum in Indonesia: Between the commitment to competence and the quest for higher test scores*. TEFLIN Journal 18(1): 1-14.

¹⁵Oxford, R. L. (2003). *Language Learning Styles and : An Overview*. GALA, 1-25.

2. Objectives Of English Learning Process

In the researcher country English as a formal subject in school is given in last years of elementary school level, which the goal of the subject and the process it self in this level are trying to receive and improve the four skill of English such as Speaking, Listening, Reading, Writing. listening and reading include receptive skills, while writing and speaking include productive skills¹⁶. states that difficulty in learning English is a composite form of actual difficulty listening, speaking, reading and writing. English is sort of weak In Indonesia A school subject usually purposefully taught as a foreign language and only focus on mastering speaking, listening, Reading and writiting.

2.1. Listening Skills

Listening is commonly so important similar with the other four skills and The researcher found that listening one of the initial skills that you need to achived first before we master the other three skills causes the researcher identify that listening is a skill that involves understanding for us in speaking accent, pronunciation, etc as a garsping their meaning that we need to know. listening as one of the four English language skills becomes an initial skill that needs to be achieved before language learners master the other three skills¹⁷.

¹⁶ Haycraft, John. 1983. *An Introduction to English Language Teaching*. Singapore

¹⁷ Saliha Chelli (2013), *EFL Teachers' Problems in Implementing the Competency-Based Approach in Teaching Writing "The case of EFL Secondary School Teachers in Biskra"*

2.2 Speaking Skills

Speaking skills are defined as those skills that enable effective communication. They give us the opportunity to convey information verbally and in a way that our listeners can understand. In elementary and middle school, children learn to speak both English and other languages. states that speaking skills is the ability to utter articulate sounds or words to express, express and convey thought, ideas and feelings¹⁸. Additionally, There are some characteristics that makes speaking difficult, first, fluent speech is phrase second, the speaker has an opportunity make meaning clearer third, reduced vowels used ,etc according to brown, states that there are some characteristics that makes speaking difficult. Firstly, fluent speech is phrasal, not word by word. Secondly, the speaker has an opportunity to make meaning clearer through the redundancy of language. Thirdly, construction, elisions, reduces vowels. Pointedly, speaking is the ability to say the words to express, convey thoughts, ideas and feelings¹⁹. Furthermore, By knowing more learning , the students will be able to recognize and select the appropriate for themselves in order to improve their ability in speaking English²⁰. Students are different in the way of thinking, perceiving, believing and regarding something. Those differences affect their in learning²¹. To understand spoken texts, the were to seek assistance

¹⁸ Hughes, Rebecca & Szczepek Reed, Beatrice. (2016). *Teaching and researching speaking: Third edition*. 10.4324/9781315692395.

¹⁹ Brown, H. D. 2007. *Teaching by principles: An interactive approach to language pedagogy*. Longman: New York.

²⁰ Noviyenty, Leffy (2018) *in Learning and Techniques in Teaching English Speaking*. ENGLISH FRANCA : Academic Journal of English Language and Education

²¹ in learning and techniques in teaching english speaking

L Noviyenty - ENGLISH FRANCA: Academic Journal of English ..., 2018

from knowledgeable others and use dictionaries as the last resort. The possible reasons for the application of such were to maintain students' interactive engagement and to maintain the smooth continuity of learning process. The lecturers seemed to have been fully aware of their facilitating roles.²² So stated to the theory and statement of the researcher speaking skill is a one of important skills.

2.3 Reading Skills

Reading is a very complex process and difficult to learn these skills. Reading comprehension means understanding written text and extracting the required information from it as efficiently as possible. He states that reading is not just knowing many words. In short, reading is an interactive, reflexive process of translating printed text into meaning to convey a specific message between author and reader. reading skills is understanding a written texts means extracting the required information from it as efficiency as possible²³. Additionally, Considering how important reading is for students in daily teaching and learning process, the teacher needs to consider the best for teaching reading in order to enhance students' comprehension. In fact, the teacher usually gives students lots of reading materials without thinking how students read it with pleasure and meaningful, so that, the students can grasp information and comprehend the

²² English speaking lecturers' performances of communication and their efforts to improve students' communicative competence L Noviyenty - European journal of educational research, 2022

²³ F Grellet, G Francoise 1981, *Developing reading skills: A practical guide to reading comprehension exercises*.

texts effectively²⁴. states that reading is more than just knowing a lot of words. Shortly, reading is an interactive and a thinking process of transferring printed letters into meaning in order to communicate certain message between the writer and the reader²⁵.

2.4 Writing Skills

Writing includes content, grammar, Vocabulary, uniformity, consistency. cute way to write Text is different from speaking in a very important way because it has to convey everything Because the author is never there to explain it. Conditions The skill of writing is the most difficult skill to learn. First, it is necessary to write learned in contrast to language acquired in other languages as part of normal childhood development. Second, there is the audience factor. Third, for linguistics difficult. Fourth, the question of how we organize and organize our thoughts acceptable. Frankly speaking, writing is not just about making words, students have many in developing their ideas in writing essay and also students have many in developing their ideas in writing essay.²⁶ Creates sentences but can script and write coherently To put together words and sentences that are grammatically and logically linked. The purpose we have in mind is aligned with the intended audience. writing is quite different from speaking in one

²⁴ S Edy The effectiveness of extensive reading on students' reading comprehension achievement as observed from students' motivation - Jurnal Pendidikan Humaniora, 2015

²⁵ Beatty, Jane N. 1992. *Literature and Language*. Illinois: Mc. Dougal, Little & Company.

²⁶ The Students' in Developing Their Ideas in Writing Essay

D Oktavianti, P Gusmuliana, E Apriani - Jadila: Journal of Development and Innovation in ..., 2021

very important way because the text has to carry all the meaning because the writer is never around to explain²⁷.

3. Concept Of English Learning Process

The English learning process changes resulting behavior experienced because it is more mechanical than the resulting organismal changes experience. English learning process stops We argue that a subject's knowledge or ability through learning, experience, and the English-learning process is a relatively permanent change in behavioral tendencies. English learning process is getting of knowledge or skill of subject by study, experience²⁸. Insist on the English learning process Occurs when a learner acquires knowledge about a topic or subject process information by reading, listening, thinking, remembering and relating fact Unfamiliarize yourself with existing knowledge, analyze problems and acquire psychomotor skills capacity. I also learned that it is people who learn English. cognitive, emotional, Psychomotor, learning changes the physical structure of the brain, learning Organizes and reorganizes the brain, allowing different parts of the brain to be ready Learning at different stages of development. Padwick claims that English learning process occurs when the learner acquires knowledge of a topic or subject matter through processing information by reading, listening, thinking, memorize facts, relating new facts to existing knowledge, analyzing problems, acquiring psychomotor

²⁷ Dixon R.M.W. (2005). *A Semantic Approach to English Grammar. Second Edition*. New York: Mc. Graw-Hill Book Company.

²⁸ Brown, Douglas. 2001. *Teaching by Principle*. Pearson Education, Inc.

skill²⁹. shows 5 steps do something in the process of learning English, remember what happened, reflect what has been done, infer from reflection and use A conclusion to inform and prepare for future practical experience. short English A learning process is an activity someone does to acquire knowledge and skills.

4. Components Of English Learning Process

Stated to brown there are some components in English learning process in the classroom. They are as follows: First, Attention, is the first step in learning anything. It is easy for most of us to pay attention to things that are interesting or exciting to us. The teacher's job is to construct lessons that connect to the learner, relating what is to be taught to the students' lives can accomplish this. Second, Memory, is the complex process that used three system to help a person receive, use, store, and retrieve information. Students who have difficulty with memory, may need directions both orally and in written form, and giving examples of what is expected can help all students. Third, Language, is the primary means by which we give and receive information in school. Problems with language, on the other hand, can affect a student's ability to communicate effectively, understand and store verbal and written information, understand what other say, and maintain relationships with others. Lasth Organization, in process and organize information in two main ways: simultaneous and successive. Simultaneous processing is the process we use to order or organize

²⁹ Padwick, A. (2010). *Attitudes towards English and varieties of English in globalizing India*. Newcastle: University of Groningen

information in space. While, successive processing is what we use to order or organize information in time and sequence³⁰. From the above description it is clear that the process of learning English is a component. It is important to create good conditions when teaching the learning process. therefore, Make the learning process easier for teachers and students. Inappropriate components make the teaching and learning process It doesn't work.

5. Self-Regulated Learning

Self-regulated learning refers to the ability to understand and control one's learning environment. Self-regulation skills include goal setting, self monitoring, self-direction, and self-reinforcement. there should be no self-regulation confused with psychic or academic ability. Instead, self-regulation is self-guideline The process and series of behaviors in which learners transform their intellectual abilities into skills and habits through developmental processes Guided practice and feedback results. According to Schraw, Self-regulated learning refers to one's ability to understand and control one's learning environment Selfregulation abilities include goal setting, selfmonitoring, self-instruction, and self-reinforcement³¹. Additionally, Self-regulation should not be confused with a mental ability or an academic performance skill. Instead, self-regulation is a self-directive

³⁰ Brown, H. Douglas. 2001. *Teaching by Principles an Interactive Approach to Language Pedagogy*. San Francisco State University.

³¹ Schraw, G., Crippen, K., & Hartley, K. (2006). Promoting self-regulation in science education: metacognition as part of a broader perspective on learning. *Research in Science Education*, 36, 111-139.

process and set of behaviors whereby learners transform their mental abilities into skills³².

6. Self-Regulated Learning During English Learning Process

Researchers in the field of education have paid attention to learners' use of to learn a second/foreign language for nearly half a century.³³ As a result, multiple instruments to measure language-learning have been developed.³⁴ The most extensively used one remains the Inventory for Language Learning (SILL) developed by Oxford³⁵ The measured by SILL are either direct language-learning or indirect language learning . Not one of these was developed from the self-regulation theory, however, and therefore none reflects the three phrases of self-regulation: forethought, performance, and reflection.³⁶

Regarding to definition above Self-regulated learning is one of most important that can be applied for students as their to improve their learning process especially in english learning process, regarding to expert definition above the researcher take the a big explanation that self-regulated learning improving in such as self monitoring, self achievement, motivation, etc. thus are the most important things in self regulated learning to sort of cognitive and uncognitive from the students in here this it's not just beneficial for the

³² Zimmerman, B. & Schunk, D. (2008). Motivation: An essential dimension of self-regulated learning. In Schunk, D. and Zimmerman, B., Motivation and selfregulated learning: Theory, research, and application. Mahwah, NJ: Lawrence Erlbaum Associates.

³³ Guo, Y., Xu, J., & Liu, X. (2018). English language learners' use of self-regulatory for foreign language anxiety in China. *System*, 76, 49–61. <https://doi.org/10.1016/j.system.2018.05.001>.

³⁴ Tragant, E., Thompson, M. S., & Victori, M. (2013). Understanding foreign language learning : A validation study. *System*, 41, 95–108. <https://doi.org/10.1016/j.system.2013.01.007>

³⁵ Oxford, R. (1990). *Language learning : What every teacher should know*. Boston, MA: Cengage.

³⁶ Zimmerman, B. J. (2000). Attaining self-regulation: A social cognitive perspective. In M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 13–39). San Diego, CA: Academic Press. <https://doi.org/10.1016/b978-012109890-2/50031-7>.

students the researcher found that even the lecture can use the to know and spread the into the students that can help the students how they manage the

7. Kinds Of Self-Regulated Learning

There are 10 adopted from Zimmerman and Martinez-Pons :

First, Self-assessment Self-assessment is one of his for self-regulated learning. Self-assessment after the learner has finished learning. Topic, then Learner sees the work of all learners Help learners understand correctly. Second, Organization and Change Organizing and transforming is a matter of self-regulation Learners learn to prepare materials before learners perform the task. Third, Goal setting and planning Goal setting and planning are self-learning Learners Plan Most of the learning. Fourth, Find information Searching for information is the learner's effort to search for something new information or sources Fifth Keep records and monitor Record keeping and monitoring are self-regulatory used by learners, lesson discussions or The learner keep a list of unknown vocabulary. Sixth, Environment building Structuring the environment is for learners to create their own best environment for comfortable learning As a result, learners get the best results. Seventh, for Self-consequences Self-consequence means preparing a reward for the learner, or Punishment for success or failure. Eighth. Practicing and Memorizing Practice and memorization are what students strive for Memorize material through overt or covert exercises. Ninth, Searching for Social Assistance Seeking Welfare is a Learner's Effort to help classmates or teachers. Last is the review and record . Review and

recording is the learner's effort while reviewing previous study materials, notebooks, and textbooks for class exam preparation³⁷.

8. Problems of self-regulated learning

The difficulty of independent learning by learners is one of them. Worst Impact on Learners Using Self-Regulating Learning Impediments to speech development and barrier factors to self-regulation The process of learning . They are confusion and distraction, Uncontrolled emotions, and motivation.

1. Confusion and distraction.

Confusion and distraction a failures in learning management. confusion and distraction Learners' inability to recognize their learning As a result, learners do not achieve the best results. her learning

2. Uncontrolled emotions

Learner's uncontrolled emotions You can control your emotions and fear. Uncontrolled Emotions can also cause learners to lose coordination learning process.

3. Demotivation

Lack of motivation is one of the obstacles. Learners influence the learning process. impact of Demotivation on the learners

³⁷ Zimmerman, B. & Schunk, D. (2008). Motivation: An essential dimension of self-regulated learning. In Schunk, D. and Zimmerman, B., Motivation and selfregulated learning: Theory, research, and application. Mahwah, NJ: Lawrence Erlbaum Associates

learning is the learners will have low-willingness on their learning process³⁸.

This theory is used to call for student self-regulation Learning to English Learning Process and self-regulated learning problems. This means that this theory has been applied in this study.

