THE CORRELATION BETWEEN SELF-REGULATED LEARNING STRATEGIES AND STUDENTS' GPA IN ENGLISH EDUCATION AT THE UNIVERSITAS ISLAM INDONESIA

Thesis

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or part the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, (February 15th 2018)

The Writer,



Ruliska Sih Jiwani

MOTTO

Lazy Oppressed, Slow Lag, Stop Dead

(*K.H. Imam Zarkasyi*)

Work For Your World As If You Will Live Forever, And Do For Your Afterlife As If You Will Die Tomorrow

(*Anonim*)

Will Never Return The Time That Has Passed

(*Anonim*)

Whoever Is Patient Will Prosper

(*Anonim*)

DEDICATION

Gratefully and thankfully, I dedicate this thesis to:

1. My beloved father and mather

2. My beloved lecturer: Ista Maharsi. S.S.,M.Hum.

3. My lovely friends: Lia Wardani S.P.d.

4. My friends at English Language Education Department and UII

5. And all to those who have support my college study.

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I would like say thank you so much indeed for all those who cannot mention the names. Hopefully this thesis can be useful for us and become the input for the parties in need.

Last but not least, I believes that this thesis is still far from perfect. Consequently, improvements are needed. Therefore, suggestions, recommendations are compulsory for further improvement of this thesis.

Yogyakarta, 15th of February 2018

Ruliska Sih Jiwani

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THE CORRELATION BETWEEN SELF-REGULATED LEARNING STRATEGIES AND STUDENTS' GPA IN ENGLISH EDUCATION AT THE UNIVERSITAS ISLAM INDONESIA

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ABSTRACT

Self-regulated learning is one of the factors that affect the achievement of learning motivation to encourage students to learn to determine the direction of action and selecting actions that are useful in achieving maximum learning achievement. a student with a high level of intelligence may fail to achieve maximum performance if lack of learning motivation. This research is to know the existence of relationship between self-regulated learning strategies with students' GPA. This research uses correlational research design with purposive sampling technique. The population of this study is 72 semester V students majoring in the education of English university of Islam Indonesia year of college 2015, method of data collecting using questionnaire of self-regulated learning strategies and value of GPA, data analysis using statistical test of Pearson correlation.The result of statistical test data analysis is r =0 .007 ($p < 0,05$) with significance 0,952 ($p > 0,05$) until hypothesis accepted, meaning there is a negative relationship and there is no significant relationship between self-regulated learning strategies and students GPA on the level of moderate correlation. Although this result of study is not correlated but between self-regulated learning strategies and students GPA still significance in low level of significance 0,036 ($p < 0,05$)

Keywords: Self-regulated learning strategies, Academic Achievement, GPA, MLSQ.

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, identification of the problem, limitation of the problem, formulation of the problem, objective of the research, and significance of the research.

1.1 Background

According to Crystal (1997), the language is now spoken by over two billion people with different assents and competency levels. For example, the most widely used language in research, business, politics and other areas of life in our contemporary world is the English language. While, English language has been consider to be the first foreign language in Indonesia. It functions to help the development of the state and nation, to build relations with other nations, and to run foreign policy including as a language used for wider communication in international forum. In relation to that Indonesia has been carrying out teaching EFL in almost level of schools, starting to be taught in basic primary school until secondary school. Therefore, given the important role of the English language, then English lessons in schools are appropriately becoming a great attention by the school. however, student of English language in Indonesia hard to learn English and understand because there is little overlap between the mistakes foreigners make and the struggles native

speakers have (Nicola Prentis, 2016). On the other hand, sometimes students just being passive while learning the English language, in the sense of sitting still and not knowing what is being studied. It happened because there is no purpose in learning English, they have no plans to learn, they do not try to practice every day and they do not seek to know which method that suitable to use in learning English.

Another reason that make student's difficult to learn English because many students do learning activities without planning, monitoring, controlling and evaluation in their own learning. In the other words that called as self -Regulated Learning (SRL). According to Zumbrunn, Tadlocks and Roberts (2011), define that Self-regulated learning is a process that assists students in managing their thoughts, behaviors, and emotions in order to successfully navigate their learning experiences.

However, Self-Regulation and motivation are something different. It is clarified by Bandura (1993); Boekaerts (1999); Pintrich (2000); and Zimmerman (2008). Self-regulated learning is controlled by an interconnected framework of factors that determine its development and sustainability and motivation is a critical factor in this framework (Kurman, 2001; Ommundsen, Haugen & Lund, 2005; Wang & Holcombe, 2010). It means, Self-Regulated is ability to organize their own self while motivation is encouragement which arises in a person consciously or unconsciously to perform an action with a specific purpose.

Therefore, based on the problem above still many students do not have the ability and skills to regulate themselves in learning well, which may affect to their academic achievement or Grade Point Average (GPA). If students can't manage to regulate in learning well then their academic achievement or grade point average (GPA) will not increase to be better, because the ability to regulate them in learning is directly proportional to the increase of academic achievement. It is supported by Zimmerman & Martinez-Pons (1990), the use of self-regulation strategies can lead to increases in self-efficacy beliefs and academic achievement. Hence, the researcher interested to know more about the correlation between self-regulated learning and academic achievement so that can be clearly known of both correlations. For the location of the research, researcher took the location in PBI UII where researcher also found the phenomenon and trying to deepen. Therefore, this study entitled the correlation between self-regulated learning strategies and students' GPA in English Education at the Universitas Islam Indonesia.

1.2 Identification of the Problem

The researcher identifies the problems commonly happen at Universitas Islam Indonesia of the fifth semester of English language education department. The researcher did the interview randomly to several students in fifth semester and aside from fifth semester that study in English language education department. The problem is related to the

correlation between self-regulated learning strategies and students GPA in learning English.

Based on the background of the study, the researcher identifies the problems of self-regulated learning strategies that are students difficult to manage themselves, student prefers to procrastinate, to do copy paste, collect the assignment of the lecture not on time, study with the system of overnight when mid -term test and final test.

1.3 Limitation of the Problem

This study is limited to investigate about the correlation between self-regulated learning strategies and students' GPA in learning English of fifth semester in English Language Education Program at Islamic University of Indonesia.

