

THE INFLUENCE OF SELF-REGULATED LEARNING (SRL) SKILL ON STUDENTS' ACHIEVEMENT IN ENGLISH SUBJECT AT THE ELEVENTH GRADE OF MA NW AL-AKHYAR LABUAPI LOBAR

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ABSTRACTS	ARTICLE INFO
This research is aimed to determine the influence of Self-Regulated Learning (SRL) skills on students' achievement in English subject at the 11th grade of MA NW Al-Akhyar Labuapi, Lobar. This research is <i>ex-post facto</i> research. The subjects in this research were all class XI students at MA NW Al-Akhyar Labuapi, totaling 50 students. Data collection techniques used psychological scales and documentation. The validity of the psychological scale was calculated by <i>Pearson product moment</i> correlation. Reliability was calculated using the <i>Cronbach Alpha</i> formula. Documentation was obtained from report cards for the 1st semester of the 2022/2023 academic year. The data analysis technique was carried out using descriptive statistics. Hypothesis testing uses simple linear regression analysis. The researcher found that there was a significant influence of Self-Regulated Learning skills on students' achievement in English subject. This can be seen from the regression graph that the scattered points are close to the regression line and in the same direction as the regression line. The coefficient of determination (r^2) value obtained was 0.348, indicating that the self-regulated learning skill factor influenced students' achievement in English subject by 34.8%, the remaining 65.2% was influenced by other factors.	Article History: Received: 26th July 2026 Revised: 27th July 2026 Published: July 2026 Keywords: <i>Self-Regulated Learning, Students' Achievement, English Subject</i>

INTRODUCTION

English is the international language used to communicate worldwide. English is needed in the fields of education, information, trade and international relations. These needs encourage a rapid increase in the number of English speakers who come from non-native speaking backgrounds. Therefore, English has become a language that is widely studied in various countries. In Indonesia, English is considered as a foreign language. It is not used for daily communication, it is only used in particular conditions. However, English language skills still need to be learned and possessed by students, because English subjects are part of the education curriculum in Indonesia which is even studied from elementary school to university levels. Many factors affect the success of students in learning English. Broadly, the factors that influence learning and achievement can be classified into two parts, namely internal and external. Internal factors include physiological factors related to health and the five senses, and psychological factors which include intelligence, attitude and motivation. External factors that can affect learning achievement include family and school environment.

Furthermore, apart from these factors, it turns out that Self-Regulated Learning (SRL) skill also affects students' success in achieving optimal performance. According to Zimmerman, self-regulated learning is a proactive learning process carried out independently

by students in the form of self-regulation of cognitions, motivations and actions that aim to achieve personal learning goals.

Students are required self-regulation in learning, not relying on outsiders but focus on how to control themselves and be committed to achieving learning goals. Students who have self-regulated learning will be responsible for their learning process. They manage and monitor their learning and evaluate the results. They have alternative strategies when experiencing deadlocks and difficulties, so that they can survive and achieve their goals. Students need to master the knowledge and skills that make high performance possible. Some of these knowledge and skills are specific to certain topics and subjects, but a set of self-regulation skills can have an impact on student achievement. Students who have high self-regulation, especially high self-regulated learning will be able to regulate their own learning activities so that they can obtain high achievements.

Boekaerts stated that the key to successful learning is the ability to regulate the way of learning. This notion of self-regulated learning originated from psychology education, but the current study indicates that it can be applied to language education. It shows that self-regulation is important to get success in language learning, including English language learning. It is significant for students to foster self-regulated learning, especially for EFL students. Many students face disappointment and academic failure as a result of a shortage of learning strategies skills, on the other hand, learning strategies are used to overcome academic challenges and support students in developing the skills required throughout their studies. Identifying and improving these strategies helps students recognize and enhance their skills and effectively complete their studie.

From the results of observation and interview conducted on student at MA NW Al-Akhyar Labuapi, researchers found that students struggle to manage their learning process independently and in a directed manner. Students tend to rely on the material provided by the teacher. When presented with a challenging task, students tend to give up easily because they are not confident in their ability to complete the task correctly. This can cause students to have difficulty in developing and achieving learning goals. The number of academic demands and a great desire for students to do many things such as hobbies and leisure causes students to be less able to divide their time between studying and doing hobbies and relaxing. The use of social media among students also becomes a distraction in learning, making students less focused on studying. Often students do multi-tasking, study while checking social media, this can significantly reduce the ability to concentrate on tasks, thereby reducing student academic achievement. Therefore, self-regulated learning is needed by students. Students are required to be able to organize their own learning activities by learning more independently. Students also need to do many tasks at school which demand self-regulated learning so that their tasks can be completed properly. When students become self-regulated learners, they set more ambitious goals for themselves, learn more effectively, and make high achievements. Based on the description above, the researcher is interested in conducting research with the title “The Influence of Self-Regulated Learning (SRL) Skill on Student Achievement in English Subject at the Eleventh Grade of MA NW Al-Akhyar Labuapi Lobar”