Based on the above theory of student self-regulated learning and problems using self-regulated learning to improve English Learning Process, Research concluded that there are several self-regulated learning Improve your English learning process. The table below shows the theory used this study;

Table 2.1

The Kinds of self-regulated learning Based On Zimmerman and Martinez-Pons Theory

No	The of self-regulated learning to English learning process	Descriptions
1.	Self Evaluation	self-evaluation is an assessment Quality of English Learning process improvement. Self-evaluation also monitoring student strengths and weaknesses to Improve your English Learning Process

³⁸ andro Diaz-Mujica & Dario Rojas-Diaz & Carolina Zambrano-Matamala & Pedro Salcedo-Lagos & Felipe Albarran-Torres, 2020. "Perception of Student-Teachers Regarding Self-Regulated Learning,"

2.	Organizing and transforming	Reorganization and transformation are one Prepare for exciting knowledge Existing knowledge is then applied or translated into English Learning Process dexterity.
3.	Goal Setting And Planning	Preparation for the learning process, goals Recruitment and planning also support it student preparation effort Material pre-planning test start
4.	Seeking Information	a student's effort to look for or find something Information to improve your English Learning Process capacity. Search for information from other sources such as articles and books.
5.	Keeping Record and Monitoring	Learning quality monitoring process, keep records, Does the monitor also monitor failures, or Successful learning process.
6.	Environmental Structuring	the most important thing to learn largest process Environment can shape quality learning process.
7.	Self-consequence	be a punishment or reward for failure and the success of the learning process.
8.	Rehearsing and memorizing	Students are responsible for practice and memorization remember their past material.
9.	Seeking Social Assistance	What efforts did the student make to become a teacher or a friend who asked the problem learning process.
10.	Reviewing Record	the students' effort to review some knowledge from other sources such as Before examination started, the learners review their notes.

Table 2.2

The problem of self-regulated learning Based On andro Diaz-Mujica & Dario Rojas-Diaz & Carolina Zambrano-Matamala & Pedro Salcedo-Lagos & Felipe Albarran-Torres Theory

No	The Problem of Applying Self-regulated learning	Descriptions
1.	Disorganization and distractions	Management learning failure procedure. Confusion Distraction also interrupted students try to manage their own learning process. in this case, confusion and distraction Self-regulated learning . Failure of such students preparing or planning learning.
2.	Uncontrolled Emotions	Student Emotions Couldn't control student anxiety Emotions, but in this case Uncontrolled emotions in self-regulated learning are bad for the learner because it is not controlled emotions can affect it Quality of self-regulated learning minutes.
3.	Demotivation	Demotivation is unwillingness on learning proses. Demotivation will influence on the quality of learning process, Demotivation could negatively influence the learners' attitude and behaviors.

B. Review of Related Findings

In relation to this research, in particular the self-regulation of EFL students Learning to Improve English Learning Process, The Researchers Discover Quite The researcher describes this study.

The research was done by I Dewa Gede Rat Dwiyana Putra “The Predicting Power of Self-Efficacy on Students’ Argumentative Writing Quality”. The result

showed This study is envisioned to contribute to existing knowledge by offering three main themes Conclusion. First, students' self-efficacy regarding writing conventions best predicts their argumentative writing. quality. It implies a student's perception of their ability to express ideas in an appropriate way. A written presentation that includes spelling, punctuation, and correct sentence structure is best. Reflects the quality of the written product. Therefore, EFL teachers should consider continuing to teach intensively. Help create conventions for students as they rely on more rules A character representation that enables the creation of high-quality typefaces³⁹.

Tomoko Yabukoshi in his research which is entitled as “Self-Regulated Learning Processes Outside the Classroom: Insights from a Case Study of Japanese EFL Students”. In this research resulted was The findings of this study highlighted the differences in metacognitive and motivational self-regulated learning processes between two higher and two lower proficiency students, who also differed in their goal orientations, when they engaged in EFL learning outside the classroom. The following section discusses these results in terms of metacognitive and motivational self-regulated learning processes.

First, this study found that the two higher and the two lower proficiency students, who also differed in motivational beliefs, appeared to differ in metacognitive self-regulated learning processes in the out-ofclass EFL learning setting. For instance, HP1 and HP2, who both had instrumental and international orientations, were more specific in goal setting, strategic planning, and task analysis

³⁹ I Dewa Gede Rat Dwiyana Putra (2020) The Predicting Power of Self-Efficacy on Students' Argumentative Writing Quality

in the forethought phase, and they more carefully self-evaluated their achievement levels and identified learning problems in the self-reflection phase than LP1 and LP2, who had only instrumental orientations. Moreover, as shown by the contrast between the most successful student (HP1) and the least successful student (LP2), cyclical self-regulated learning processes (i.e., setting goals and making plans in the forethought phase, reflecting on these goals and plans in the self-reflection phase, and setting further goals and making suitable plans for overcoming learning problems in the next forethought phase) were different⁴⁰.

The most successful listeners were very attentive and accommodating to their hearing problems. Decisions about future study plans during the introspection stage. These decisions are then a subsequent targeting process of the listener in the lookahead phase. In a nutshell, this case study provides a detailed examination of self-regulated learning process and learning by L2 level. Findings revealing qualitative aspects of metacognitive self-regulated learning processes and delivery further insight into previous quantitative evidence for a positive relationship between L2 autoregulation learning processes, especially the use of metacognitive L2 and L2 competencies and performance.⁴¹

Ali Asghar Ghasemi, Hamid Reza Dowlatabadi which is entitled “Investigating the Role of Task Value, Surface/Deep Learning, and Higher Order Thinking in Predicting Self-regulation and Language Achievement” That this research resulted. The aim of this study was to examine structural relationships

⁴⁰ Tomoko Yabukoshi (2018) Self-Regulated Learning Processes Outside the Classroom: Insights from a Case Study of Japanese EFL Students

⁴¹ Tomoko Yabukoshi (2018) Self-Regulated Learning Processes Outside the Classroom: Insights from a Case Study of Japanese EFL Students

between variable task values. Cognitive and Metacognitive Autoregulatory and Critical Thinking in Language Prediction It led to language learner performance and some of the insights discussed in the previous section. After analyzing the model, it showed how useful language learners find the task worthy, uses necessary , has appropriate logical skills, is strong, Important predictor of school performance. All paths suggested by the model have been verified. However, we found that some correlations were more important than others. The findings of this study have important implications for educators and policy makers Provide language learners with the ability to cognitively acquire more competence based on task value Metacognitive and critical thinking. Trainers and teachers are expected to be aware of this. Students tend to engage more enthusiastically and use more appropriate cognitive when they feel challenged⁴². Interesting, valuable and important. Therefore, this may lead to improved academic performance as in Joo et al. al. (2013) considered task value to be a strong determinant of learner language performance. Learner They tend to dedicate more time to the task because they find it interesting and likely to be more challenging Active role in information processing. They also appear to be engaging in more monitoring and planning activities give shape to your ideas. This is how teachers, policy makers and even material developers should be. Note that learners have different perceptions of how useful, important, and valuable a task is. Contribute to more motivated learners and pave the way for further language acquisition. as a result, Teachers must implement the necessary to create conditions that enhance learners' skills. Achievements and

⁴² Ali Asghar Ghasemi, Hamid Reza Dowlatabadi (2018). Investigating the Role of Task Value, Surface/Deep Learning , and Higher Order Thinking in Predicting Self-regulation and Language Achievement

championship goals. Aiming to stimulate language learners' sense of task value, Course designers can include authentic, real-world challenges that are relevant to learners' future jobs. For B. Include practical tasks such as submitting inquiries and job reports for college-level learners who wish to study in an English-speaking country Annual reviews and the like can provide a stimulus for recognizing tasks in a meaningful and relevant way. It leads to a stronger intention to rely on cognitive and metacognitive to complete tasks. Teachers can also communicate to language learners to activate the importance and relevance of tasks The right to have a say and the opportunity to choose the type of scientific research. B. Written or Oral. this will You can increase your interest in the activities assigned to you.⁴³

Stated to related findings on some research above, there are difference of the researcher with The research above. The first, research focused on how SRL affecting for students on all 4 of skills. The second, research focused on how Language major used SRL on their English Learning process. The Third Research in this research the Researcher discuss about what is the role of SRL for Language Major students' on their English learning process and regarding into the research above the researcher wants to investigate the difference between personal learners Self Regulation learning to improve their English skill.

Moreover, The Gaps that researcher found between researcher research and the other First, The researcher research field is around students high school whenever the other researcher trying to mix it with college student. Second, according from the findings above the subject of their research is english as their

⁴³ Joo, Y. J., Lim, K. Y., and Kim, J. (2018). Locus of control, self-efficacy, and task value as predictors of learning outcome in an online university context. *Comput. Educ.* 62, 149–158. doi: 10.1016/j.compedu.2012.10.027

second language student while the researcher have a subject as foreign language student. Third, according to findings above the researcher here have a difference in researching student that in actual language major student not in other major.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The study was descriptive qualitative, Qualitative descriptive studies describe phenomena rather than explain them. Phenomenological studies, ethnographic studies and those using grounded theory seek to explain a phenomenon. Qualitative descriptive studies aim to provide a comprehensive summary of events. The approach to this study design is journalistic, with the aim being to answer the questions who, what, where and how.⁴⁴

B. Subject Of The Research

The subject in this research is the learners from XI Bahasa and participated in this research. The researcher took the learners at SMAN 2 Rejang Lebong because the learners had passed some examination, Daily quiz, and pre-test for their English Language Subject.

In this research the researcher took sample according into their rich of phenomem data stated by shaneen, Purposeful sampling resides on the proposition that information-rich samples are to be selected to have an in-depth view of the phenomena⁴⁵.

⁴⁴ Doyle L et al. An overview of the qualitative descriptive design within nursing research. *J Res Nurs.* 2020;25(5):443-455. doi:10.1177/174498711988023

⁴⁵ Shaheen, M., Gupta, R., & Kumar, Y. L. N. (2016). *Exploring Dimensions of Teachers' OCB from Stakeholder's Perspective: A Study in India. Qualitative Report*, 21(6), 1095–1117

Moreover, stated into this research characteristic, the students were selected from Second years student and this research took class of XI Bahasa at SMAN 2 Rejang Lebong. The sample of this research is 34 students who had completed Mid Term Exam, Daily Quiz, English Competition, and Pre-test,.The researcher in this research found the form that the student use to get the score such as mid term, for midterm the student do exam with a form of fill blank text as it's occupied the writing skills and reading skills, next daily quiz, the quiz had formed a speaking and listening quiz then the teacher read the question the student will answer it as fast as the students do. Next, homework task formed as wrotten skill task such as wrote a story. Next, Semester examination the examination formed as same as the mid term test the difference some questions is a selection questions. Next, Pre-Test here the teacher before at the first time of their study used pre test with form of written skills and speaking with using make a story and tell the story while introduce them self. Last, English competition in this research the researcher use english competition as plus to see how far the students can manage their english learning .

Then the researcher regards as that criteria should have achievement and an excellent score on their English Learning Subject based on the interview, those basic abillites included : writing, speaking, reding, listening, and vocabulary.

Table 3.1

The students' score table of English Learning subjects

No.	Student Initial	Class	Test Format	Score
1.	Student 1	XII Bahasa	Pre-Test	89
			Daily Quiz	88

			Homeworks/Tasks	87
			Mid Term	86
			Smester Examination	97
2.	Student 2	XII Bahasa	Pre-Test	90
			Daily Quiz	91
			Homeworks/Tasks	88
			Mid Term	90
			Smester Examination	93
3.	Student 3	XII Bahasa	Pre-Test	92
			Daily Quiz	94
			Homeworks/Tasks	99
			Mid Term	90
			Smester Examination	98

There are 3 students who have an excellent score in their English Learning Process.

After those 5 criteria, this study got 3 students as research subjects for them and use of the . Thus students have good scores for each component of the English learning process.

C. Technique of collecting data

In this research, The researcher used collecting data interviews and Observation as the technique. The technique was following :.

1. Interview

As qualitative terminology was applied to this study, researchers used an interview technique to obtain data. The subject was interviewed by the researcher and clarified the situation based on the interview instructions. Additionally interview is a meeting of two person to exchange information and idea through question and responses. There are his interviews by Chairman, Chief of Coordinator Language, Teacher, and students to data collection consisting of the materials, activities, media, evaluation, and student problems⁴⁶.that's what it means Interviews are necessary for researchers to clarify information What do you get A list of questions used to obtain information needed for research. Then those are the questions asked to get Information about lecture activities. By combining these methods, Researchers can get detailed information.

Moreover, The Researcher use semi-structured interviews to obtain data. Semi-structured interviews are flexible, so investigators can ask additional or new questions that were raised during the interview as a result of the respondent's answers in order to obtain more information. It explains

⁴⁶ moleong, Lexy J. 2007. *Metodologi Penelitian Kualitatif. Edisi Revisi. Bandung : PT Remaja Rosdakarya.*

that it is allowed. This means that the semi-structured interviews researchers use depend on the local context.⁴⁷

2. Narrative Inquiry

As a qualitative terminology was applied to this study, the researcher used a narrative inquiry to obtain interview support data. The subject was telling the story based on their daily life. Additionally, Another feature of the field's growing maturity consists of researchers grappling with the character of narrative inquiry. They are conversing across divergent theoretical and methodological commitments, articulating narrative inquiry's specific contributions, and demonstrating how to analyze narrative data.⁴⁸ Narrative inquiry is relatively new among the qualitative research designs compared to qualitative case study, phenomenology, ethnography, and grounded theory. What distinguishes narrative inquiry is it begins with the biographical aspect of C. Wright Mills' trilogy of 'biography, history, and Society.⁴⁹ That's what it means narrative inquiry are necessary for the research to clarify the validity of the interview data and obtain the support information about the subject informations.