1.4 Formulation of the Problem

This subchapter provides research question which will be answered by the end of the study. The problem formulation of this research study; is there any correlation between self-regulated learning strategies and students' GPA academic achievement?

1.5 Objectives of the Study

The objectives of the study are closely related to the research question; the objective of this research is to find out the correlation

between self-regulated learning strategies and students' GPA in learning English of the fifth semester of English language education department at Universitas Islam Indonesia.

1.6 Significance of the Study

The significant of this research is;

Lecturer

This research can solve the problems during teaching process. Hence, teachers already know the goals of students so that teachers can teach by using the best strategies to achieve Students learning.

Students

The results of this study is expected to be an input for students about the importance of improving academic achievement by applying self-regulated learning strategies in academic activities so that students can achieve academic success.

Department of English Language Program

This research can help the department to get accreditation easier with better result. Due to this research it will be known how students in the classroom so the department can handle students with appropriate measures so that students can achieve the best results.

The results of this study are expected to be used as a consideration for the department in preparing academic policies and other supports what can improve academic achievement and increasingly optimize self-regulated learning in students.

Improve students' professionalism as they graduate from university and improve quality of the department.It's because they know what they want to achieve.

CHAPTER II

LITERATURE REVIEW

In this chapter, author elaborates systematic analysis of references related to the research. The theories discussed in this chapter are thoroughly related to title of the research. This chapter consists of literature review, review on relevant studies, and theoretical framework of the research, hypothesis and definition of key term.

2.1 Nature Meaning of Self-Regulated Learning Strategies (SRL)

2.1.1 Defining Self-Regulated Learning Strategies (SRL)

According to Woolfolk (2004), his stated that self-regulation is a process whereby a learner activates and uses his cognition, behavior, and feelings systematically for the accomplishment of a goal. In addition, self-regulated learning strategies may take place when learners systematically direct their behavior and cognition by paying attention to instructions, tasks, processes and interpreting knowledge, repeating information to remember it and developing and maintaining positive beliefs about learning ability and able to anticipate learning outcomes (Zimmerman in Schunk& Zimmerman, 1989). In the sense of the researcher, self-regulated learning is the ability to become an active participant in meta-cognition, motivation, and behavior in the learning process. In meta-cognition, self-regulated learner is plan, organize, self-direction, self-monitor, and self-

evaluate at different levels of what they learn. While, based on motivation they feel themselves competent, self-efficacious, and independent or autonomous. Behaviorally, they choose, organize, and make their environment for optimal learning.

Another understanding is given by Corno and Mukhid (2001), they describe that self-regulated learning is an attempt to deepen and manipulate associative networks in a specific field which need not be limited to academic content, and to monitor and improve in-depth processes. It means, self-regulated learning refers to careful planning and monitoring of the cognitive and affective processes involved in successful completion of academic tasks. It is supported by Bandura (1986), he defines that self-regulation as the ability to control their own behavior as well as hardworking.

Whereas, in accordance to Pintrich (2000), he explain that self-regulated learning as an active, constructive process in which learners define their learning objectives and then monitor, organize, and control their cognition, motivations, and behaviors, guided by their goals. In line with researcher mind, self-regulated learning is generally characterized as an active participant who efficiently controls their own learning experience in different ways, including determining a productive work environment and using resources effectively, organizing and training information to learn, maintaining emotions that positive during academic

tasks, and maintain positive motivational beliefs about their abilities, the value of learning, and the factors that influence learning.

Furthermore, in general researcher who study academic self-regulated learning strategies seek to understand how learners become experts on their own learning processes. One facet or feature of this definition is how and why learners choose to use a specific process or strategy. The main feature or feature of self-regulated learningstrategies is meta-cognition. Meta-cognition regard to consciousness or awareness, knowledge, and cognitive control. The three processes that build meta-cognitive self-regulatory activities are planning, monitoring, and regulating. Moreover, according to Schunk (1989), stated that self-regulated learning strategies are self-efficacious for learning with lower self-regulatory skills, who first believe they can use their self-regulating skills to help them learn.

However, from the above description it can be concluded that self-regulated learningstrategies is the process of how a learner organizes his own learning by activating cognitive, affective and behavior so as to achieve learning objectives.

2.1.2 Model of Self-Regulated LearningStrategies (SRL)

There are a variety of definition of self-regulated learningstrategies , but three component seem especially important for classroom

performance first, self-regulated learning includes students metacognitive strategies for planning, monitoring and modifying their cognition (e.g Brown, Bransford, champion & ferrara,1983; Corno, 1986; Zimmerman &pons,1986), other aspect of self-regulated learning include time management, regulating one's own physical and social environment and the ability to control one's effort attention (pintrich,1995; Zimmerman &Risemberg 1997).

Self-regulated learning is a cyclical process, wherein the student plans for a task, monitors their performance, and then reflects on the outcome. The cycle then repeats as the student uses the reflection to adjust and prepare for the next task. The process is not one-size-fits-all; it should be tailored for individual students and for specific learning tasks (Zimmerman, 2002).

Below are steps that students can take during the process, taken from Zimmerman (2002) and Zumbrunn et al. (2011).

a. Plan and set goals

The first step Encouraging students to plan before they begin work will help them strategize early on. Although students can see this as a step backward, it will eventually help them become more efficient with their time and effort.

b. Use strategies and monitor performance

In this phase, students follow the plan outlined in the previous stage. Idelly, students can proceed with confidence as they have developed detailed action plans.

c. Reflect on performance

Many students are only in their extrinsic class results. While important, teachers help students reflect on what they think in a particular task, and why. This self-reflection can help them understand why they are getting value and performance. Activities like an exam wrapper can solidify this process.

2.1.3 Characteristics of Self-Regulated Learning

According to Zimmerman (2002), self-regulating students are characterized by active participation of learners in learning from meta-cognitive, motivation, and behavior. Characteristics related to self-regulating persons are similar to the characteristics associated with high performance, high-capacity learners, as opposed to low performance or learning disabilities. Based on the research results, the characteristics of the difference learners who learn with self-regulate and those who do not are:

a. They are familiar with and know how to use a series of cognitive strategies (repetition, elaboration, and organization), which help them complete, transform, organize, elaborate, and recover information.
b. They know how to plan, control and organize their mental processes toward the attainment of personal goals (meta-cognition).
c. They exhibit a set of motivational beliefs, such as the feeling of academic self-efficacy, the use of learning goals, the development of positive emotions on tasks such as joy, satisfaction, and passion.
d. They plan and control the time and effort used for tasks, and they know how to create and build good learning environments, such as finding suitable learning places, and help-seeking from teachers / classmates when encountering difficulties.
e. For a given context expansion, they demonstrate greater efforts to take part in the control and management of academic tasks, classroom atmosphere and structure, the design of class tasks, and workgroup organization.

