

CHAPTER I

INTRODUCTION

A. The Background of the Study

English is taught in Indonesian schools as a compulsory subject. Schools play an important role in giving exposure to learners on the importance of English language and how can they acquire the language (Ahmed, 2015; Nguyen & Terry, 2017). English language learning in Indonesia is generally taught with the aim of communicating basic and mastering four language skills; speaking, listening, reading, and writing. English language is becomes in demand every year. The purpose of English language learning in Indonesian curriculum is to build nation's education through mastering the development of science, technology, economy, and others. Pointedly, this language became needed everywhere. Not all student acquire language in the same way and the different approaches they follow in acquiring a language can offer clues to how language develops.

Students may be of the same chronological age but at very different levels of cognitive development. All of these contexts are influenced by culture, including shared language, beliefs, values, and behavioral norms. Behaviorists believe that behavior is shaped by our environment that our actions are driven by our desires to gain rewards and avoid punishments. Behavior is about physical and it is often a response to a situation or stimulus and cannot be addressed separately from learning and wellbeing (Jamilah & Suryadi, 2020).

Piaget (1964) argues that children naturally exploring their surround and adjust their ideas between what they know and what they discover by their environment, he proposed relationship between stimulus and response, which stimulus can cause a response, and that response can view the next stimulus. “Successful individuals are those who adopt a proper regulation strategy after evaluating their weaknesses for achieving their goal” (Ertmer & Newby, 1996, as cited in Siegit & Richard, 2017).

When students take initiative and regulate their own learning, they gain deeper insights into how they learn, what works best for them, and, ultimately, they perform at a higher level. In the learning context, Zimmerman (2006, as cited in Siegit & Richard, 2017) defines self-regulation as a state where an individual acts as a proactive participant in metacognitive, motivation, and behavior in their own learning process. This means individual with self-regulation can adapt their learning strategy to a learning environment in order to maximize their development. Individuals with the ability to self-regulate can activate and preserve cognitions, behaviors, and emotions systematically toward their own learning objective.

“Students who are defined as “self-regulated” participate proactively in the learning process – emotionally, motivationally, and cognitively. These students self-activate and self-direct efforts to acquire knowledge and skills by implementing specific strategies rather than just passively reacting to their teachers’ instructions” (Sahranavard, Miri, Salehiniya, 2018, p.154). Self-regulated learning involves monitoring motivation and academic goals, managing

human resources and their surroundings, processing decision-making and executing the learning process (Cai et al., 2020, as cited in Rahayuningsih et al, 2021). According to Gog et al. (2020, as cited in Rahayuningsih et al, 2021), the self-regulated learning model emphasizes accurate self-monitoring (assessing one's own performance level) and self-regulation (deciding how to proceed). As Schunk (2005, as cited in Nadhif & Rohmatika, 2020) mentions, learners' abilities and skills do not fully explain students' achievement, suggesting that self-regulation and motivation are important factors.

The theory of self-regulated learning developed by Zimmerman and Schunk (2001, 2011, as cited in de la Fuente et al, 2022) proposes specified information about psychological processes that occur during academic learning. Zumbrunn, Tadlock, and Roberts (2011) state that self-regulated learning (SRL) is considered to be an important predictor of students' academic motivation and performance. This process requires students to independently plan, monitor, and evaluate their learning. However, only a few students are able to do this naturally. Self-regulation should not be confused with a mental ability or an academic performance skill. Instead, self-regulation is a self-directive process and set of behaviors whereby learners transform their mental abilities into skills (Zimmerman, Bonnor, & Kovach, 2002).

Zimmerman develops his self-regulation theory based on Bandura's Social Cognitive Theory (1986) which believe that self-regulation is the process by which a person acquires knowledge, beliefs, attitudes and ways of thinking in

regard to the social environment. In Bandura's theory there are interactions between personal factors, behavioral factors, and environmental factors.'

Zimmerman & Schunk (2011, as cited in Walisundara, 2021) points out those who master self-regulatory learning strategies can set learning goals, use effective learning strategies, and increase learner motivation, leading them to perform better academically. From the research participant of Walisundara (2021) shows that students are aware of the importance of English for their future in career and studies, therefore, they all managed harder on their effort to improve their language competency using available resources from inside and outside the language learning classroom. This agrees with Zimmerman (2002, as cited in Walisundara, 2021), Who claims that learners will academically succeed while seeing positively of their future perceptions due to self-regulated learning.

The findings show that self-regulation is not innate ability; it can be changed and improved. Further, what differentiates them from each other is the quality and quantity of each individual's self-regulatory processes. The results can also ensure that self-regulated learners should have their own learning goals and take responsibility for their learning while controlling personal thoughts, behaviour, and environment. Another significant study which is done by Siswanto (2020) points out that students need to be self-regulated to create successful English proficiency as English is considered becomes the worldwide global communication and the first obligatory foreign language to be taught for Senior High School.