Moreover, the researchers used the narrative inquiry to support interview data and obtain some extra information to make sure the subject really used the Self-Regulated Learning In their English learning process .

⁴⁷ moleong, Lexy J. 2007. *Metodologi Penelitian Kualitatif. Edisi Revisi. Bandung : PT Remaja Rosdakarya.*

⁴⁸ Denzin, Lincoln – 2018 – The SAGE Handbook Of Qualitative Research Fifth Edition

⁴⁹ O' Toole, J. (2018). Institutional storytelling and personal narratives: reflecting on the value of narrative inquiry. *Institutional Educational Studies*, 37(2), 175-189. <https://doi.org/10.1080/03323315.2018.1465839>

D. Instrument Of The Research

According to sugiyono in sugiharto, a research instrument is a tool used to measure observal natural and social phenomena⁵⁰. The goal is to collect data or information that is useful to answer research problems. In this research, The researcher use several instrument :

1. Interview guidance

This study applies interviews to collect data on self-regulating learning during english learning process in EFL students. Data were collected to answer the question, "What Are Self-Regulated Learning Used By Students' In Their English Learning Process?", "What problems do students have in using self-regulated learning?", Researchers therefore conduct semi-structured interviews to address theories of , effect and problems in using self-regulated learning, such as Self- evaluation, Organizing and transforming, Goal setting and planning, Seeking information, Keeping records and monitoring, Enviromental structuring, Rehearsing and memorizing, Self- consequences, Seeking social assistances, Reviewing records. confusion and distraction, uncontrolled emotions and low motivation. Researchers must ask a few questions based on Mujica theory before conducting an interview. Interview is involving between interviewee and interviewer, where the interviewer will be given several questions and interviewee must answer. Interview is a meeting of

⁵⁰ Sugiyono. 2008. *Memahami Penelitian Kualitatif*. Bandung : Alfabeta

two humans to share some information and mind through several questions and response⁵¹.

There are several steps to creating a question as follows. First, several indicators for this study are developed by researchers, who then analyze the theory of student , problems in applying self-regulated learning by reviewing definitions over time . After the researcher analyzes and reads the theory, the researcher looks for the crux of the student's , problem and applies self-regulated learning on improving english learning skills. Researchers analyze student , problem theories that use self-regulated learning . After research, some items that are likely to be indicators of student , problems in applying self-regulated learning items are selected by researchers as more relevant for application in this theory. As a result, indicators are created taking into account the above definition of student and problems in applying the theory of self-regulated learning. Second, after the researcher has calculated the index, the questions are determined based on the researcher-calculated index. Third, questions should be validated before they are implemented in the field. To verify the validity of these questions, we need question validity.

The Blueprint of Interview from self regulated learning stratetgy During english learning process below :

⁵¹ Esterberg. In Prof. Dr. Sugiyono's Book "Metode Penelitian Tindakan Komprehensif (Alfabeta Bandung, 2015) P265

Table 3.2

The Blue Print of variety self-regulated learning in improving English learning process

No	Category of	Indicator	questions
1.	Self-Evaluation	1. The student checks the Possibility of error English learning process	<p>1. How do you assess your progress in English learning?</p> <p>2. How do you recognize and address both mistakes and successes in your English learning process?</p> <p>3. What steps do you take after identifying a mistake in your English practice?</p>
2.	Organizing and transforming	1. The student prepares some knowledge sources During English learning process	<p>4. What materials or resources do you gather before starting your English practice?</p> <p>5. Which tools or platforms do you use to practice English?</p> <p>6. How do you effectively use the tools or platforms provided to enhance your English skills?</p>
		2.The student practices the exiting knowledge During their English learning process	<p>7. How do you apply your existing knowledge when practicing English skills?</p> <p>8. Can you provide examples of how you use your existing knowledge in practicing English?</p>

			9. After practicing, which aspects of your English skills do you notice improvement in?
3.	Goal setting and planning	1. The students prepare their English Learning Process stuff before the test started	10. How do you prepare yourself before starting to acquire English skills? 11. What specific items or materials do you prepare before taking an English test? 12. What do you use to prepare for an English test?
		2. Students set a planning for English Learning skill test	13. What plans do you make before taking an English test? 14. What types of planning do you typically engage in before an English test? 15. How does your planning affect your performance in English tests?
4.	Seeking Information	1. Student find a teacher or friend for asking During english learning process	16. Who do you consult when you face challenges in improving your English skills? 17. How do you find an online partner for practicing English? 18. How do you select and collaborate with a partner to learn English?

		2. The student is looking for some of english skill sources	19. How do you search for resources to support your English practice? 20. What resources do you typically use to enhance your English skills? 21. How do you utilize these resources to improve your English skills?
5.	Keeping Records and monitoring	1. Students monitor their improving during English learning process	22. How do you track and sustain the quality of your English skills? 23. How do you organize your English practice to ensure consistent improvement? 24. What is the most effective method you use to monitor and improve your English skills?
6.	Environmental Structuring	1. The students create their studying environment	25. Why do you believe creating a specific learning environment is important for improving your English skills? 26. How do you set up an effective environment for practicing English? 27. Who contributes to your English learning environment, and how do they support your practice?
7.	Rehearsing and memorizing	1. the students write a note for memorizing	28. How do you manage situations where you forget important English concepts?

			<p>29. When practicing English, how do you consciously retain key steps or vocabulary?</p> <p>30. What techniques do you use to memorize steps and vocabulary in English learning?</p>
8.	Self- Consequences	<p>1. the students make a punishment for failure during the english learning process</p>	<p>31. How do you respond when you identify a failure in your English practice?</p> <p>32. Why do you think self-imposed consequences are necessary after making mistakes in English learning?</p> <p>33 How do you design constructive self-punishments to maintain your motivation in learning English?</p>
		<p>2. the students give a reward in successful during english learning process</p>	<p>34. Why do you find it important to reward yourself after achieving success in English practice?</p> <p>35. What specific rewards do you give yourself after achieving success in English practice?</p> <p>36. What types of rewards most effectively enhance your motivation in learning English?</p>
9	Seeking social assistance	<p>1. the student seeks some partner for asking about During english learning process</p>	<p>37. Who do you seek help from when you encounter difficulties in improving your English skills?</p>

			<p>38. How do your peers or mentors typically assist you when you face difficulties?</p> <p>39. How do you feel and act after receiving advice from others regarding your English learning?</p>
		<p>2. the student makes a small group with their friends During english learning process</p>	<p>40. How do you form a small group with friends to practice English together?</p> <p>41. Who do you select as members of your small group to improve your English skills?</p> <p>42. How do you and your group members practice English within this small group?</p>
10.	Reviewing Records	<p>1. the students review their improving English skill</p>	<p>43. Why do you regularly review your English practice sessions?</p> <p>44. How do you involve your peers or study group in reviewing your English skills?</p> <p>45. What methods do you use to assess and review your English practice?</p>

Table 3.3

Blueprint of interview guidance for student problems

No	Categories of problems of using self-regulated learning	Description	Indicator	Questions
1.	Disorganization and distraction	Management learning failure	• Confusion disrupts the	1. What difficulties do

		<p>procedure. Confusion and distraction also interrupt students trying to manage their own learning process. In this case, confusion and distraction in self-regulated learning lead to failure in preparing or planning learning..</p>	<p>self-regulated learning process.</p> <ul style="list-style-type: none"> • External distractions hinder learning management. • Failure in preparing or planning the learning process. 	<p>you experience due to confusion during your English learning process?</p> <p>2. How do distractions impact your ability to organize your learning activities?</p> <p>3. What challenges do you face when trying to plan your English learning sessions?</p>
2.	Uncontrolled emotions	<p>Students' emotions couldn't control their anxiety. Uncontrolled emotions in self-regulated learning are detrimental to the learner because uncontrolled emotions can affect the quality of the learning process.</p>	<ul style="list-style-type: none"> • Uncontrolled emotions (e.g., anxiety) interfere with self-regulated learning. • Decreased quality of learning due to unstable emotions. 	<p>4. How does anxiety affect your ability to focus on learning English?</p> <p>5. In what ways do your emotions create challenges in your self-regulated English learning?</p> <p>6. How do uncontrolled emotions disrupt your English learning process?</p>
3.	Demotivation	<p>Demotivation is unwillingness in the learning process. Demotivation will</p>	<ul style="list-style-type: none"> • Lack of motivation to engage in learning. • Negative 	<p>7. What factors make you feel demotivated when learning English?</p>

		influence the quality of the learning process and could negatively affect the learners' attitudes and behaviors.	impact on learners' attitudes and behaviors. • Decline in the quality of the learning process.	8. How does a lack of motivation impact your learning behavior in English? 9. What negative effects does demotivation have on your English learning process?
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2. Narrative Inquiry

This study applies Narrative Inquiry to collect data on self-regulating learning during English learning process in EFL students. Data were collected to support the interview data to make sure the students really used the Self-Regulated Learning, Researchers therefore conducted Narrative Inquiry with the subject telling their daily life school when there is an English Class and the story results will conducted with theories of , the effect and problems in using self-regulated learning, such as Self-evaluation, Organizing and transforming, Goal setting and planning, Seeking information, Keeping records and monitoring, Environmental structuring, Rehearsing and memorizing, Self- consequences, Seeking social assistances, Reviewing records: confusion and distraction, uncontrolled emotions and low motivation. The Subject must tell the story to obtain the data support for the interview according to Conelly & clandinin theory, The primary purpose for a narrative inquiry study is participants

provide the researcher with their life experiences through thick rich stories. Narrative inquiry was first used by Connelly and Clandinin as a research design to explore the perceptions and personal stories of teachers.⁵²

E. Technique of data analysis

After a study reveals data, the study continues to analyze the data, and Cresswell theory in Matthews And Michael Huberman Book is used in this study as follows.

A. Data management

In this phase, data from interviews were used in the study, and initial data from interview were used to assess students' self-regulated learning to make sure the the students used. It is necessary to know the . Data from interviews needed to solve problems in using self-regulated learning

B. Reading

In this phase, after the data has been curated by the researcher, the text is read many times by the researcher to obtain valid data. As a result, the data may be identified by researchers.

C. explanation

Data from interviews are written by researchers for data collection, and researchers can analyze this data after it has been collected from the study.

⁵² Connelly, F. M., & Clandinin, D. J. (1990). Stories of Experience and Narrative Inquiry. *Educational Researcher*, 19(5), 2–14. <https://doi.org/10.1080/03323315.2018.1465839>

D. Categorize

At this stage, data from information on EFL students' self-regulated learning during English learning process and from respondents' responses after problems in using self-regulated learning have been determined. Researcher collects the studies

e. Interpretation

Interpretation of the data is done by the researchers to fully describe the information on EFL students' self-adjusted learning During English Learning Process ⁵³

F. Investigator Triangulation

is the use of more than one investigator, interviewer, observer, researcher or data analyst in a study. The ability to confirm findings across investigators — without prior discussion or collaboration between them — can significantly enhance the credibility of the findings. Investigator triangulation is particularly important for decreasing bias in gathering, reporting and/or analysing study data.⁵⁴

A key strength of investigator triangulation is the reduction of bias in gathering, reporting and analysing data. There is a general sense that having multiple investigators not only reduces bias but can also have a positive impact on both validity and reliability. Also, most investigators are skilled at one type of research and/or data collection methodology; for example, an investigator is most adept at either quantitative or qualitative research. Having multiple investigators

⁵³ Miles, Matthew B. (2014) *Qualitative data analysis: a methods sourcebook* / Matthew B. Miles, A. Michael Huberman (2014), Johnny Saldaña, Arizona State University. — Third edition.

⁵⁴ Rugg, Deborah (2010). *An Introduction To Triangulation* : UNAIDS

using different methodologies, which would actually include investigator triangulation and methods triangulation, would also ensure a broader and potentially more balanced perspective on the situation being examined. In addition, corroborating data and verifying their interpretation across multiple investigators can increase the value of the findings.⁵⁵

⁵⁵ Rugg, Deborah (2010). An Introduction To Triangulation : UNAIDS

CHAPTER IV

FINDINGS & DISCUSSION

A. Findings

The finding was served in this chapter by the researcher, the researcher obtained in-depth information about “the individual differences in self-regulated learning during english learning process”. There were 3 students as subjects of this research but, there are 3 students who joined as interviewees thus, this research was established on 13th September 2024 through 30th October 2024.

In this chapter, the research aims to answer the research question in the first chapter and there are; 1) What Are Self-Regulated Learning Used By Students’ In Their English Learning Process? 2) What Are Students’ problems in Applying Self-Regulated Learning in Their English Learning Process ? and therefore, in the third chapter interviews were used by the researcher for collecting the data.

1. The Kinds of Self-regulated Learning used by the Subject students

In this Section, an interview is used to answer the first research question By the research the question is “What Are Self-Regulated Learning Used By Students’ In Their English Learning Process ?” the interviewees were interviewed on 14th September 2024 through 30th October 2024 by the researcher and the interview also were done by the interviewees to fulfilled the interview based on the students self-regulated learning and as the result, the researcher obtained a discovery that related self-regulated learning

during English learning process were used by 3 students of XII Bahasa SMAN 2 Rejang Lebong and it could be seen on the explanation and table below :

1. Self-Evaluation

Self-Evaluation toward of Self-Regulated Learning during english learning process based on interview with Students, the Students said that, *“I consider myself quite good at memorizing vocabulary in English fluently because I am confident in my memory abilities”*, *“I can recognize my mistake if I can't interpret something and can't put together words for a question that is asked of me, and the way to fix it is I usually go to the account of someone who is already fluent in English on social media”*, *“Of course I will revise my mistakes and immediately look for the answers I am looking for”*⁵⁶.