According to Pintrich (2000), that self-regulated learningstrategies as 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 of the environment. These self-regulatory activities can mediate the relationships between individuals and the context, and their overall achievement.

Pintrich (2000), defined there are four assumptions about self-regulated learning

a. The first assumption is that self-regulated learners are not passive about their learning. While being presented with information self-regulated learners are active thinkers as they create strategies, goals, and meaning. Self-regulated learners are actively thinking about their own thinking.

b. The second assumption about self-regulated learners is that they actively think about the contexts of the information and can recognize weaknesses to monitor and influence their choices in how to consume the information.

c. Thirdly, self-regulated learners assess the level of comprehension and make changes as needed to improve. Lastly, these learners recognize distractions and personal characteristics to improve their performance on academic tasks

Ultimately, the self-regulated learning characteristics of learners is that they see themselves as their own agents of behavior, they believe learning is a proactive process, they motivate themselves and use strategies that enable them to improve their desired academic outcomes.

2.1.4 Factors Affecting Self-Regulated Learning

According to Stone, Schunk& Swartz in Cobb (2003) self-regulated learning, influenced by three main factors are self-efficacy (self-efficacy), motivation and goals. Self-efficacy refers to one's beliefs about his or her ability to learn or perform skills at a certain level (Wang, 2004). While, according to Bandura (Cobb, 2003) the motivation is something that moves the individual on the goal, in the hope of getting the results of his actions and the confidence to do so. Then, goals are the criteria that individuals use to monitor their learning progress. The three factors mentioned above, namely goals, motivation and self-efficacy are interconnected with the SRL. Self-efficacy reflects the belief in one's ability to accomplish a task, which will affect the goal whether the orientation of learning or performance goals. In addition, high self-efficacy will further motivate individuals to improve self-regulation, then that individuals can learn by implementing more self-regulated learning strategies, which ultimately affects his academic achievement. Other than that, there are external factors and internal factors that affect self-regulated learning, as follows:

a. External factors influence self-regulation in two ways, including:

1. Environment Factor

In accordance to Zimmerman and Pons (1988 in Ghufron, 2011) cognitive social theory pays special attention to social influence and experience on human function. This depends on how the environment supports or does not support. . Alwisol (2009) adds that environmental factors interact with personal influences, forming a standard of self-evaluation. Through parents and teachers the children learn good-bad, undesirable and unwanted behavior. Through wider interaction experiences then the child develops standards that can be used to assess self-achievement.

2. Reinforcement Factor

Zimmerman and Pons (1990 in Ghufron, 2011) state that intrinsic gifts do not always give satisfaction, people need incentives that come from the external environment. Standards of behavior and reinforcement usually work together; when people can achieve certain standards of conduct, it is necessary to reinforce that such behavior becomes an option to do again.

b. Internal Factor

External factors interact with internal factors in self-regulation, internal factors include the following:

1. Individual (self).

Individual is a factor that comes from the individual's own self. According to Zimmerman and Pons (1990 in Ghufron, 2011) these individual factors include the following: 1. Individual knowledge, the more and more knowledge the individual possesses will further assist the individual in managing. 2. The higher the metacognition ability of the individual will help the implementation of self-management in the individual. 3. The goal to be achieved, the more complex and the goal to be achieved, the greater the likelihood of individuals performing self-management.

2. Behavior

According to Zimmerman and Pons (1990 in Ghufron, 2011) refers to the individual's attempts using his or her capabilities. The greater and optimal effort the individual deployed in organizing and organizing an activity will improve the management or regulation in the individual. Bandura (2001) states in this behavior, there are three stages related to self-management or self-regulation, including: 1. Self-observation is related to the individual response, the individual stage of looking into himself and his performance behavior (Ghufron, 2011). The Performed by quality factor of appearance, quantity of appearance, originality of self-behavior, and so on. One must be able to monitor its performance, although it is not perfect because people tend to choose some aspects of their behavior and ignore other behaviors. What a person observes depends on his or her own interests and concepts (Alwisol, 2009). 2. Self –

judgment is an individual stage comparing the performance and standards that have been done with the standards or goals that have been made and defined the individual. Through an effort to compare performance with established or established standards or goals, the individual can evaluate the performance performed by knowing the location of weakness or lack of performance. 3. self-response, it is applied where a person can reward or punish himself for success or failure to meet the standards (Ghufron, 2011). Personal standards are derived from the experience of observing models such as parents or teachers, and interpreting the reinforcement / reinforcement of self-performance. Based on the source of the model and the performance that gets reinforced, the cognitive process of composing sizes or norms is of a very personal nature, because that measure is not always in sync with reality. This personal standard is limited in number. Most activities should be assessed by comparing them with external measures, may be standard norms of social comparison, comparison with others, or collective comparisons. People also judge an activity based on the significance of the activity for itself (Alwisol 2009).

3. Self-Reaction

Self-Reaction is a stage that includes individual processes in adjusting and plans to achieve the goals or standards that have been established and established (Ghufron, 2011). It means, it is done based on observation and assessment, people evaluate themselves positively or negatively, then reward or punish themselves. There can be no affective

reactions, because cognitive functioning makes balance affecting positive or negative evaluations to be less meaningful individually (Alwisol 2009).

2.2 Academic Achievement

Achievement comes from the Dutch language that is *prestatie*which means the result of effort. Whereas, achievement is the result achieved, done and done by someone (Baiti, 2010). The achievements of each individual are not always the same in various fields, such as achievements in the arts, sports, literature, leadership, science, technology, and so on. While, academic is all things that related to the science.

According to Benjamin S. Bloom (in Nurman, 2006), academic achievement is the result of behavioral changes that include cognitive, affective and psychomotor domains which are measures of student success. Moreover, Suryabrata (1993), states that learning achievement or academic is one of the most important sources of information in taking educator decisions; the measurement is derived from the test of learning achievement which is usually expressed in the form of academic values.