Previous research has shown that the development of self-regulation has deepened in the context of academic settings, indicating that self-regulation influences students' behavior in their learning process. Students must nurture their preparation before learning, be mindful of their activities, and wonder how far they can reach their learning objectives. Based on the findings of previous research, the ability of students in their self-regulation skills has not been clearly mentioned, particularly regarding students' choice of strategy and the overall process of self-regulation itself.

The reason for conducting this study is because the long process of self-regulated learning implementation need to be specifically investigated to recognize, in which strategies students use to their self-regulation in the learning process. Moreover, the high urgency of English as a compulsory subject can be advantageous to investigate for the better performance of students' achievement in the middle school years due to self-regulated learning.

The study is expected to contribute to the educational field, especially for english as foreign language in Indonesian curriculum. It is expected that strategy of the whole process of self-regulation in learning context can help the effectiveness of learning. The research findings are expected to increase students with their behavior, motivation, and cognition through self-regulation strategy. Students will recognize themselves based on their strengthness and weaknesses.

This research focuses to investigate students' preference of self-regulation strategies by Wolters and self-regulation processes by Zimmerman. A behavioral observation of this research study on the learning context was conducted at SMAS

Amir Hamzah Medan to broaden the understanding of effective self-regulation by eleventh-grade students concentrating on learning English as a mandatory foreign language in the Indonesian curriculum. English was chosen because of its importance in the curriculum, responding to global challenges. This study aims to give information that learning achievement should not focus on the outcomes only but also by the strategies employed. By understanding self-regulation, students can learn how to monitor their result and make necessary evaluations to improve their learning process and better cope with the challenges presented by English subjects.

B. The Problems of the Study

The critical importance of the self-regulated learning implementation on this study will delve deeper to grade eleventh students at SMAS Amir Hamzah Medan. This investigation seeks to address the following problems:

1. What are grade eleventh students' self-regulation strategies in learning English at SMAS Amir Hamzah Medan?
2. How is the process of grade eleventh students' self-regulation in learning English at SMAS Amir Hamzah Medan?

C. The Objectives of the Study

This study will gain a deeper understanding of grade eleventh students' self-regulation strategies and its process in English language learning at SMAS Amir Hamzah Medan. The goals of this research are:

1. To analyze grade eleventh students' self-regulation strategies in learning English at SMAS Amir Hamzah Medan.
2. To investigate grade eleventh students' process of self-regulation in learning English at SMAS Amir Hamzah Medan.

D. The Scope of the Study

The scope of this study is to explore students' ability in regulating their learning processes in English subjects. Rooted in Bandura's Social Cognitive Theory (1986) which explains how individuals acquire knowledge, beliefs, attitudes, and ways of thinking in regard to the social environment. This research builds on the theory of self-regulated learning proposed by Zimmerman and Schunk (2001, 2011) which provides detailed information about specific psychological processes involved in academic learning in reference to regulating one's own behavior. This study will analyze students' self-regulation in English, focusing on self-regulation strategies and the process of self-regulation within the chosen language skills in English language learning, without extending to other disciplines. It encompasses grade eleventh students, utilizing observation, questionnaire, and interview.

E. The Significances of the Study

The findings of this study are expected to be useful from a theoretical and practical perspective:

1. Theoretical perspectives

Through this research, someone will gain insight and answers to their curiosity about learning English with self-regulation, readers will be able to implement this self-regulation into their learning process. Furthermore, the results of this research contribute to the body knowledge surrounding how learners develop their performance. The references provided in this study may serve as valuable resources for other researchers interested in exploring similar topics in the future. Additionally, the insight from this research may inform educational policies aimed at fostering self-regulated learning practices, thereby potentially enhancing educational experiences on a broader scale.

2. Practical perspectives

Aside from the theoretical usefulness, the specific objectives were useful, particularly for the following individuals.

a. For students

Students are the most supportive individual who will accept the benefit of this study, this study hope for students more highly aware of their learning process by execute the self-regulation model to their strategy, the self-regulation not the strategy itself however students will learn more about to practice effectively even in learning English as foreign language and or difficult subject at school. Students can create better learning habits, strengthen their study skills, apply learning strategies to enhance academic process. Students are expected to be able to

improve their ability to control themselves in internal or external factor, the self-regulated learner supposed to consider resource management strategies.

b. For teachers

Self-regulation is expected to function effectively within the teaching and learning environment. The findings of this research results offer hope for teachers to recognize the student's behavior and know how these behaviors correlate with their ability to learn various subjects in school. By understanding the role of self-regulation in classroom, educators can adjust their instructional approaches to foster students' individual learning needs and conducive learning environment.

c. For researchers

This study provides a foundation for future research, offering a roadmap for individuals interested in exploring the dynamics of self-regulated learning in educational settings. The findings of this study will present as a valuable resource for other researchers embarking on their own investigations, as they can use the results and theoretical framework presented here. The references provided aim to broaden perspectives and offer practical insights applicable within educational contexts.