Table 4. 1
The Interview Result Of Self-Evaluation

Self-Regulated Learning Used by the Subject Students	Student 1	Student 2	Student 3
Self-Evaluation	Student 1 said he has a good at memorizing with the good memorizing skill he's manage he's self evaluation immadiately	Student 2 prepare a lot before the english learning process such as dictionary, books, and even source from the social media and	Student 3 said that she manage to evaluate her self when something problem with vocab that she doesn't know

⁵⁶ Student I, Interview result on 14th September 2024

	as there is something wrong in their english learning process	browser with that sources she attempt to know more than the other student when the teach is explaining somethings	and remember it as the way how he evaluate her self to get a good condition in her english learning process
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As stated in The Table Above as the result of the student's interview The Researcher Can Conclude that each student has their own way of doing self-evaluation in their English learning process such as evaluating what the student can get or reach in each of their subject in English learning process, and talk to other students to know how much the student that reach out more knowledge than the others student.

2. Organizing And Transforming

Organizing And Transforming Based on Students Interview Students Confirmed That, *“Usually I start and look for learning materials such as on the internet or books”, “usually the internet or books”, “I usually search on the internet, for example on Instagram or Tik Tok, there are lots of accounts that teach English, but the one I often learn is on the @Aroonenglish account”, “Usually I apply it to learning at school or by talking with my friends who are studying English”, “for example, if the teacher at school uses English, I*

already know what it means and can answer it”, “What I can really pay attention to is in terms of vocabulary”⁵⁷.

Table 4. 2
The Interview Result Of Organizing And Transforming

Self-Regulated Learning Used by the Subject Students	Student 1	Student 2	Student 3
Organizing and Transforming	Student 1 prepare material before his english learning process and try to increase his knowledge with the source he’s looking for and make sure he will more knowing the material when the learning process happend	Student 2 Said managing her english learning process with step by step to seek a problem and evaluate to make sure his english learning process do well	Student 3 preapre only from her notes what she know and don’t know with such as a lot of question she’s attempt to discuss it with other to make her know more than the other and prepare it before the classes started

As stated from the table above the researcher can conclude that 2 of the students can organize the material of their english learning process and transform it with the teacher explanation by their preparation before the class started and one of the students can’t organize it well.

⁵⁷ Student I, Interview result on 14th September 2024

3. Goal Setting and Planning

Goal Setting and Planning Based On Students Interview
 Students Said That, *“that is, the environment must be calm and there are no disturbances or distractions”, “objects such as cellphones and books”, “Of course, learn about the questions that will or could come up during the test”, “lesson plan”*⁵⁸, *“plan to study long before the test starts and continue to repeat and review the material previously discussed”, “It was very influential because it made me confidently and easily take the test”*⁵⁹.

Table 4. 3
The Interview Result Of Goal Setting And Planning

Self-Regulated Learning Used by the Subject Students	Student 1	Student 2	Student 3
Goal Setting and Planning	Student 1 said with his goal to attempt a good condition on his english learning process and attempt a good planning scores in his test he prepared a good sources as he explain before	Student 2 doesn't have a sure planning but she learn randomly from sources that she found in social media to attempt a goal in her test and english learninmg process	Student 3 has a goal to achive a good score in test she's attempt a planning to seek some good places and repeat the question and the test that she doesn't know to achive the right answer

According to the interview result table above the researcher concluded that 2 students have their own way to setting the goal for

⁵⁸ Student I, Interview result on 14th September 2024

⁵⁹ Student I, Interview result on 14th September 2024

their English learning process but one of them doesn't have a real planning in their English process.

4. Seeking Information

Seeking Information Based On Students Interview Students Said That, *“Usually with my friends who are more proficient in English”, “usually from many platforms on social media that bring together many people even from abroad, such as duo lingo or English learning discord”, “Usually I choose my partner if I want to evaluate myself, I will choose a partner who is more skilled, of course, but if I want to practice public speaking, I usually practice with someone whose skills are equivalent to mine”, “I usually look for information from accounts that teach English, as I mentioned before, I usually look for the account @Aroonenglish”, “resources that I definitely don't know about and I want to learn about them”, “by studying it continuously and continuing to revise it from time to time”*⁶⁰.

Table 4. 4
The Interview Result Of Seeking Information

Self-Regulated Learning Used by the Subject Students	Student 1	Student 2	Student 3
Seeking Information	Student 1 seek for information from his friends and	Student 2 seek for information with his friends but with some	Student 3 seek for information with asking friends but

⁶⁰ Student I, Interview result on 14th September 2024

	the source that he found on the internet beside that he usually do some online test to attempts how far that he knows the skills that he achieve	equal ability she said it will help her to achieve what she doesn't know and what she know to increase and the other than that she's attempt to do some searching and exercises from the internet	with his sources from the internet he prepare question and ask friend that more know in other and do exchange within that process
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The Researcher can conclude from the interview table result above that all 3 students have their own unique for seeking information and gaining more knowledge in their English learning process.

5. Keeping Records And Monitoring

Keeping Records and Monitoring Based on Students Interview Students Said That, *“by continuing to evaluate myself whether there is progress from the day before I studied or not”, “Usually I start practicing on weekends for a relatively wider period of time because of the holidays, and start looking for material to study.”, “method with an interlocutor to correct of course”⁶¹.*

⁶¹ Student I, Interview result on 14th September 2024

Table 4. 5
The Interview Result Of Keeping Records And Monitoring

Self-Regulated Learning Used by the Subject Students	Student 1	Student 2	Student 3
Keeping Records and Monitoring	Student 1 do the keeping records by using his memorizing skills but to achieve a good condition and the best monitoring he attempted it with his friends to evaluate a good environment condition such as on weekends and other and keep a record on it	Student 2 manage the skill by repeat to earn more something she maybe doesn't know but with a good condition environment and condition boosts her monitoring progress	Students 3 keeping records with repeat the question and something she want to memorize every day in several moments that he feels comfortable learning

As stated from the table above the researcher concluded that The student used keeping records and monitoring in their unique ways but only one student that is using keeping records and monitoring in their English learning process at the good way two the other only using the keeping records with no monitoring.

6. Environmental Structuring

Environmental Structuring Based On Students Interview
Students Said That, *“because an environment that makes us calm is*

very important for the continuity of learning”, “I usually arrange it at night because the atmosphere is quiet and I can think calmly without any disturbance from the surroundings”, “The one who contributes to my English learning is of course myself and usually I’m the only one learning English with the help of the internet”⁶².

Table 4. 6
The Interview Result Of Environmental Structuring

Self-Regulated Learning Used by the Subject Students	Student 1	Student 2	Student 3
Environmental Structuring	Student 1 Structure his environmental so comfy as he wanted to learn alone such as in a nigh time and such a good mood it helps him to attempts a good english learning process and best score for it	Student 2 peace and good condition is importan for her with that condition she can achive more comfy environment to learn english	Student 3 with night time condition it helps her to achive comfy environment to learn english and increase what she doesn’t know

As stated in the table above the researcher can conclude that each students has their own environmental structuring for their English learning process either inside or outside classes.

⁶² Student I, Interview result on 14th September 2024

7. Rehearsing And Memorizing

Rehearsing and Memorizing Based On Students Interview
 Students Said That, *“I have to recognize what I do so that it can be reviewed and sharpened continuously for long-term memory”, “I can maintain my vocabulary because I am confident in my memory abilities and of course with repetition of learning”, “There is no specific technique that I use, but I usually use self-taught writing and memorizing”*⁶³.

Table 4. 7
The Interview Result Rehearsing And Memorizing

Self-Regulated Learning Used by the Subject Students	Student 1	Student 2	Student 3
Rehearsing and Memorizing	Student 1 with his best memorizing skill he’s attempt to more learn alone and repeat that he doesn’t know	Student 2 with music help him to memorize what she doesn’t know and at the same time get something new for long term memorizing	Student 3 with writing technique she attempt to learn it again and memorize what she doesn’t know with that kind of note she attempt a good condition to memorize something that she doesn’t know

According from the table above the researcher can conclude that the students not implemented the rehearsing well in their english

⁶³ Student I, Interview result on 14th September 2024

learning process otherwise their memorizing implemented well enough but one students implemented both well in her english learning process.

8. Self-Consequences

Self-Consequences Based On Students Interview Students Said That, *“I usually immediately go looking for a correct sentence if I find out what I said before is wrong”, “so that there is a deterrent effect not to repeat the same mistake”, “I usually punish myself by not being able to buy something that I usually want because I like it, such as things or food that I like”, “on the other hand, to refresh after studying and as a reward because I was able to reach that point, and used as a goal to complete my assignment”, “Usually I buy food or things like ice cream or my favorite comics or top up my favorite games”, “The most effective award for me is whatever award is given by someone else”⁶⁴.*

Table 4. 8
The Interview Result Of Self-Consequences

Self-Regulated Learning Used by the Subject Students	Student 1	Student 2	Student 3
Self-Consequences	Student 1 he knows when he’s wrong and do some punishment if something	Student 2 she will fix the problem if she attempts something wrong with their	Student 3 when something wrong happened she will repeat the

⁶⁴ Student I, Interview result on 14th September 2024

	<p>goes wrong but in the other side when he's do something well he serve himself with some prizes but for him prize from other person is the best prize for him</p>	<p>english learning process and do some punishment for it and at the other side if she did the best things she will do some self prizes to make her self proud but for her the best prizes is whatever her parents gives</p>	<p>question at home in additionally she punish himself but if she did very well she prize her self with food that she like in that prizes the best prize for her is from other</p>
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The researcher can conclude that the students according to the table above, the researcher can conclude that the students have their own way of making self-consequences for their English learning process, whether it's a good or bad result for them.

9. Seeking Social Assistance

Seeking Social Assistance Based On Students Interview

Students Said That, *"I usually ask for help from my friends who are more proficient than me in English, for example Gea", "Usually they tell me what my mistake was and how to solve it, and teach me what to do if I have questions like that again", "Of course, I am very happy if someone corrects my mistakes, of course in a polite way because I don't need to be tired looking for my own mistakes", "I usually form small groups if there is a topic that needs to be discussed together to find out and exchange ideas with other friends", "I chose Gea, Aulia, and Marsya", "usually we make a*

circle and start learning English together, either by chatting but using English or we learn new vocabulary and exchange ideas”⁶⁵.

Table 4. 9
The Interview Result Of Seeking Social Assistances

Self-Regulated Learning Used by the Subject Students	Student 1	Student 2	Student 3
Seeking Social Assistance	Student 1 seek for people that more know when he doesn't know anything and make a group for it in additionally he can exchange information but the other option he usually ask people either from foreign or teacher that know about something that he doesn't know	Student 2 seek people for her to know what she doesn't know such as students 1 or 3 if they don't know she will ask her teacher at the other side she attempts to make a group to achieve and exchange something that she know and doesn't know	Student 3 seeks people for exchange information in between she make a group for it and ask what she doesn't know if they don't know she will ask her teacher

As The table above the researcher stated that the students are seeking social assistances for their English learning process well enough with the difference of how they to seek the person that can help the students with their subjects.

⁶⁵ Student I, Interview result on 14th September 2024

10. Reviewing Records

Reviewing Records Based On Students Interview Students Said That, *“so that I don't waste time and have to continue to evaluate myself to know where my weaknesses are and no time is wasted and I can learn a lot of other things to help myself continue to develop”, “by asking my friends for help to correct my vocabulary or speaking while they know or hold a text that is definitely the correct answer to what I said”, “by repeating what I learned or by practicing speaking with my friends by having conversations and chatting with them using English”*⁶⁶.

Table 4. 10
The Interview Result of Reviewing Records

Self-Regulated Learning Used by the Subject Students	Student 1	Student 2	Student 3
Reviewing Records	Student 1 doesn't want to wasting time with his english learning process to achieve more knowledge he keep repeat what he realy want to learn and with his friends he attempts to practice either in speaking	Student 2 with her friends she repeat what she know and keep repeat it so she can achieve more best results in additionally increase other people skills and her skills	Student 3 do more with friends to repeat and exchange information in the way how she will remember what she already learn

⁶⁶ Student I, Interview result on 14th September 2024

	and even listening skills and with his note to achieve more goals for him		
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From the table above the researcher can conclude that 1 student do the reviewing records with some more efforts than the other 2 students.

2. The Problem Of Using Self-Regulated Learning

In This Section, the semi-structured interview was used to obtain in-depth information from the second research question and the question is “What Are Students’ problems in applying Self-Regulated Learning in Their English Learning Process ?” the participant was interviewed on 14th September 2024 through 30th October 2024 by the researcher and participants joined the interview to obtain depth information based on the participants’ the problem of applying self-regulated learning During English learning process and therefore, The data of interview had been obtained from 3 students of XII Bahasa SMAN 2 Rejang Lebong, it could be seen on the explanation and table below;

1. Disorganization And Distraction

Disorganization and Distraction toward Using Self-regulated Learning to Improve Speaking Based on the Interview with Students, students said, *“The difficulties I experience are usually when I do public speaking because I'm confused about how to*

compose the words I want to say, and I'm nervous”, “It really bothered me because I was afraid I wouldn't be confident in carrying out my learning”, “challenges such as distracting my cellphone with other applications or games on my cellphone or environmental conditions”⁶⁷.

Table 4.11
The Interview Result Of Disorganization And Distraction

Students	The problems of Using self-regulated learning During English Learning Process Disorganization and Distraction
Student I	Nervous Management, Friends distraction, and avoiding smartphones are some of the challenges for Student I in using the Self-Regulated Learning
Student II	Student II with Noises and smartphone distraction are the worst conditions for her when learning English it makes her feel disgusted and not focus
Student III	Uncontrolled Situations and forgetting something when do something make Student III Feel distracted and lost of focus

From the table above the researcher stated that the students doesn't have a difference in their disorganization or distraction in

⁶⁷ Student I, Interview result on 14th September 2024

their problem when using the self regulated learning and noises is their main problem.