In addition, Poerwanto (1986), he gives understanding of learning achievement that is results achieved by someone in the learning effort as is which is stated in the report card. Furthermore, Winkel (2009), said that learning achievement is a testament to the success of learning or ability of a student in conducting his learning activities according to the quality it

achieves. While, according to Nasution (1999), he stated that learning achievement is the perfection that a person achieves in thinking, feeling and do. Learning achievement is said to be perfect if it meets three aspects such as cognitive, affective and psychomotor, otherwise said achievement is less satisfactory if someone has not been able to meet target in all three criteria.

Based on the above understanding, it can be explained that the learning achievement is the level of humanity that students have in accepting, rejecting and assessing the information obtained in the learning process. A person's learning achievement in accordance with the level of success in learning a subject matter is usually expressed in the form of grades or report cards of each field of study.

2.3 Review of Relevant Studies

Based on research by Paul R. Pintrich and Elisabeth V. De Groot (1990) entitled “Motivational and Self Regulated Learning Component of Classroom Academic Performance” this research reports findings is a study on motivational orientation, self-regulated learning and academic performance for 173 seventh grades from eight science and seven English classes. The result self-efficacy and intrinsic value were positively related to cognitive engagement and performance. Regression analyses revealed that,

depending on the outcome measure, self-regulation, self-efficacy, and test anxiety emerged as the best predictors of performance.

The second research investigated by Catherine S Chen (2002) entitled "Self-Regulated Learning Strategies and Achievement in an Introduction to Information Systems Course". Catherine investigated effective self-regulated learning strategies in lectured-led concept environment versus a hands-on computer lab learning environment for an introduction to information system course. This research used MLSQ (The motivated strategies for learning questionnaire) instrument to assess college student' self-regulated learning. The result revealed that effort regulation had a positive effect and peer learning had a negative effect on learning computer concept. The findings on effective strategies for hands-on computer lab learning were inconclusive. The research was conducted in college of business at a mid-western university, in a business information system course.

The third research by Shuhaimi Jaafar, Nur Suriana Awaludin, and Nor Suhaily Bakar (2014) entitled "Motivational and Self-Regulated Learning Components of Classroom Academic Performance", This research investigated the relationship between motivational and self-regulated learning dimensions. The researcher adapted of a general expectancy-value model constructed by Eccles (1983) for the theoretical framework from

conceptualizing student motivation. The research was conducted in Kolej Universiti Islam Antara bangsa Selangor (KUIS). 50 questionnaires have been administrated personally to Bachelor of Accounting (Hons) students. The findings revealed that self-efficacy has strong relationship towards motivational as compared to intrinsic value. Meanwhile, cognitive strategy used and self-regulation has strong relationship towards self-regulated learning.

The fourth research bySiti Suminarti Fasikhah and Siti Fatimah, entitled "Self-regulated Learning to improve students' achievement of college students" This investigated the effect of SRL training on developing students' academic achievement. The subjects were 54 students. The methods of collecting data were self-report and documentation. The data analyzed by Independent sample t-test. The findings showed that the group who trained SRL have higher academic achievement than those who were not given SRL training with $p<0.003$. The group who were given training of SRL have higher grade point average by mean=2,78 if it's compared to the group who were not given training of SRL by mean=2,47.

This research investigated the correlation between academic achievement and self-regulated learning. The variable that investigated in this research is same with Chaterine S Chen and the different in this research is the subject, Chen did the research academic achievement and self-regulated learning for the college students in class an Introduction to

Information Systems Course this research investigates the academic achievement and self-regulated learning in English Education Department of UII. The questionnaire that use in this research is same with Chen which the questionnaire was adapted from Pintrich. The last research is by Shuhaimi Jaafar, Nur Suriana Awaludin, and Nor Suhaily Bakar (2014) which has same entitled and research design by Chen.

2.4 Conceptual Framework

Overall, this study describes the relation between the self-regulated learningstrategies with students'GPA. To collect the data, the researchers used questionnaires of MLSQ questionnaire about self-regulated learning strategies and used GPA in order to find out if there is any correlation of self-regulated learningstrategies to students' GPAin English Language Education Program at Universitas Islam Indonesia.

Self-regulated learningstrategies is the way done by learners to set their goal of study, this means if they have good self-regulated strategiesin learning they can adjust their purposes for their study. When students are able to become an active learner, they have achieved independence in managing their goal. The goal of self-regulated learningstrategies is to help students become expert student to plan, organize, monitor and evaluate their goal study. Learning to use strategies effectively is essential to constructing meaning. So, can connected that students able set their strategies in reading, the students will easier understand the meaning of the

text, then they will be able to digest the lesson and make them more high in academic achievement.