RESEARCH METHODS

In this research, researcher used a quantitative approach. This approach is used to analyze ideas or theories by examining the relationships between variables. These variables are measured using certain instruments to collect data in numerical form which are then analyzed using statistical techniques. The type of this research is ex-post facto, because the problems in this study are based on theoretical studies and the events in this study have occurred. Ex-post facto research examines causal relationships between variables that are not

manipulated or given any treatment by the researcher. The existence of a causal relationship is based on theoretical studies, that a variable is caused or driven by certain variables or causes certain variables. These variables or groups must be formed as they exist in the natural set-up. According to Sugiyono, population is a generalized area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to study and then draw conclusions. In this study, the population is class XI MA NW Al-Akhyar Labuapi for the academic year 2022/2023, totaling 50 students which are divided into 3 classes, namely XI A, XI B, and XI C. The researcher takes the entire population as research subjects because the total population is 50 students. Therefore, this research is population research.

RESEARCH FINDING AND DISCUSSION

The frequency of the SRL score variable data is depicted in the histogram as follows:

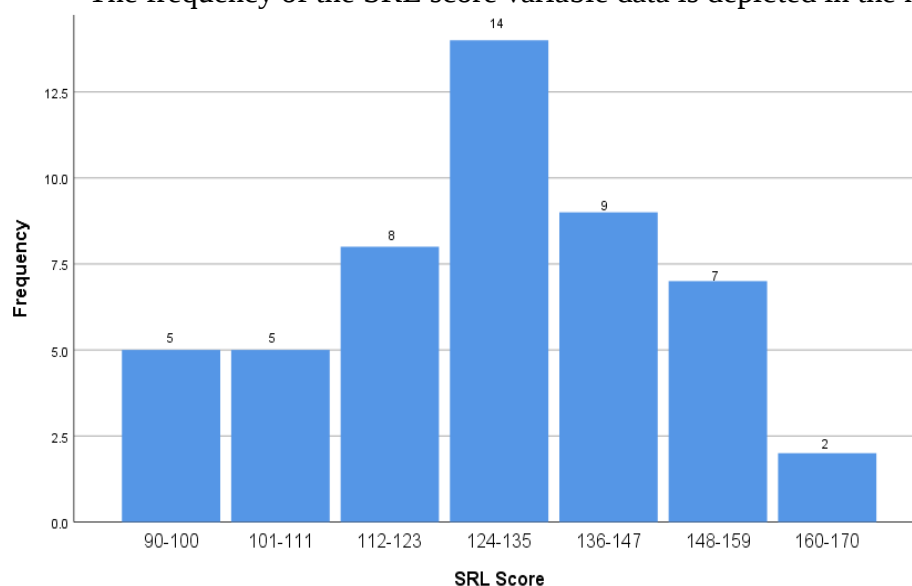


Figure 1
Frequency of SLR scores

The image above shows that the group with the largest frequency is the interval class of 124-135 with 14 frequencies. The group with the smallest frequency is the interval class of 160-170 with 2 frequencies.

The categorization of SRL data is divided into 3 categories, namely, high, medium, and low. Categories are based on the following criteria:

High = $X > (M+1SD)$
 Medium = $(M-1SD) \leq X < (M+1SD)$
 Low = $X < (M-1SD)$

Explanation :

X = Score

M = Mean

SD = Standard Deviation

Based on the above criteria, the following SRL categories are obtained:

Table 1
Category of Students' SRL skill

No.	Category	Interval	Frequency (<i>f</i>)	Percentages (%)
1	High	148-170	9	18 %
2	Medium	109-147	33	66 %
3	Low	90-109	8	16 %
Total			50	100 %

From the table above it can be seen that the 11th gradestudents at MA NW AL-Akhyar Labuapi have relatively medium SRL scores, only small portion have high and low SRL score.

Based on data obtained from 50 students, there were 9 students (18%) who had high level of self-regulated learning skill, 33 students (66%) had level of self-regulated learning skill in medium category, and 8 students (16%) had self-regulated learning ability at low level. Overall, the results of the research data obtained can be conclude that the level of students' self-regulated learning skill is in medium category.

The frequency of students' achievement in English subject is depicted in the histogram below:

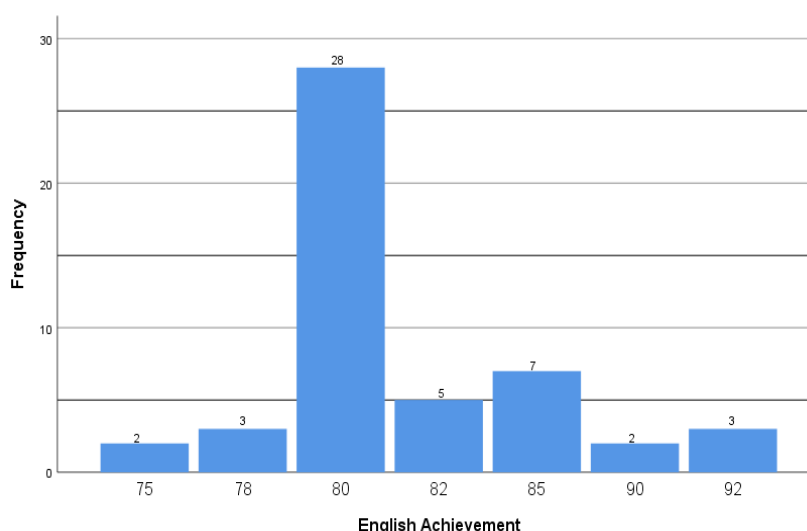


Figure 2
Frequency of English Achievement

The picture above shows that there are 2 students who got the lowest score (75), and there are 3 people who got the highest score (92). The most frequently appearing score is 80 with a frequency of 28 students.

The categorization of students' achievement data in English subject is divided into 3 categories, namely, high, medium, low. The categories are based on the following criteria:

High = $X > (M+1SD)$

Medium = $(M-1SD) \leq X < (M+1SD)$

Low = $X < (M-1SD)$

Explanation :

X = score

M = mean

SD = Standard Deviation

Based on the above criteria, the following categories are obtained:

Table 2
Frequency of Students' English Achievement

No.	Category	Interval	Frequency (<i>f</i>)	Percentages (%)
1	High	86-92	5	10 %
2	Medium	78-85	43	86 %
3	Low	75-77	2	4 %
Total			50	100 %

Based on the table above, there were 5 students (18%) who had high level of English achievement, 43 students (86%) had level of English achievement in medium category, and 2 students (4%) had English achievement at low level. Overall, the results of the research data obtained can be conclude that the level of students' achievement in English subject is in medium category.

Based on the results of the data analysis that has been carried out, it is known that there is a positive influence of Self-Regulated Learning skills on students' English learning achievements. It means that Self-Regulated Learning skills can be used as a predictor to predict or measure student's English learning achievement.

The results of descriptive analysis on the Self-Regulated Learning skill variable show that the majority of eleventh grade students of MA NW Al-Akhyar Labuapi have a medium level of Self-Regulated Learning skills. From 50 students, 9 students (18%) were classified as high. Students who have high SRL skills are able to plan and manage their own learning process, develop self-motivation to learn, have self-confidence in their learning abilities, participate in an environment that supports their learning process, and achieve high academic achievement.

Students who have low SRL tend to have low grades compared to other students. The student's highest score is 170 and has a high SRL. Students who experience a decline in learning, get low learning outcomes and lose motivation because students are unable to develop SRL.

A total of 33 students (66%) were classified as medium category. students who have intermediate SRL skills, are quite able to plan and manage their own learning process, develop self-motivation to learn, have enough confidence in their learning abilities, sufficiently participate in an environment that supports their learning process, and achieve quite good academic results.

The remaining 8 students (16%) were classified as low category. Students who have low SRL skills will find it difficult to plan and manage their own learning process, have difficulty developing self-motivation to learn, lack confidence in their learning abilities, participate less in an environment that supports their learning process, and have low academic achievement.

Based on the data description, it can be concluded that the null hypothesis is rejected and the alternative hypothesis is accepted. It can be seen from the results of the correlation coefficient which shows $r = 0.474$. Based on the interpretation of the correlation table, these results show a correlation in the third category, namely moderate, in other words, there is quite a significant influence between Self-Regulated Learning Skills and student learning achievement in English subjects in the eleventh grade of MA NW AL-Akhyar Labuapi, for academic year 2022/2023.

Based on research findings, it is known that Self-Regulated Learning has a significant influence on student learning achievement in English subjects. It can be seen from the regression graph that the scattered points are in the same direction as the regression line. This is in accordance with what Zimmerman stated, students who possess self-regulated learning will be able to organize their own learning activities, develop self-motivation, and select advantageous learning environments, so that they can accomplish particular academic success in their learning.

Apart from that, Mumtaz & Tahira revealed that the SRL strategy had a significant influence on student English achievement. This is also reinforced by the results of research conducted by Helia Nodeh which indicates that Self-Regulated learning strategy has a significant relationship with student achievement in English courses. Therefore, it can be concluded that this research is in line with previous research.

Based on the explanation above, it can be concluded that there is a significant influence of students' SRL skills toward students' learning achievements in English subjects at the 11th grade of MA NW Al-Akhyar Labuapi. This result means students achievement in English subject increases as they develop Self-Regulated Learning skill levels. Conversely, students will achieve less in their English language subject when their Self-Regulated Learning skills are low.

CONCLUSION

As mentioned in the previous chapter, Self-Regulated Learning skills was one of the important things in the learning process which help students in achieving their learning goals if they have the strong SRL to encouragement to reach their goals. Then, the teacher and the students need to know about SRL skill. Furthermore, the researcher also proved the assumption by doing the study.

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