2. Uncontrolled Emotion

Uncontrolled Emotions based on an interview with Students, Students confirmed that, *“Anxiety really affects me. I like studying English. On the other hand, I don't focus on learning and I can't digest what I'm studying”, “emotional feelings and thirst for my habits in learning English”, “In my opinion, uncontrolled emotions are very disturbing because then there is no intention to learn”*⁶⁸.

Table 4.12
The Interview Result Of Uncontrolled Emotions

Students	The problems of Using self-regulated learning During English Learning Process
	Uncontrolled Emotions
Student I	Student I Nervous problem with his focus but otherwise his superiority in wanting to know more can make him disappointed in something and make his emotions uncontrolled
Student II	When distraction from noises happens to Student II and disturbs her while studying it makes her emotions uncontrolled
Student III	Distraction, Unmood, and Overthinking make student III can't focus and distracted otherwise Student III will feel Angry and can't control Emotion

⁶⁸ Student I, Interview result on 14th September 2024

Stated from the table above the researcher can conclude that the 3 students have a bit difference with their own uncontrolled emotion when using the self-regulated learning and their have difference main problem on it such as. Nervous, uncontrolled angry emotions.

3. Demotivation

Demotivation based on an interview with Students and Students Said that, *“My personal factor is hunger; hunger really influences my learning process and the environmental conditions that need to be calm”, “Lack of motivation can trigger my unwillingness to study and I even think about why I shouldn't study at all”, “The negative effect is that there is the intention of not wanting to learn, even to the point of not caring anymore about learning English”*⁶⁹.

Table 4.13
The Interview Result Of Demotivation

Students	The problems of Using self-regulated learning During English Learning Process
	Demotivation
Student I	Hungry and Mood are the biggest problems for Student I to have motivation in learning even English
Student II	Bored Make Student II Feel nothing even to learn anything

⁶⁹ Student I, Interview result on 14th September 2024

Student III	Lazy Make Student III Won't do anything even learn
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As stated from the table above the researcher conclude that the 3 students have their own problems in their demotivation in learning english when using self-regulated learning such as moody.

3. Narrative Inquiry Data

According to the the researcher research In narrative inquiry the researche has found :

Table 4.14

Students Narrative Analysis Result

Self-Regulated Learning Indicator	Student 1	Student 2	Student 3
Self-Evaluation	1. "Fagis sets clear study goals, using time to complete assignments and review lessons."	1."I also evaluate my time management and adjust my study methods, often using memorization because it's more efficient for me than writing notes."	1."Rasha excels in some subjects but struggles in others." 2."She prefers learning things that will benefit her future and avoids pushing herself too hard in subjects she doesn't connect with."
Organizing And Transforming	2."Fagis enjoys making neat, colorful notes using markers and stickers."	2. "I also review any assignments or homework due that day."	3."Once home, she cleans up, showers, and organizes her

	3."Fagis prepares for the day by getting dressed, checking the to-do list, and reviewing study materials."	3."I make sure the learning environment is clean and organized by tidying up my desk and ensuring my materials are ready." 4."I keep a record of what I've learned and bring it with me every day."	school materials." 4."She checks her school materials—clothes, books, and most importantly, her homework."
Goal Setting And Planning	4."Fagis sets clear study goals, using time to complete assignments and review lessons."	5.Before leaving, I check the books and school supplies I need for the day's lessons, such as Sociology, Art, Indonesian, English, and Economics." 6."In the evening, I check for any homework due the next day and complete it."	5."Rasha's goal is to keep studying little by little each day until she's prepared for exams." 6."She studies for her final exams, particularly the UTBK (university entrance test), using the Pomodoro technique."
Seeking Information	5."Fagis also uses a phone for learning, watching educational videos on YouTube."	7."I often use the internet to find additional resources, especially when studying social issues." 8."If the lessons don't go as planned, I review what I didn't understand by	7."If she doesn't understand their explanations, she searches the internet, particularly YouTube or educational social media, for better insights."

		watching videos and researching the material."	8."She also uses her phone to find study resources online, as it's more practical and flexible than books."
Keeping Record	6."Fagis reviews notes and prepares for bed."	9."I keep a record of what I've learned and bring it with me every day."	9."She keeps her phone use limited to avoid negative effects of technology."
Environmental Structuring	7."In the evening, Fagis often makes coffee and sets up the study desk." "Before leaving, Fagis enjoys listening to music or reading a novel."	10."I make sure the learning environment is clean and organized by tidying up my desk and ensuring my materials are ready." 11."After the break, I clean around my desk to keep the learning environment comfortable."	10."She believes staying active in class and paying attention helps her leave a positive impression on the teacher." 11."She avoids consuming caffeine to help with sleep."
Self-Consequence	-	12."Afterward, I rest and eat, and sometimes play games for relaxation."	12."She takes time for evening prayers and rests briefly while using her phone." 13."Even though Rasha struggles to fall asleep, she doesn't consume caffeine and finds it difficult

			to rest after a long day."
Rehearsing And Memorizing	8."Fagis reviews notes before sleeping."	13."I prefer working at night because it's quieter and more conducive for focus." 14."I often use memorization because it's more efficient for me than writing notes."	14."She studies for her final exams, particularly the UTBK (university entrance test), using the Pomodoro technique."
Seeking Social Assistance	9."Fagis participates in extracurricular activities such as English Club and OSIS." 10."Fagis is also involved in external organizations like GENRE."	15."When I arrive at school, the first thing I do is ask about the lessons—whether there's homework, presentations, quizzes, or exams." 16."After school, my friends and I discuss our experiences, share complaints, and talk about the day's lessons."	15."She uses the time before class to get some sunlight or check with friends about any assignments she might have missed." '16.'She relies on her friends to help explain difficult lessons."
Reviewing Record	11."Fagis reviews notes and prepares for bed."	17."If the lessons don't go as planned, I review what I didn't understand by watching videos and researching the material."	17."If any homework is incomplete, she tries to finish it before heading to school." 18."She usually finishes her study session around 10 PM,

			then unwinds with her phone before bed."
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B. Discussion

To obtain students' self-regulated learning during the English learning process and the problems of using self-regulated learning, The Researcher has found discussion based on following the findings on the field, they were following.

Stage of Self-Regulated Learning, The Students were interviewed by the researcher which consist of 45 questions, the researcher obtained data from the students, Self-Regulated Learning During the English learning process. The Researcher found 10 Students Self-Regulated Learning and those Self-Regulated learning were implemented by 3 students during their English learning process, the were, Self-Evaluation, Organizing And Transforming, Goal Setting and Planning, Seeking Information, Keeping Records and Monitoring, Environmental Structuring, Rehearsing and Memorizing, Self-Consequences, Seeking Social Assistance, and Reviewing Records⁷⁰.

The first Students in Self Regulated Learning During English Learning Process is one of the that help students to evaluate student during their learning process, the extent of students involvement in certain reflective and self-critical processes; their motivation and the degree of involvement that can be expected from them; how they evaluate and value the support and guidance received from their

⁷⁰ Zimmerman, B. & Schunk, D. (2008). Motivation: An essential dimension of self-regulated learning. In Schunk, D. and Zimmerman, B., Motivation and selfregulated learning: Theory, research, and application. Mahwah, NJ: Lawrence Erlbaum Associates

teachers; the concept they have of themselves and their study systems; how they generally assess reflection and self-evaluation processes; and to what extent these processes contribute to improving their results⁷¹. According to the theory above it means that self-evaluation is required to evaluate their English learning process.

Otherwise, there are 3 students confirmed that the students are using one of the self-regulated learning it is Self-Evaluation within way: The Students attempt to know what is their problem during their english learning process within the problem that they found the students manage problem to evaluate by doing 1. Find the problem 2. Write to know what sure the problem 3. Searching through social media and browsers to solve the problem 4. Evaluate the problem and fix it in other ways the students ask the teacher and someone else who knows more if the problem can't be solved either.

Organizing and Transforming as the that assists students to organize the existing sources of English skills and after the students get the students got the sources, the students will implement the existing resources into practice Organizing and Transforming, Organizing and Transforming are Transforming learning materials for absolute clarity and precision⁷². It means organizing and transforming assist student in preparing some existing sources and knowledge to be applied in the classroom during the English learning process and there are only 3 students that implemented the in their English learning process Such as 1. Browsing some

⁷¹ Cambra-Fierro, J., & Cambra-Berdún, J. (2007). *Students' self-evaluation and reflection (part 1): "measurement."* *Education + Training*, 49(1), 36–44. doi:10.1108/00400910710729866

⁷² Abd. Mukhid STRATEGI SELF-REGULATED LEARNING (Perspektif Teoritik) 2008

sources from the browser 2. Go through the social media 3. Visiting some native English tutor 4. And read books either e-book or physical book form the library.

Seeking information is one of the self-regulated learning , seeking information helps the students reach out to new knowledge about their English learning process, and seeking information also helps the students to seek more specific content or sources for their English learning process that can help them during their English learning process, knowledge acquisition like analogy that helps learners organize new knowledge and Integrate it with previous knowledge⁷³. It means that seek information are important to seek new knowledge that can help the students acquire new one at otherwise it helps the students organize and transform, here the researcher found that all students do the same things but the 3 main students have more deep research and browse to seek the specific content or sources such as 1. Read some articles 2. They are borrowing books from the library 3. and asking to some native friends.

Goal Setting and Planning is one of the Self-Regulated Learning that help students preparing and set the plan for their English learning process. Goal setting and planning also focus on students to establish student lesson plan to achieve what their target in one lesson, according to expert Self-regulation concerns the processes in which learners mobilize and support behavior, cognition, and affect systematically oriented towards achieving learning goals⁷⁴. The expert above

⁷³ W.M. Reed dan S.F. Giessler, "Prior Computer-Related Experiences and Hypermedia Metacognition" dalam *Computer in Human Behavior*, 11(3-4, 1995) hlm. 582.

⁷⁴ B.J. Zimmerman, "Self-regulated learning and Achievement: The Emergence of a Social Cognitive Perspective", dalam *Educational Psychology Review*, (2, 1990), hlm.173-201.

explains that Goal Setting and Planning are important that assist the student to set students goals and planning so they can achieve their learning goals.

Keeping Records and Monitoring is a that can assist students in remembering the knowledge that students get and monitoring focuses on how the quality of their English learning process, Keeping Records and Monitoring helps students understand the material and combine it with previous knowledge. Regulating points to better reasoning (fine-tuning) and continuous adjustment to activities of someone's cognitive abilities⁷⁵.

Environmental Structuring is the students in how they prepare the condition of their learning process to make a comfortable situation to learn, They plan and control the time and effort used for tasks, and they know how to create and build a good learning environment, such as find a suitable place to study⁷⁶. An expert explains above that environment is important for students to acquire more knowledge and make a good learning condition here the researcher found how the 3 students manage their environment such as 1. Learning at night 2. Learning while listening to music.

Rehearsing and Memorizing is the one of Self-Regulated learning for student efforts to memorize student learning materials and they can apply it on the English learning process, memorization is that students use to improve their language skill⁷⁷.

⁷⁵ Abd. Mukhid STRATEGI SELF-REGULATED LEARNING (Perspektif Teoritik) 2008

⁷⁶ L. Corno, "Volitional Aspects of Self- Regulated Learning" dalam Zimmerman dan Schunk (Ed.), *Self-regulated Learning*, hlm. 191-225.

⁷⁷ Cohen, A. D. (2003). *The learners side of foreign language learning: Where do styles, , and tasks meet? IRAL - International Review of Applied Linguistics in Language Teaching*, 41(4). doi:10.1515/iral.2003.013

Self Consequences are student behavior in after English learning process or even test how the students treat the results Self Consequences Focusing on what punishment and prizes after the results of their learning process, reflection or evaluation, which includes considerations or decisions, evaluations relating to implementation of their duties, comparing them with the criteria determined (by the learner himself or the teacher) beforehand, attributions/traits made regarding the causes of success or failure, the affective reaction experienced to the outcome, as consequences for attributions made, and possible behavioral choices followed in the future⁷⁸. Experts above explain that The Students with the evaluation and reflection and after the process Students get the results is how the student will give the consequences for them in this research the researcher found that the students treat themselves if they succeed by 1. Buy some online game stuff 2. Buy some favorite food 3. Treat themselves as queen or king otherwise, if the students fail the students will be punished themselves with not playing on phones for a quite while to learn and repeat the problem to solve it.

Seeking social assistance is one of the Self-Regulated Learning that students use to lead them to solve a problem by seeking help from other Students, Teachers, Experts, etc. To help them achieve the goal of their learning process, They plan and control the time and effort used for tasks, and they know how to create and build a good learning environment, such as finding a suitable place to study, and seeking help (help-seeking) from teachers/classmates when encountering difficulties⁷⁹.

⁷⁸ Fase-fase dan bidang self-regulated learning, Lihat Ibid., hlm. 454)

⁷⁹ 1 L. Corno, "Volitional Aspects of Self- Regulated Learning" dalam Zimmerman dan Schunk (Ed.), Self-regulated Learning, hlm. 191-225.

Reviewing Records is The last of the self-regulated learning that assist all the above to know what should the students do after and repeat all what the students get, Self-regulated learning is generally characterized as active participation who efficiently control their own learning experience in different ways, including determining the environment productive work and using resources effectively, organizing and training information to learn, maintain positive emotions during academic tasks, and retention positive motivational beliefs about their abilities, values learning, factors that influence learning, and maintain to reviewing the problems⁸⁰.