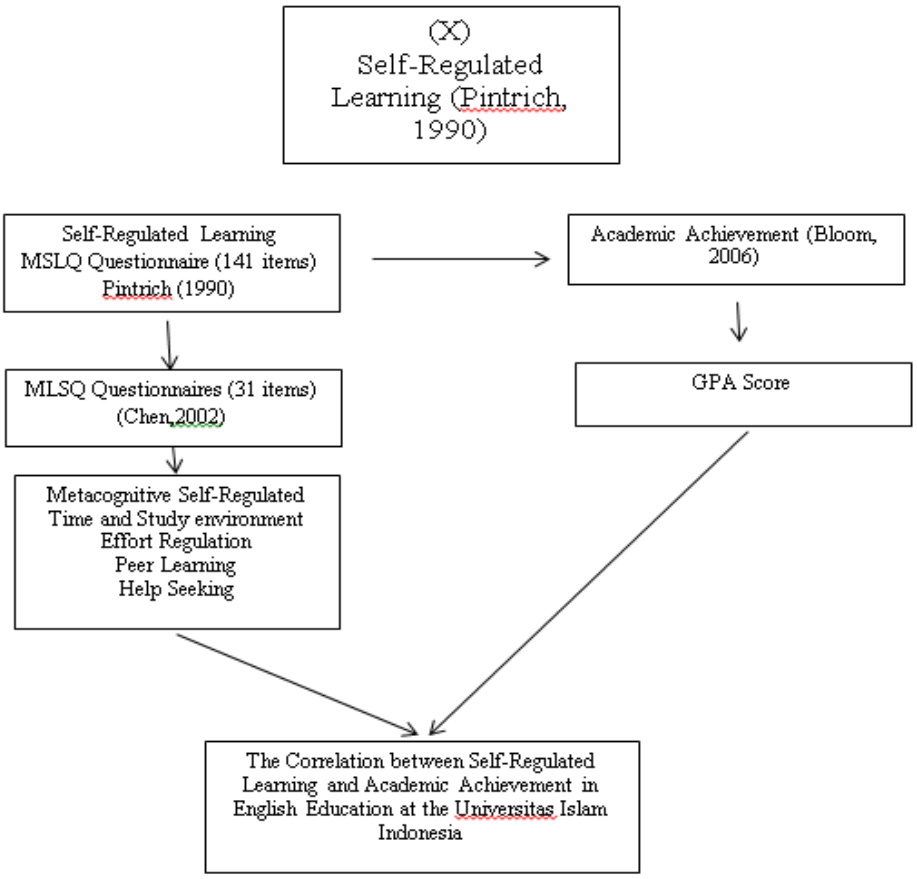


Figure 1: conceptual framework

2.5 Hypothesis

This subchapter states assumption or prediction about what will happen in a research. Usually, there are two predictions in correlation between self-regulated learning strategies and students GPA; they are Ha (Alternative Hypothesis) and Ho (Null Hypothesis) (Trochim, 2006).

Ho :

There is no correlation between self-regulated learning strategies (MLSQ) and students' GPA.

Ha :

There is correlation between self-regulated learning strategies (MLSQ) and students' GPA.

2.6 Definition of Key Terms

-Self-regulated learning strategies : Self-Regulated learningstrategies is a cyclical process; where in the student plans for a task, monitors their performance, and then reflect on the outcomes. The cycle then repeats as the student uses the reflection to adjust and prepare for the next task. The process is not one-Size-fits-all; it should be tailored for individual students and for specific learning task (Zimmerman, 2002)

-academic achievement: The definition of academic achievement refers to the level of schooling you have successfully completed and the ability to attain success in your studies (your dictionary, 2017)

-GPA: A grade point average is a way of showing your overall level of achievement on your degree programmed. It means, the GPA is simply your average attainment over all the course modules you take. In addition, the grade is the measure of achievement on course module. However, the

grade point is the number attached to each grade and as the mean average of grade points (university London union, 2014)

-MLSQ: The MLSQ is like most tests and instruments, including reliability and validation data to help instrument user determine the suitability for use instrument for measuring self-regulated learning

CHAPTER III

RESEARCH METHOD

This chapter presents methods that the researcher uses, including research design, population and sample, data techniques, data analysis, instrument, data analysis techniques, hypothesis testing.

3.1 Research Design

This research is quantitative research with correlational design. A quantitative approach is one in which researchers used post-positivist claims to expand knowledge about (which, the cause and effect thinking, the reduction of variables and a specific hypotheses and questions, the use of measurement and observation, and the theory test), it employs strategies such as experimental investigations and surveys, and collect data on predetermined instrument that produces statistical data (Creswell, 2003).

Correlational research involves the measurement of two or more relevant variables and an assessment of the relationship between or among those variables. When there are two variables in the research design, one of them is called the *predictor variable* and the other the *outcome variable*. In this research is called predictor variable or independent variable (X) and outcome variable or dependent variable (Y). Correlation analysis was applied to investigate the correlation and prediction of the independent variables to the dependent variable. The data of student's self-

regulated learning was elicited by a survey instrument. GPA used to measure the students' academic achievement. The design the research questions is illustrated in the following figures;

Is there correlation between Self-regulated learning strategies and students' GPA of PBI students?	
Independent variable (X): The use of self-regulated learning.	Dependent variable (y): students'GPA

Figure 2: design the research question

Finally, instead of becoming a pilot research question to investigate correlation between self-regulated learningstrategies and students'GPA.

3.2 Population and Sample

3.2.1 Population

Population is the generalization region consisting of the objects / subjects that have certain qualities and characteristics defined by the researchers to learn and then drawn conclusions. According to Arikunto (2006) he stated "Population is the overall subject of research". In addition Population is not just the number that exists, but covers all the characteristics possessed by the subject or the object. One person can be used as a population, because one person's own characteristics (Sugiyono,

2007). The research was conducted at English Language Education Department Islamic University of Indonesia (PBI UII). In this research the population consists of 84 students from 2015 level grade years.

3.2.2 Sampling

If the subject is less than 100 taken all of that research was the study population but if the subject of large can be taken 10% -15% or 20% -25% or more (Suharsimi,Arikunto 2006, p.134). Based on the statement above the researchers used all of population students from 2015 level grade years that consist of 84 students

Technique sampling of this research use purposive sampling. Purposive sampling is a technique of determining the sample with a certain consideration (Sugiyono, 2007). The participant was conduct is students PBI UII fifth semester were chosen as they were considered to have a potential to apply the strategies in their academic and have GPA score. In addition, students in this semester have taken many courses and also still active in lectures. Thus, it seems to be an ideal condition.

3.3 Data Collecting Technique

There are 2 variables in this research, independent variable and dependent variable. According to Sugiyono (2012) independent variable is variable that affect or cause changes or the emergence of the dependent variable. While, the dependent variable is a variable that is influenced by

independent variables. In this research it can be concluded that the Self-Regulated Learning can be referred to the independent variable and students' Academic Achievement as the dependent variable.

This sub-chapter explains data collecting techniques which are instrument, validity and reliability.

3.3.1 Instrument

According to Arikunto (2006), instrument is a tool or facilities used by researchers to collect data in order to make research easier and the results better, in terms of a careful, complete and systematically so more easily processed. The data were taken withquestionnaire MLSQ by Pintrinch. The researcher used 31 items instrument and that uses 5 point of Likert scale. Respondent were asked to complete a translated Indonesian version of a 31 item survey of MLSQ. Each accompanied with 5 point of Likert type scale, from 1 (not all true of me) to 5 (very true of me). The 31 items listed in the MLSQ belong to 5 categories that are Meta-Cognitive Self-Regulated, Time and Study environment, Effort Regulation, Peer Learning, Help Seeking.