Based on the explanation above the researcher concludes that Self-Regulated learning During the English Learning Process Are linked to each other and assist The Students in reaching the goal of their lesson plan and their future planning otherwise it helps them reach out more knowledge in English skills, 1) learner with high regulation tends to learn better under learner control rather than program control; 2) learner High self-regulation can monitor, evaluate, or manage their learning effectively during the learning controlled by providing attachment questions; 3) learner control reduces the learning time/hours required to complete lessons; and 4) self-regulating learners Highly manage their learning and time efficiently⁸¹. It means that Students with excellent Self-Regulated Learning help them to reach out their maximum potential during The Student English Learning Process.

⁸⁰ D.H. Schunk dan B.J. Zimmerman (Ed.), *Self-regulation on Learning and Performance: Issues and Educational Applications*. (Hillsdale: Lawrence Erlbaum Associates, 1994).

⁸¹ Y.C. Yang, "The Effects of Self-Regulatory Skills and Type of Instructional Control on Learning from Computer-Based Instruction" dalam *International Journal of Instructional media*, 20(3, 1993), hlm. 225-241.

The Problem of Using Self-Regulated Learning , In this section The Students were interviewed by the Researcher which consist by 9 questions to obtain data that required, the students' problem of using Self-Regulated Learning during the English learning process. The Students Found 3 Students that use Self-Regulated Learning often. otherwise, the 3 students have problems when using the . Experts said, there are 3 problems when students apply Self-Regulated Learning , such as Disorganization and Distraction, Uncontrolled Emotion, and Demotivation

Disorganization and distractions are interruptions to students' organizational learning processes, and disorganization and discretions may also play a role in students' failure management learning processes. Uncontrolled emotion refers to individuals who are unable to control their emotions or feelings. Uncontrolled emotions might lead to an unwillingness to learn, particularly in the English learning process. Demotivation occurs when students lack the motivation to learn which can hinder their ability to succeed.

Stated to discussion above there are gaps between the researcher's research with the previous research there are, in The research was done by I Dewa Gede Rat Dwiyana Putra “The Predicting Power of Self-Efficacy on Students’ Argumentative Writing Quality”. The result showed This study is envisioned to contribute to existing knowledge by offering three main themes Conclusion. First, students' self-efficacy regarding writing conventions best predicts their argumentative writing quality. It implies a student's perception of their ability to express ideas in an appropriate way⁸². In this research Researcher I Dewa Gede Rat Dwiyana Putra

⁸² I Dewa Gede Rat Dwiyana Putra (2020) The Predicting Power of Self-Efficacy on Students’ Argumentative Writing Quality

researched the student's self-regulated learning by focusing on their writing skill otherwise it has differences between the researcher's research, in the researcher's research is more likely discussing overall self-regulated learning that could be used by the students in their English learning process in all basic skills and the other differences the researcher here discuss the problem of the students when they are using Self-Regulated Learning .

in the other research by Tomoko Yabukoshi in his research which is entitled as “Self-Regulated Learning Processes Outside the Classroom: Insights from a Case Study of Japanese EFL Students”. In this research resulted was The findings of this study highlighted the differences in metacognitive and motivational self-regulated learning processes between two higher and two lower proficiency students, who also differed in their goal orientations, when they engaged in EFL learning outside the classroom. The following section discusses these results in terms of metacognitive and motivational self-regulated learning processes⁸³. The gaps between this previous researcher with the researcher’s research are huge difference, with the researcher Tomoko Yabukoshi is focusing on their english learning goal to achive something more in outside the class room in otherwise the researcher’s research focuses only inside the English learning process and not only on goal setting and self-efficiency of the students.

the other research by Ali Asghar Ghasemi, Hamid Reza Dowlatabadi which is entitled “Investigating the Role of Task Value, Surface/Deep Learning , and

⁸³ Tomoko Yabukoshi (2018) Self-Regulated Learning Processes Outside the Classroom: Insights from a Case Study of Japanese EFL Students

Higher Order Thinking in Predicting Self-regulation and Language Achievement”

That this research resulted The aim of this study was to examine structural relationships between variable task values⁸⁴. The gaps between the researcher’s research on how the students that researched to be aimed not only on several things but all of the that can be used as the learning otherwise the student's aim is totally in different majors meanwhile the researcher’s research focused in Language Major.

Stated From all the gaps between the other findings with the researcher’s findings on field have some difference such as, The Subject of the research, the that been used, the aimed of the research, and the problem that the researcher’s only that include inside the research.

⁸⁴ Ali Asghar Ghasemi, Hamid Reza Dowlatabadi (2018). Investigating the Role of Task Value, Surface/Deep Learning , and Higher Order Thinking in Predicting Self-regulation and Language Achievement

CHAPTER 5

CONCLUSION AND SUGGESTION

A. Conclusion

After The Chapters Above The researcher found a conclusion based on the findings and discussion, There are 10 Self-Regulated learning during Students' English Learning Process where The researcher here found 2 Students At XII Bahasa who used a total of 10 Self-Regulated Learning and 1 the other only used 9 Self-Regulated Learning Otherwise The researcher concluded that Self-Regulated Learning helps The students to achieve their maximum potential and learning target. There were 3 Problems For Students when Using Self-Regulated learning During the English Learning Process, otherwise, The researcher Concluded that The Problems had a bad influence on students while learning it made the students lose their motivation to study and all the 3 students feel the problem when they are using the self-regulated learning .

B. Suggestion

The suggestion here for the future and suggestion is aimed at:

1. The Teachers

Teachers need to be aware for what student's used in their learning process besides it will helps the teacher to find out what the teachers should do when explain some materials otherwise teachers can make a good environment for the students to learn so the students have a opportunity to figure out their maximum potential in their lesson.

2. The Learners

Other learners should know what is the important to used in their learning activity especially using Self-Regulated learning it is really important for students to know how to use it, The can help Students Figure out more of their potential.

3. Future Researcher

The Researcher Hopes Over time that, The researcher can improve more about The researcher Self-Regulated Learning, and The researcher hopes will investigate more about the Self-Regulated Learning because it could make a new Knowledge for the other and The researcher itself.

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APPENDICES

APPENDIX 1
SK PENELITIAN

APPENDIX 2
VALIDATION INSTRUMENT

APPENDIX 3
INTERVIEW & NARRATIVE RESULT

Kinds Of Self Regulated Learning Strategies

NO	Interview Question	Student 1	Student 2	Student 3
1.	1. How do you assess your progress in English learning?	1.Saya menilai kemajuan saya berbahasa inggris dari berapa banyak saya tau kosakata yang asing tapi saya sudah tau dan paham, dan juga saat saya sudah mengenali dan tau tenses apa yang terdapat dalam kalimat	1.saya menilai diri saya cukup baik dalam menghafal kosakata dalam bahasa Inggris dengan fasih karna saya percaya diri dengan kemampuan ingatan saya	1.saya menilai kemajuan saya dalam bahasa inggris dengan saya tau bahwa setiap kosakata yang saya pelajari terus meningkat dan hafal
	2. How do you recognize and address both mistakes and successes in your English learning process?	2.Saya menyadari kesalahan saya dalam berbahasa inggris ketika kalimat itu doesn't sounds good i don't really care about the pattern of tenses tho, and if i listen to a new song and found that i don't know some new vocabs	2.saya dapat mengenali kesalahan saya jika saya belum dapat mengartikan sesuatu dan tidak dapat menyusun kata kata untuk sebuah pertanyaan yg di lontarkan kepada saya,dan cara memperbaiki saya biasanya pergi ke akun seseorang yg sudah fasih berbahasa Inggris di sosial media	2. saya mengetahui kesalahan saya dalam latihan bahasa inggris ketika saya tidak tahu arti dalam bahasa indonesia dan saya mengatasi masalah tersebut dengan search google trasnlate dan apk bahasa inggris

	3. What steps do you take after identifying a mistake in your English practice?	3.Step pertama yang akan saya lakukan adalah mencari apa yang salah dari kalimat tersebut,lalu mencari verb yang tepat, kemudian memperbaikinya hingga terdengar lebih baik saat diucapkan, dan untuk yang vocabulary saya hanya mengambil kata kata yang saya gatau lalu saya artikan trs saya ingat ingat aja	3.tentu nya saya akan merevisi apa kesalahan saya dan segera mencari jawaban yg saya cari	3. saya akan belajar lagii dan lebih teliti terutamanya dalam latihan bahasa inggris
2.	4. What materials or resources do you gather before starting your English practice?	4.Saya akan mempersiapkan alat tulis dan buku untuk mencatat yang penting dan juga kesalahan saya, dan juga hp serta kamus	4.biasanya saya memulai dengan mencari bahan pembelajaran seperti di internet atau buku	4. biasanya saya menggunakan catatan yang sudah saya siapkan waktu belajar individu
	5. Which tools or platforms do you use to practice English?	5.for the platform i usually use instagram and duolingo, also book.	5.biasanya internet atau buku	5.saya menggunakan google translate, search materi yang akan dipelajari di youtube, dan mempelajari lewat apk bahasa inggris
	6. How do you effectively use the tools or platforms provided to enhance your English skills?	6.for instagram saya biasa nya cari akun yang emang talk about english ya, kayak kampung inggris, carokowanzenglish. untuk duolingo ya saya mainin game edukasi yang udah disediakan.	6.biasanya saya mencari di internet contoh nya di Instagram atau tik tok banyak akun yg pasti ada mengajarkan bahasa Inggris tapi yg sering saya pelajari ada di akun @Aroonenglish	6. dengan mencatat, dihafal, kemudian diulang ulang agar lancar

	7. How do you apply your existing knowledge when practicing English skills?	7.Pertama saya terapkan dalam pembelajaran bahasa inggris dikelas, dan juga saat test bahasa inggris for some good grades, dan kadang juga jadi kamus dikelas, i mean helping my classmate who want to learn english too.	7.biasanya saya menerapkan pada pembelajaran di sekolah atau dengan ber bincang dengan teman saya yg sama sama belajar bahasa Inggris	7. saya akan mengajarkan teman saya dan tentunya saya akan belajar dengan teman yang lebih mahir dari saya
	8. Can you provide examples of how you use your existing knowledge in practicing English?	8.Seperti saat teman teman dikelas belum tau yang dijelaskan guru saat guru gunakan full english i've already understand what the teacher talking about.	8.dengan contoh jika guru di sekolah menggunakan bahasa Inggris saya sudah terlebih dahulu tau apa arti tersebut dan dapat menjawab nya	8. saya akan berbicara bahasa inggris sesama teman yang mahir dalam bahasa inggris
	9. After practicing, which aspects of your English skills do you notice improvement in?	9.aspek yang saya rasakan peningkatannya itu dari kosakata sih trs speaking nya juga sometimes.	9.yg saya sangat bisa perhatikan yaitu dalam segi kosakata	9. kosakata saya terus meningkat dan speakingnya juga meningkat
3.	10. How do you prepare yourself before starting to acquire English skills?	10.Saya itu bukan tipe yang benar benar fokus belajar, tapi saat saya belajar saya harus punya space for my self.	10.yaitu pastinya lingkungan yg tenang dan tidak ada gangguan atau distraction	10. sekitar saya dalam keadaan tenang dan tidak bisa di ganggu

	11. What specific items or materials do you prepare before taking an English test?	11.buku,handphone,dan kamus.	11.benda seperti handphone dan buku	11. handphone, buku catatan, laptop
	12. What strategies do you use to prepare for an English test?	12.belajar materi yang kira kira akan keluar dalam test.	12.tentu nya belajar mengenai soal yg akan atau bisa jadi keluar saat tes tersebut	12. mempelajari kisi2 bahan yang akan di keluar saat tes tersebut
	13. What plans do you make before taking an English test?	13.rencana nya saya harus punya nilai yang bagus,jadi saya harus belajar dengan sungguh-sungguh	13.rencana pembelajaran	13. rencana pembelajaran
	14. What types of planning do you typically engage in before an English test?	14.i'm not an well-organized person for learning, jadi saya cuma belajar aja random gitu gaada plan yang terstruktur dengan baik	14.rencana belajar dari jauh hari sebelum tes itu di mulai dan terus mengulangi dan meng ulang materi yg sebelumnya di bahas	14. terus mengulang ngulang materi pembelajaran
	15. How does your planning affect your performance in English tests?	15.Jelas berpengaruh, saat saya sudah belajar jadi nya saya bisa mengerjakan test dengan lancar dan bisa optimis dengan nilai saya	15.sangat berpengaruh karna dengan itu saya dengan percaya diri dan mudah mengerjakan tes tersebut	15. dengan itu saya lebih bisa menjawab tes tersebut
4.	16. Who do you consult when you face challenges in improving your English skills?	16.Meminta tolong pada teman yang mengerti udah menjelaskan kembali yang saya tidak pahami.	16.biasa nya dengan teman saya yg lebih mahir dalam berbahasa Inggris	16. dari teman yang lebih mahir dalam bahasa inggris

<p>17. How do you find an online partner for practicing English?</p>	<p>17.Dari platform internet, karena biasanya teman teman yang saya temukan di instagram or twitter banyak yang sudah mahir dalam berbahasa Inggris.</p>	<p>17.biasanya dari banyak platform di sosial media yg mempertemukan orang banyak bahkan dari luar negeri seperti duo linggo atau discord pembelajaran bahasa Inggris</p>	<p>17. dari berbagai sumber media</p>
<p>18. How do you select and collaborate with a partner to learn English?</p>	<p>18.Untuk mencari pasangan dalam berbahasa Inggris, saya suka seseorang yang lebih mahir dari saya jadi dia bisa mengajari apa yang belum saya mengerti, ya at least setara sih.</p>	<p>18.biasanya saya memilih pasangan saya jika saya ingin mengevaluasi diri saya,saya akan memilih pasangan yg lebih mahir tentunya tapi jika saya ingin melatih publik speaking biasanya saya berlatih dengan orang yg skill nya setara dengan saya</p>	<p>18. dengan mencari teman yang mahir dan pandai dalam speaking english</p>
<p>19. How do you search for resources to support your English practice?</p>	<p>19.Saya cari test yang random aja, kayak di quiziz itu kadang saya cari quiz-quiz bahasa Inggris yang seru gitu .</p>	<p>19.biasanya saya mencari informasi dari akun akun yg mengajarkan bahasa Inggris seperti yg saya sebut kan sebelumnya saya biasanya mencari di akun @Aroonenglish</p>	<p>19. biasanya saya mencari lewat akun tiktok, youtube, serta google</p>

	20. What resources do you typically use to enhance your English skills?	20.Sumber nya biasa nya itu kayak test di website yang belum pernah saya kerjakan, seperti kadanb itu di brainacademy.	20.sumber daya yg pasti nya saya belum ketahui dan saya ingin mempelajari nya	20. yang belum saya pahami dan belum pernah saya pelajari
	21. How do you utilize these resources to improve your English skills?	21.Dengan cara mengerjakan test bahasa inggris lalu menilai apakah bahasa inggris saya sudah lebih baik, dan belajar lebih giat jika hasilnya belum memuaskan.	21.dengan cara di pelajari terus menerus dan terus merevisi nya dari waktu ke waktu	21. dengan mempelajari, memahami, dan mengulang nya
5.	22. How do you track and sustain the quality of your English skills?	22.Dengan cara saya harus ingat semua yang saya pernah pelajari, dan mengulang-ulang.	22.dengan cara terus mengevaluasi diri saya apakah ada kemajuan dari hari sebelumnya saya belajar atau belum	22. dengan terus mengkoreksi dan mempelajari setiap hari
	23. How do you organize your English practice to ensure consistent improvement?	23.Dengan belajar disaat suasana yang tenang agar bisa fokus.	23.biasa nya saya mulai berlatih pada akhir pekan untuk waktu yg lebih relatif luas karna hari libur,dan mulai mencari bahan materi yg akan di pelajari	23.mempelajarinya ketika saya ada waktu luang

	24. What is the most effective method you use to monitor and improve your English skills?	24. Listening to music, it helped so much. Karena nambah vocabulary, and i feel like i am not learning cause i'm enjoy it so much.	24. metode dengan ada lawan bicara untuk mengoreksi tentunya	24. ketika ada soal bahasa inggris apakah saya bisa mengartikan dan menjawabnya
6.	25. Why do you believe creating a specific learning environment is important for improving your English skills?	25. Karena kenyamanan dan ketenangan saat belajar itu sangat penting, agar belajar lebih efektif.	25. karena lingkungan yg membuat kita tenang sangat penting untuk keberlangsungan pembelajaran	25. karena agar nyaman belajarnya
	26. How do you set up an effective environment for practicing English?	26. Biasanya saya dengerin musik pake earphone jadi ga keganggu sama keributan yang ada disekitar	26. biasanya saya mengatur pada malam hari karna suasa nya yg sunyi dan dapat memikir dengan tenang tanpa ada gangguan dari sekitar	26. biasanya saya belajar pada malam hari dengan suasana yg tenang agar bisa berpikir lebih dalam lagi
	27. Who contributes to your English learning environment, and how do they support your practice?	27 My dad, karena ayah juga mahir dalam berbahasa Inggris, jadi saya kadang ajak ayah sharing tentang bahasa inggris.	27. yg berkontribusi dalam pembelajaran bahasa Inggris saya tentu saja diri saya dan biasanya saya hanya sendiri dalam mempelajari bahasa Inggris dengan bantuan internet	27. tentunya diri sendiri yg paling utama dan juga seseorang yg lebih mahir

7.	28. How do you manage situations where you forget important English concepts?	28.Saat saya sadar bahwa ada sesuatu yang saya lupa, maka saya akan cari dan ingat ingat lagi hal tersebut.	28.saya harus mengenali tentang hal apa yg saya lupakan untuk di ulas kembali dan di asah terus menerus untuk ingatan jangka panjang	28. saya akan mengkoreksi dan dipelajari dengan cermat
	29. When practicing English, how do you consciously retain key steps or vocabulary?	29.Sering sering diterapkan aja, terus bakal masuk ke long-termed memories deh.	29.saya dapat mempertahankan kosa kata saya karna saya percaya diri dengan kemampuan ingatan saya dan tentunya dengan pengulangan belajar	29.dengan pengulangan secara terus
	30. What techniques do you use to memorize steps and vocabulary in English learning?	30.Saya tidak punya teknik spesifik, tapi dengerin musik nambah banyak vocabulary saya	30.teknik yg saya gunakan tidak ada teknik yg spesifik tapi biasanya saya menggunakan cara menulis dan menghafal dengan otodidak	30.teknik mencatat dan menghafal
8.	31. How do you respond when you identify a failure in your English practice?	31.Saya akan langsung mempelajari kembali dan memperbaiki kesalahan yang saya buat	31.saya biasanya langsung pergi mencari suatu kalimat saya yg benar jika saya mengetahui yg saya katakan sebelumnya adalah salah	31. saya akan mengulas kembali pelajaran tersebut

32. Why do you think self-imposed consequences are necessary after making mistakes in English learning?	32. Agar lebih giat belajar.	32. agar ada efek jera untuk tidak mengulangi kesalahan yg sama	32. agarr tidak mudah patah semangatt dan lebih giat lagi dalam belajar	
33 How do you design constructive self-punishments to maintain your motivation in learning English?	33. Saya akan hukum diri saya sendiri, contohnya seperti ga pegang hp 1jam dan gantiin 1 jam itu dengan beres beres	33. saya biasanya memberi hukuman kepada diri saya dengan cara tidak boleh membeli sesuatu yg biasanya saya ingin karna saya suka seperti barang or makanan yg saya suka	33. biasanya saya menghukum diri saya sendiri dengan menambah kosakata yang lebih banyak dan harus hafal dalam hitungan menit	
34. Why do you find it important to reward yourself after achieving success in English practice?	34. Agar lebih semangat untuk belajar dan agar bahasa inggris saya jadi lebih baik.	34. di sisi lain untuk melakukan refreshing sehabis belajar dan sebagai reward karna saya bisa mencapai titik itu, dan di jadikan sebuah goals untuk menyelesaikan tugas saya	34. karna dengan adanya reward untuk diri saya sendiri itu bisa membuat diri saya bahagia dan lebih semangatt lagi	

	35. What specific rewards do you give yourself after achieving success in English practice?	35.Membeli sesuatu yang saya inginkan, seperti saat saya dapat nilai bagus saya akan membeli skincare-misalnya.	35.biasanya saya membeli makanan atau barang seperti ice cream atau komik kesukaan saya atau top up game favorit saya	35. menyantaikan diri seperti nonton film, membeli makanan/ barang yang saya sukai
	36. What types of rewards most effectively enhance your motivation in learning English?	36.Apresiasi dari orang tua saya, dan orang terdekat saya.	36.penghargaan yg paling efektif bagi saya yaitu apapun penghargaan pemberian yg di beri oleh orang lain	36. penghargaan yang paling efektif adalah penghargaan dari orang lain ya karena membuat terkesan
9.	37. Who do you seek help from when you encounter difficulties in improving your English skills?	37.Mencari teman yang lebih paham,kayak Rasya dan Marsya. dan jika tidak ada yang tau maka saya akan menanyakan pada guru.	37.saya biasanya meminta bantuan kepada teman saya yg lebih mahir dari saya dalam berbahasa Inggris contohnya Gea	37. eman, guru, dan orang sekitar yang mahir dalam bahasa inggris atau sumber media yang sering saya kunjungi
	38. How do your peers or mentors typically assist you when you face difficulties?	38.Menjelaskan apa yang saya tanyakan secara lebih detail agar mudah dipahami	38.biasanya mereka memberi tau apa kesalahan saya dan bagaimana cara menyelesaikannya,dan di ajarkan bagaimana jika ada pertanyaan seperti hal itu lagi	38. biasanya rekan saya mengajarkan materi yang saya kurang paham, dan mengoreksi apakah saya sudah bisa atau belum

<p>39. How do you feel and act after receiving advice from others regarding your English learning?</p>	<p>39.Saya sangat menerima saran dari orang lain jadi saya bisa lebih mengembangkan bahasa Inggris saya.</p>	<p>39.tentu nya saya sangat senang jika ada yg mengoreksi kesalahan saya yg pasti nya dengan cara yg sopan karna saya tidak perlu cape cape untuk mencari kesalahan saya sendiri</p>	<p>39. tentunya lebih senang karna ada pemasukan dan akan saya ingat</p>
<p>40. How do you form a small group with friends to practice English together?</p>	<p>40.Memilih teman teman yang bisa diajak bicara tentang pembelajaran bahasa Inggris.</p>	<p>40.saya biasanya membentuk kelompok kecil jika ada sebuah topik yg perlu di bahas bersama sama untuk mengetahui dan bertukar pikiran dengan teman yg lain</p>	<p>40. biasanya ketika ada materi yang kurang jelas dan bisa menyalurkan pikiran masing masing</p>
<p>41. Who do you select as members of your small group to improve your English skills?</p>	<p>41.Rasya, Marsya, dan Aulia. Karena keterampilan bahasa Inggris mereka yang bagus!</p>	<p>41.saya Memilih Gea,Aulia,dan Marsya</p>	<p>41. gea, aulia dan rasya</p>
<p>42. How do you and your group members practice English within this small group?</p>	<p>42.Kami berlatih dengan baik, saat ada salah satu dari kami yang tidak mengerti, kami bisa saling bertanya.</p>	<p>42.biasanya kami membuat sebuah circle atau lingkaran dan mulai belajar bahasa Inggris bersama bisa dengan cara mengobrol tapi menggunakan bahasa Inggris,atau</p>	<p>42. diawali dengan berbincang mengenai materi pembelajaran dan saling bertukar pikiran</p>

			kami belajar kosakata baru dan saling bertukar pikiran	
10.	43. Why do you regularly review your English practice sessions?	43. Agar saya tau dimana atau apa yang saya tidak atau belum ketahui, dan meninjau kemajuan saya dalam berbahasa Inggris.	43. supaya saya tidak membuang waktu dan harus terus meng evaluasi diri saya untuk tau kekurangan saya di mana dan tidak ada waktu yg terbuang sia sia dan bisa banyak belajar hal lain untuk membantu diri saya untuk terus berkembang	43. agar tiap waktunya saya bisa menambah materi pembelajaran saya dan terus mengulangnya
	44. How do you involve your peers or study group in reviewing your English skills?	44. Menanyakan atau meminta tolong untuk dijelaskan ulang karena saya kurang mengerti.	44. dengan cara meminta bantuan kepada teman saya untuk mengkoreksi kosakata atau speaking saya selagi mereka tau atau memegang teks yg sudah pasti benar jawabannya atas yg saya ucapkan	44. meminta bantuan mereka dengan cara menyimak speaking saya atau kosakata yang saya pelajari

	<p>45. What methods do you use to assess and review your English practice?</p>	<p>45. Metode yang saya pilih adalah dengan mengulas kembali yang sudah pernah saya ketahui dan pahami dan cek apakah saya masih memahami itu dengan baik seperti sebelumnya.</p>	<p>45. dengan cara mengulangi apa yg saya pelajari atau dengan berlatih speaking dengan teman saya dengan melakukan conversation dan berbincang dengan mereka menggunakan bahasa Inggris</p>	<p>45. metode pengulangan agar tetap lancar</p>
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Problems in Self-Regulated Learning Strategies

NO	Interview Question	Student 1	Student 2	Student 3
1.	1. What difficulties do you experience due to confusion during your English learning process?	46.Kesulitan yang sering saya alami adalah dibagian tenses, juga speaking, kadang bahasa inggris saya dalam pikiran saya sudah bagus pas diucapkan langsung, malah ancur.	46.kesulitan yg saya alami biasanya saya gugup dalam melakukan public speaking karna bingung harus menyusun kata yg saya ingin ucapkan,dan gugup	46. kesulitan saya biasanya saya nervous dalam berlatih speaking dan ketika ada yang lupa dalam kosakata
	2. How do distractions impact your ability to organize your learning activities?	47.Sangat mengganggu ke-efektifan belajar saya, karena saat belajar saya butuh ruang tenang untuk saya sendiri.	47.sangat mengganggu saya karna saya jadi terikut tidak percaya diri dalam melakukan pembelajaran saya	47. karena saya membutuhkan keadaan yang tenang agar saya bisa konsentrasi dalam belajar
	3. What challenges do you face when trying to plan your English learning sessions?	48.Tantangan yang saya hadapi adalah, sulitnya saya untuk menghindari hp.	48.tantangan seperti distraction handphone saya dengan aplikasi lain atau game yg ada di hp saya atau kondisi lingkungan sekitar	48. menghindari handphone

2.	4. How does anxiety affect your ability to focus on learning English?	49.Kecemasan sangat mengganggu, saya tidak bisa fokus jika ada sesuatu yang mengganggu pikiran saya.	49.kecemasan sangat mempengaruhi saya jika belajar baha Inggris di sisi lain saya tidak fokus dalam pembelajaran dan saya tidak bisa mencerna apa yg sedang saya pelajari	49. kecemasan yang mempengaruhi saya ketika suasana belajar yang kurang efektif atau gangguan pikiran dan mood yang kurang bagus
	5. In what ways do your emotions create challenges in your self-regulated English learning?	50.Saat ada seseorang yang mengganggu saya saat sedang fokus belajar, dari situ saya akan merasa kesal dan kehilangan mood untuk belajar.	50.emosi penasaran dan haus akan kebiasaan saya dalam belajar bahasa Inggris	50. ketika ada yang mengganggu saya belajar, dan itu membuat saya merasa tidak aman dan penuh dengan amarah
	6. How do uncontrolled emotions disrupt your English learning process?	51.Itu sangat mengganggu pembelajaran saya, saat emosi saya sudah tidak terkontrol maka disitu lah saya akan berhenti untuk belajar.	51.emosi yg tidak terkontrol menurut saya sangat amat mengganggu karna jika begitu niat belajar pun tidak ada	51. dengan emosi saya yang tidak terkontrol membuat saya malas untuk melanjutkan pembelajaran
3.	7. What factors make you feel demotivated when learning English?	52.Faktor kurangnya motivasi saya adalah saat saya bosan, saat saya bosan saya akan merasa malas.	52.faktor nya kalo pribadi saya yaitu lapar,lapar sangat mempengaruhi proses pembelajaran saya dan kondisi lingkungan yg harus tenang	52. saat saya merasa malas