In the article of A Manual for the use of the Motivated Strategies for Learning Questionnaire (MLSQ) by Pintrinch, 1991 there was 141 items questions for respondent. Two section comprise the MSLQ, motivational section and learning strategies. In the motivation scales there are value component, expectation component, and affective component. In

learning strategies there are sub scale first cognitive & metacognitive strategies, second resource management strategies. In addition, only five scales in the learning strategies section are relevant to self-regulated learning (Chen, 2002) and those 5 scale is used by Chen (2002) in his research of "Self-Regulated Learning Strategies and Achievement in an Introduction to Information Systems Course".

In this research the researcher replicated the study of Catherine S. Chen and uses the same questionnaire for this research. The researcher uses the same instrument because they have the same variable for investigation (Self-regulated learning and academic achievement).

3.3.2 Validity

According to Sugiyono (2007), he explains the valid is the instrument that can be used to measure what should be measured. The valid instrument means a measuring tool used to obtain the data in accordance with what is being researched. In this research, researcher uses MSLQ questionnaire to determine the self-regulated learning of students.

Based on article "A manual for the use of the motivated strategies for learning questionnaire (MLSQ) stated that the MLSQ questionnaire to calculate a students' self-regulated learning is valid. The Cronbach'salpha are robust, ranging from .52 to .93 (Pintrich, 1991)

3.3.3 Reliability

Sugiyono (2012), states that reliable are an instrument and used to measure the same object, will show the same results. By using a reliable instrument for data collection, that obtained will reliable research results. It depends on the characteristics of the object to be studied, and the researchers' ability to use the instruments. Next, Cronbach is used in the correlation number to determining the consistency of the items of the scale with the whole scale and their learning styles. This coefficient is used as a criterion for both the reliability and validity. Due to a high correlation indicates both consistency item's learning style sub-scale it and the variables measured by the scale, and thus that measure the same construct (Baykul, 2010).

Based on article "A Manual for the use of the Motivated Strategies for Learning Questionnaire (MLSQ), stated that the MLSQ questionnaire to calculate a students' self-regulated learning and it has demonstrated reliability as a dependent measure of these students self-regulated learning. These instruments were used with over 1000 university of Michigan Undergraduates (Pintrich, 1991).

3.4 Data Analysis Techniques

This sub-chapter shows specific measurement to answer research question or proof hypothesis.

3. 4.1 Motivated Strategies for Learning Questionnaire / MLSQ (1990)

In this research the researchers using a questionnaire that adapted in Self-Regulated Learning Strategies and Achievement in an Introduction to Information Systems Course by Chen, 2002. Next, the researcher using the same component of items questionnaire such as give times to do the questionnaire in 15 to 20 minutes. The number of items that will be given to students are 31 items which consisting of two categories. First one is the scale of Cognitive and Metacognitive Strategies and second is Resource Management Strategies. In the scale of Cognitive and Metacognitive Strategies that consist of one subscale which called as Metacognitive Self-Regulated on this subscale there are 12 items. In the scale of Resource Management Strategies there are 4 subscales of Time and Study environment which consisting of 8 items are Effort Regulation 4 items, Peer Learning 3 items and Help Seeking 4 items. Furthermore, before respondent fill the answer sheet researcher describes the instruction and then the researcher explains how to answer the given questionnaire. Then, respondents can start to complete the task. Moreover, respondents can fill in what fits their most appropriate answer and this questionnaire using 5 values of Likert scale. Assessment using MSLQ is very easy and can be solved by respondents themselves, because what is asked in the questionnaire is appropriate within them.

3. 4.2 GPA (Grade Point Average).

GPA is Grade Point Average which can be obtained from the academic division. In English Language Education Department activities and progress of student learning assessment exams regularly and the tasks and or observations. Exams held through Middle Examination (UTS) and Final Examination (UAS) for all subjects except the final project / Paper, Work Practices, laboratories and the like. Mid Exam (UTS) and Final Exam (UAS) is a structured learning outcomes assessment conducted on a scheduled basis in the mid and end of the semester. The category of GPA that can be seen on the table below:

Table 1: Table Category of GPA

A = 4.00	C = 2.00
A - = 3.75	C - = 1.75
A/B = 3.50	C/D = 1.50
B + = 3.25	D + = 1.25
B = 3.00	D = 1.00
B - = 2.75	E = 0
B/C = 2.50	F = 0
C + = 2.25	

Then, Researcher input the data GPA of student on *Microsoft Excel* with MSLQ score to find the correlation between GPA and MSLQ.

3. 4.3 The correlation between self-regulated learning and academic achievement (MLSQ score and GPA).

To correlate between self-regulated learning and academic achievement (MLSQ and GPA score) all the data input into SPSS 21.0 for Windows for statistical analysis where descriptive statistical procedures and correlation procedure to correlation between self-regulated learning and academic achievement. The type of analysis correlation in this research is Product Moment Correlation to analyze the correlation between X and Y and regardless of the presence of a causal correlation between these variables and for more proving the value of correlation it will be explained using the scatter plot.

Several attempts have been made at classifying **r values** as "weak", "poor", "moderate", "strong", or "very strong" using scales of correlations.

Tables 2: Table classifying r values (Sugiyono,2007)

0.8 to 1.00	Very strong
0.6 to 0.79	Strong
0.4 to 0.59	Moderate
0.2 to 0.39	Weak
0.0 to 0.19	Very Weak

3.5 Hypothesis Testing

The researcher used a survey method through correlation technique and the researcher analyzed the research by using Product Moment Correlation to know the result. According to Sugiyono (2007), Product Moment Correlation is one of technique that usually used to find out the significance of the correlation between two variables. This technique was published by Karl Pearson, therefore it often called as Person Correlation Technique. It is called Product Moment Correlation because it is usually used to correlate one variable to another variable based on its correlation coefficient value.

The last step in this chapter is analyzing data. This analysis is to see and to find out whether there is significance correlation between self-regulated learning and their academic achievement (MLSQ and GPA). And to find out the result of this research, the writer analyzed the data by using Person's Product Moment Correlation. This research uses two hypothesis testing Critical value approach (R-value) and Probability (P) value approach, as follow:

1. Hypothesis testing (Critical value approach)

$$r_o = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum_X 2 - (\sum X)^2\}\{N\sum_Y 2 - (\sum Y)^2\}}}$$

r_o = correlation coefficient between X and Y

$\sum$XY = sum of cross products of deviation scores of X and Y

$\sum X$ = Total score of X

$\sum Y$ = Total score of Y

N = number of respondents

X = score self-regulated learning

Y = GPA score

Criteria

: If > means, there is correlation and Hα is accepted, Ho is rejected

: If < means, there is no correlation and Hα is rejected, Ho is accepted

To find r_t use formula degree of free (df) = N-2

Ho : there is no correlation between self-regulated learning and academic achievement (MLSQ and GPA).