<p>8. How does a lack of motivation impact your learning behavior in English?</p>	<p>53.Sangat mempengaruhi pembelajaran bahasa inggris saya karena saat saya tidak ada motivasi maka saya akan tidak belajar sama sekali.</p>	<p>53.kurang nya motivasi dapat memicu ketidak inginan saya dalam belajar dan bahkan saya berfikiran apa tidak usah belajar sekalian</p>	<p>53. sangat mempengaruhi motivasi saya, karena jika saya merasa tidak ingin belajar maka pada saat itu saya tidak akan belajar</p>
<p>9. What negative effects does demotivation have on your English learning process?</p>	<p>54.Efek negatif yang disebabkan demotivasi adalah saya jadi sangat malas untuk belajar,bahkan bisa sampe ga belajar sama sekali.</p>	<p>54.efek negatif ada niat tidak ingin belajar,bahkan sampai tidak peduli lagi dengan pembelajaran bahasa Inggris</p>	<p>54. efek negatif yang disebabkan ketika malas belajar</p>

Student I Narrative Results

Student Narration	Interperatation
<p>Student I Daily Routine Fagis has a well-structured daily routine, starting at 4 AM. During this time, Fagis prepares for the day by getting dressed, checking the to-do list, and reviewing study materials.</p> <p>SchoolPreparation Fagis pays close attention to appearance and readiness, ensuring the uniform is neat and fresh, and all necessary items are packed. Before leaving, Fagis enjoys listening to music or reading a novel.</p> <p>SchoolActivities At school, Fagis uses the time before lessons to prepare and organizes study materials. Fagis enjoys making neat, colorful notes using markers and stickers.</p> <p>ExtracurricularActivities After school, Fagis participates in extracurricular activities such as English Club and OSIS. Fagis is also involved in external organizations like GENRE.</p> <p>FreeTime In the free time after school and activities, Fagis focuses on prayer, cleaning the house, and resting. In the evening, Fagis often makes coffee and sets up the study desk. Studying Fagis sets clear study goals, using time to complete assignments and review lessons. Fagis also uses a phone for learning, watching educational videos on YouTube. Rest After studying, Fagis reviews notes and prepares for bed, taking time to play on the phone before sleeping.</p>	<p>Fagis follows a well-structured daily routine, starting at 4 AM. The morning is dedicated to getting dressed, reviewing the to-do list, and preparing study materials for the day. Fagis ensures that their uniform is neat and fresh, and all necessary items are packed before heading out. They take a moment to enjoy music or read a novel before leaving. At school, Fagis uses the time before lessons to organize study materials and make colorful, neat notes with markers and stickers. After school, they participate in extracurricular activities such as the English Club and OSIS, and also engage with external organizations like GENRE. In their free time, Fagis focuses on prayer, cleaning the house, and resting. They enjoy making coffee and setting up the study desk in the evening for the next session. When it comes to studying, Fagis sets clear goals, completing assignments and reviewing lessons while also using their phone to watch educational videos on YouTube. Finally, after studying, Fagis reviews notes, prepares for bed, and takes some time to relax by playing on their phone before going to sleep. This balanced routine allows Fagis to manage academics, extracurriculars, and personal time effectively.</p>

Student II Narrative Results

Student Narration	Interpretation
<p>I usually wake up around 5:30 or 6 AM. After waking up, I either pray if I have time, or immediately prepare for school. Before leaving, I check the books and school supplies I need for the day's lessons, such as Sociology, Art, Indonesian, English, and Economics. I also review any assignments or homework due that day. When I arrive at school, the first thing I do is ask about the lessons—whether there's homework, presentations, quizzes, or exams. Our lessons typically begin with a prayer, which I lead as the class president. The first lesson is Sociology, which I enjoy because the teacher is approachable, competent, and engages the class well. I also make sure the learning environment is clean and organized by tidying up my desk and ensuring my materials are ready. I often use the internet to find additional resources, especially when studying social issues. After Sociology, there's a break where I usually refresh myself by socializing with friends. We often discuss the upcoming lessons, which helps me prepare mentally. After the break, I clean around my desk to keep the learning environment comfortable. The next lesson is Indonesian, which often starts with moral education. The teacher is relaxed, uses engaging language, and is well-liked by students and other teachers alike.</p> <p>The third lesson is English, which I enjoy because I love communication and learning new languages. I focus on using sentences in real-life situations rather than memorizing grammar rules. Afterward, I have Economics, which requires careful attention and calculation, so I make sure to have a</p>	<p>This narration describes a student's daily routine, focusing on their school day, study habits, and social interactions. The student wakes up around 5:30 or 6 AM, beginning the day by praying (if there's time) or preparing for school. They check their books and school supplies for the day's lessons, including subjects like Sociology, Art, Indonesian, English, and Economics, and review any assignments or homework due. Upon arriving at school, the student checks for updates on lessons, homework, quizzes, or exams. As the class president, they lead the opening prayer and ensure the learning environment is clean and organized, making sure their desk and materials are ready. Sociology, their first lesson, is enjoyable due to the teacher's approachable and engaging teaching style. The student also uses the internet to find additional resources for studying social issues.</p> <p>After Sociology, during the break, the student socializes with friends, discussing upcoming lessons and mentally preparing for them. Following the break, the student cleans their desk again before the next lesson, Indonesian, which includes moral education. The teacher's engaging style and relaxed approach make the class enjoyable. The student then moves on to English, a subject they love due to their passion for communication and language learning. They focus on using language in real-life situations rather than just memorizing grammar rules. Economics is the last lesson before school ends, which requires careful attention and the use of tools like a calculator.</p>

calculator and other necessary tools ready.

After school, my friends and I discuss our experiences, share complaints, and talk about the day's lessons. I value socializing with people who respect others and can give and receive feedback. Afterward, I rest and eat, and sometimes play games for relaxation. In the evening, I check for any homework due the next day and complete it. I prefer working at night because it's quieter and more conducive for focus.

If the lessons don't go as planned, I review what I didn't understand by watching videos and researching the material. I also evaluate my time management and adjust my study methods, often using memorization because it's more efficient for me than writing notes. I keep a record of what I've learned and bring it with me every day.

That sums up my daily routine.

After school, the student reflects on the day with friends, sharing thoughts on lessons and personal experiences. They value socializing with friends who offer constructive feedback. Later, the student rests, eats, and occasionally plays games for relaxation. In the evening, they review any homework due the next day and complete it, preferring to work at night when it's quieter and allows for better focus. If lessons didn't go as planned, the student takes the time to watch videos or research the material to understand it better. They also evaluate their time management and adapt their study methods, often relying on memorization instead of taking notes. The student keeps a record of what they've learned, which they bring with them every day to stay organized and on track.

In summary, the student's routine reflects a disciplined approach to school, study, and social life. They are proactive in organizing their day, focusing on effective learning strategies, and making time for both academic and personal development.

Student III Narrative Results

Student Narration	Interpretation
<p>Rasha wakes up at 5 AM, which is neither too early nor too late. She struggles to wake up, so she sets three alarms with different intervals: the first every 5 minutes, the second every 10 minutes, and the third later. Despite the alarms, Rasha often wakes up before they go off to avoid disturbing others in the house, turning off all the alarms if she wakes up early.</p> <p>Once awake, Rasha doesn't immediately get out of bed. She sits for a while, collecting her thoughts, before heading to the bathroom to shower, perform wudu (ablution), and prepare for Fajr prayer. After praying, she checks her school materials—clothes, books, and most importantly, her homework. If any homework is incomplete, she tries to finish it before heading to school.</p> <p>Due to the long commute, Rasha leaves home around 6:15-6:20 AM, arriving at school by 7 AM. She uses the time before class to get some sunlight or check with friends about any assignments she might have missed.</p> <p>At school, Rasha excels in some subjects but struggles in others. She relies on her friends to help explain difficult lessons. If she doesn't understand their explanations, she searches the internet, particularly YouTube or educational social media, for better insights. Rasha prefers learning things that will benefit her future and avoids pushing herself too hard in subjects she doesn't connect with. For those subjects, she focuses on staying active in class, asking questions, and paying attention, as many classmates are distracted. She believes this helps her leave a positive impression on the teacher.</p>	<p>This narration describes the daily routines student III—highlighting how each of them practices self-regulated learning in their daily lives, particularly in their English learning process.</p> <p>Rasha wakes up at 5 AM, using multiple alarms with different intervals to ensure she wakes up on time, although she often wakes up early to avoid disturbing others. After waking up, Rasha spends a few moments reflecting before heading to the bathroom to shower, perform ablution, and pray. She then checks her school materials, especially her homework, and completes any unfinished assignments before heading to school. Due to her long commute, Rasha leaves home early and arrives at school by 7 AM, using this time to either get sunlight or check with friends about any missed assignments.</p> <p>At school, Rasha excels in some subjects but faces difficulties in others, relying on her friends for help with challenging lessons. If needed, she searches the internet for better explanations, particularly on platforms like YouTube and educational social media. Rasha prioritizes learning things that benefit her future, avoiding excessive effort in subjects she doesn't connect with. In these subjects, she stays active in class, asks questions, and tries to pay attention, aiming to make a positive impression on the teacher.</p> <p>After school, Rasha returns home around 5:30-6 PM, where she spends time cleaning up, showering, and organizing her school materials. She also makes time for evening prayers and briefly rests while using her phone, being mindful of her screen time. In the evening, Rasha studies for her</p>

<p>After school, Rasha usually gets home around 5:30-6 PM, thanks to her long commute. Once home, she cleans up, showers, and organizes her school materials. She takes time for evening prayers and rests briefly while using her phone. Rasha is mindful of how technology can affect her, so she keeps her phone use limited.</p> <p>In the evening, Rasha studies for her final exams, particularly the UTBK (university entrance test), using the Pomodoro technique. This involves studying for 25 minutes followed by a 5-minute break, and repeating the cycle. She also uses her phone to find study resources online, as it's more practical and flexible than books.</p> <p>Rasha's goal is to keep studying little by little each day until she's prepared for exams. She usually finishes her study session around 10 PM, then unwinds with her phone before bed. Even though Rasha struggles to fall asleep, she doesn't consume caffeine and finds it difficult to rest after a long day.</p> <p>Outside of studying, Rasha enjoys activities like going to the gym and playing basketball.</p> <p>With Those 3 daily Routines data form the subject the researcher concluded that all the 3 students have their own exercises and things to do to use Self-Regulated Learning in their Daily Routine and English learning process.</p>	<p>university entrance exam (UTBK) using the Pomodoro technique, which involves 25-minute study intervals followed by short breaks. She finds using her phone for study resources more practical and flexible than books. Her goal is to steadily prepare for her exams by studying a little each day, and she finishes her study session around 10 PM. Afterward, she unwinds with her phone before bed. Despite her struggles with falling asleep, she avoids caffeine and still finds it difficult to relax after a long day. Outside of studying, Rasha enjoys physical activities like going to the gym and playing basketball.</p> <p>The researcher concludes that all three students—Fagis, the unnamed student, and Rasha—incorporate self-regulated learning into their routines. Each student has their own unique approach to balancing school, study habits, and personal time, all of which contribute to their English learning and overall academic success. They demonstrate self-regulation by setting clear goals, managing time effectively, seeking resources when needed, and maintaining discipline in their study habits.</p>
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APPENDIX 4
DOCUMENTATION



STUDENT 2 INTERVIEW SESSION



STUDENT 3 INTERVIEW SESSION



STUDENT 1 INTERVIEW SESSION AND INTRODUCTION



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PRE-OBSERVATION INTERVIEW



PRE-OBSERVATION INTERVIEW

BIOGRAPHY



Radunin Darrens, better known as Darrens, was born on November 22 2003, in Kemiri, Tangerang, Banten. he is the only Son of Mr. Sugi Haryanto and Mrs. Asmawati. The author began her education at Tangerang Catholic International School, he graduated from his school when he was in the 4th grade due to moving to another town. He continued to SD Negeri 01 Pasir Muncang and graduated from Elementary School in 2014. Then continued to Ponpes Gontor From 2014 to 2015. But he moved in 2015 due to move into his hometown Then he continued to MTS Baitul Makmur from 2015 to 2017. In 2017, the author continued his study in SMAN 2 Rejang Lebong, Then in 2020, The author enrolled as a student at the State Islamic Institute of Curup, Faculty of Tarbiyah (Education), English Education Study Program. The reason the author chose the English Education Study Program is because he has liked English lessons since school and wants to be proficient in English. In 2025, the author was declared graduated and entitled to hold the title of Bachelor of Education. Radunin Darrens is a Gentleman, he always applies the principle that do what you can do then do it as you can do but the best and he has the life motto "Live Like Larry." Based on his principles, motto, and support and effort in writing this thesis, the author completed his studies. Finally, the author expresses the deepest gratitude to Allah SWT and thanks to all parties who have assisted in the completion of this thesis titled 'The Individual Differences in Self-Regulated Learning During English Learning Process'. With this thesis, may it enhance understanding and provide benefits in education and society. .