Ha : there is correlation between self-regulated learning and academic achievement (MLSQ and GPA).

2. Hypothesis Testing (Probability (P) value approach)

Set the significance level α (at the significance level α: 0.05). Compare the p-value to x.

Criteria:

- If p-value less than (equal to) α (P-value *(Sig.)* ≤ α (0,05)) reject the null hypothesis I favor of the alternative hypothesis.
- If p-value greaten α (P-value *(Sig.)* ≥ α (0,05)) do not reject the null hypothesis.

Ho : there is no correlation between self-regulated learning strategies and students' GPA.

Ha : there is correlation between self-regulated learning strategies and students' GPA.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter describes all the findings of the data collected and it is analysis. Data of this research is presented in the findings while analysis of the research data is elaborated in discussions. Additionally, tables and figure were also presented to give detailed explanations.

4.1 Findings

To get data the researcher administered two types of instruments, self-regulated learning and academic achievement. The self-regulated questionnaires are given to find out students' level of self-regulated learning, while Grade points average (GPA) to administer the academic achievement student.

4.1.1 Characteristic of respondent

The self-regulated learning strategies data in this study was collected by distributing 72 questionnaires, the research questionnaires were distributed directly by present at the respondent's, From the results of research that has been done on 72 respondents, can be defined about the characteristics of respondents by sex as presented in the following table:

Table 3 : Characteristic of respondents by sex, and the percentage (N=72)

		Total	Percentage
Gender	Male	26	36 %
	Female	46	64 %
Total Respondents		72	100%

Based on the table above, it can be concluded that on the whole respondents in English department semester 5 are predominantly women, even as many as 46 respondents, or 64% and the man as many as 26 respondents or 36%.

Based on research on the correlation among self-regulated learning and academic achievement that has been conducted, researcher fined the coefficients of the 2 variables, to find the significance of these 2 variables by using the program IBM SPSS 25.0 for windows, normality test and the correlation are as follows.

4.1.2 Students' value of standard deviation (N=72)

After the researcher obtained data self-regulated learning and academic of English education student 2015 graduate, the researcher can know the average level of self-regulated learning of student, with average score 98,68. Similarly, the academic data of students with an average score of 3.29.

Table 4:Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Achademic achievement	72	2,09	3,98	3,29	4,42
Self-regulated learning	72	83	123	98.68	92.69
Valid N	72				

Data source: SPSS for windows

The data has been collected and then the author is processed using the product moment correlation formula, which previously been tested through the normality test. The purpose of this step is to prove whether or not there is a significant correlation between self-regulated learning (X) and academic value (Y), therefore, before testing the hypothesis, the researcher checks the data to measure normality.

4.1.3 Normality Test

This test is performed before the data is processed. The detection of normality of the data whether or not normal distribution using the *Kolmogorov-Smirnov* test. A residual revealed in normal distribution if the significant value of the Kolmogorov-Smirnov > 0.05.

The results of the normality test for self-regulated learning and academic achievement in this study are as follows:

Table 5: Normality test between self-regulated learning (X) and academic achievement (Y)

		Self regulated learning	Academic achievement
N		72	72
Normal Parameters[a,b]	Mean	98.68	329.96
	Std. Deviation	9.269	44.295
Most Extreme Differences	Absolute	.127	.104
	Positive	.127	.077
	Negative	-.051	-.104
Test Statistic		.127	.104
Asymp. Sig. (2-tailed)		.005[c]	.054[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

From the results of normality tests, the variables data of students' GPA and self-regulated learningstrategies score shows that the data were normally distributed. So assuming normality of the data in this study is fulfilled.

4.1.4 Correlation between Self-Regulated Learning Strategies and Academic Achievement.

This section presents the correlations of Self-Regulated Learning Strategies and Students' GPA . After doing the instrument, the researcher begins to test the hypothesis of the research uses Pearson Product Moment Formula to know the correlation between the two variables. In this case, it will be seen how a direct correlations Self-Regulated Learning Strategies to Students' GPA and hypothesis testing. The first stage is done by formed Pearson correlation to determine the correlations of Self-Regulated Learning Strategies andstudents' GPA.

Here is the table result of correlation test that has tested by the researcher uses the SPSS *software* 25.0.

The results are as follows:

Table 6. Correlation Results

NUMBER OF QUESTION	PEARSON CORRELATION	SIGNIFICANCE
1	.053	.660
2	-.034	.775
3	-.114	.342
4	-.045	.708
5	-.076	.523
6	-.131	.272
7	-198	.096
8	.101	.400
9	.248*	.036
10	.157	.188
11	.123	.302
12	-.019	.873
13	-.085	.477
14	-295	.012
15	-137	.253
16	-.192	.105
17	-.047	.693
18	-.008	.950
19	-.053	.660

20	-.107	.370
21	-.097	.416
22	-.021	.858
23	.017	.888
24	-.029	.810
25	.224	.058
26	.007	.952
27	.075	.532
28	.013	.917
29	.252*	.033
30	.088	.461
31	-.206	.083

Based on Table below, result shows that the correlation of 31 questions is 29 numbers not significant and 2 numbers (number 9 and 29) significant. Such correlations have meaning that there is no significant relationship between of Self-Regulated Learning Strategies and Students' GPA. The data proved that it rejected Ha and accepted H0 or there is no correlation between Self-Regulated Learning Strategies and Students' GPA.

4.1.5 Supporting Data

a. Cognitive and Metacognitive Strategies

Table 7: Metacognitive Self-Regulated Learning

NUMBER OF QUESTION	PEARSON CORRELATION	SIGNIFICANT
1	.053	.660
2	-.034	.775
3	-.114	.342

4	-.045	.708
5	-.076	.523
6	-.131	.272
7	-198	.096
8	.101	.400
9	.248*	.036
10	.157	.188
11	.123	.302
12	-.019	.873

Table Correlation Results

The coefficient of correlation is if the value of signification <0.05 and if the significance value >0.05 then the coefficient is not correlated, results are obtained at question number 9 (0.036) in values less than 0.05, of which 0.05 is a reference or a decision-making basis comparison, if the significance value <0.05 then the correlation, and if the significance value >0.05 is not correlated, and found the results of significance at question number 9 the result 0.036<0.05, then correlated and can be said also that there is a relationship between self-regulated learning and academic achievement. For the value of Pearson correlation at no 1 to no 12 (except number 9) the result is >0.05 means the level of relationship between self-regulated learning and academic achievement there is no correlation.

b. Resources Management Strategies :Time and Study Environment

Table 8: Time and Study Environment

NUMBER OF QUESTION	PEARSON CORRELATION	SIGNIFICANCE
13	-.085	.477
14	-295	.012
15	-137	.253
16	-.192	.105
17	-.047	.693
18	-.008	.950
19	-.053	.660
20	-.107	.370

Table Correlation Results

For the value of Pearson correlation at no 13 to no 20 if we refer to the degree of relationship guidance then its location (0,00 up to 0,20 = no correlation) Means that there is no correlation between self-regulated learning and academic achievement. For the value number 18 is most uncorrelated.

c. Resources Management Strategies : Effort Regulation

Table 9: Effort Regulation

NUMBER OF QUESTION	PEARSON CORRELATION	SIGNIFICANCE
21	-.097	.416
22	-.021	.858
23	.017	.808
24	-.029	.810

Table Correlation Results

For the value of Pearson correlation at no 20 to no 24 if we refer to the degree of relationship guidance then its location (0,00 up to 0,20 = no correlation) Means that there is no correlation between self-regulated learning and academic achievement. For the value number 22 is most uncorrelated.

d. Resources Management Strategies : Peer Learning

Table 10: Peer Learning

NUMBER OF QUESTION	PEARSON CORRELATION	SIGNIFICANCE
25	.224	.058
26	.007	.952

27	.075	.532

Table Correlation Results

For the value of Pearson correlation at no 25 26 and 27 if we refer to the degree of relationship guidance then its location (0,00 up to 0,20 = no correlation) Means that there is no correlation between self-regulated learning and academic achievement For the value number 26 is most uncorrelated.

e. Resources Management Strategies : Help Seeking

Table 11: Help Seeking

NUMBER OF QUESTION	PEARSON CORRELATION	SIGNIFICANCE
28	.013	.917
29	.252*	.033
30	.088	.461
31	-.206	.083

Table Correlation Results

The coefficient of correlation is if the value of signification <0.05 and if the significance value >0.05 then the coefficient is not correlated, results are obtained at question number 29 (0.033) in values less than 0.05, of which 0.05 is a reference or a decision-making basis comparison, if the significance value <0.05 then the correlation, and if the significance value

>0.05 is not correlated, and found the results of significance at question number 29 the result 0.033<0.05, then correlated and can be said also that there is a relationship between self-regulated learning and academic achievement. For the value of Pearson correlation at no 28, 30 and 31 the result is >0.05 means that there is no correlation between self-regulated learning and academic achievement

Discussion of Supporting Data

The process of taking this research data begins on November 12th, 2017 to December 11th, 2017, located in English education department of UII. To conduct the meeting, researchers have made appointments previous for short meetings in various locations, such as, campus, canteen, and boarding houses that have been agreed. The subject of research is 84 students in semester 5, but only 72 students who are complete the questionnaire.

Based on the results of data analysis conducted in connecting between self-regulation with academic achievement, here is a correlation analysis of the tested scientifically:

a. Cognitive and Metacognitive Strategies

Based on the questionnaire Metacognitive strtegies is in number 1 up to 12. Based on data result number 9 is correlated result

Question number 9 *"Saya mencoba memikirkan sebuah topik dan memutuskan apa yang harus saya pelajari darinya daripada hanya membacanya saat belajar."*

Metacognitive refers to awareness, knowledge, and cognition control. There are three general processes that make up the metacognitive self-regulation activity: planning, monitoring, and setting. Number 9 includes the planning Activity such as goal setting and task analysis to help enable, or notify, the appropriate aspects of prior knowledge that make organizing and material understanding easier.

Students want to find out more about the topic being discussed and try to relate to other lessons so that one lesson with other lessons is connected. Many of the students decided that he could and should be smarter in many ways. There is even research by psychologists and medical experts who explain that one can change his brain by thinking, where the physical and structural changes one's brain so students try to think about the topic and decide what to learn.So student can chose the best one for their self and be responsible for their academic.

Schunk and Zimmerman define self-regulated learning as the use of a process that activates thoughts, behaviors and feelings continuously in an effort to achieve the established goals. Self-regulated is described as a cycle, since feedback from previous behaviors is used to make adjustments in the current effort.

b. Resource Management Strategies: Time and Study Environment

Based on the questionnaire instruments time and study environmentis in number 13 up to 20. Based on data result there is no question of time and study that correlated with academic achievement, but in this sub chapter will explain one question number that very uncorrelated that is question number 18

Question number 18 *"Saya menghadiri kelas secara teratur"*

In addition students must also be able to manage their time and learning environment. Time management involves scheduling, planning, and managing learning time. This includes not only setting time for learning, but also setting up a college schedule. The schedule of each student's course varies; ranging from 2 credits to 16 credits per day, therefore each student's schedule is not the same.

Time management strategy is needed so that students can manage the time and learning environment so that students can be disciplined in managing the time, when he should learn when he must do the task when he should rest, because if the time management of a student is well-arranged and regular then the activity one with the activity others will not be disturbed and it can unconsciously improve student achievement in the classroom, therefore the time management is very necessary to be done by all students who are still active on lecture so that all the time there is used well and used wisely.

From the results of research that analyze, the results are not correlated and this indicates that students do not do time management with time well, it can be seen from students who are late to class, even until there are students who forget the schedule of lectures, it all happened because the management of the time less attention by each individual who always think trivial time and always procrastinate work which he can do on the spot, but he prefers to procrastinate or end the work.

so the conclusion and analysis of this research is that time management for students is very important and very necessary, so that all day-to-day activities can be controlled and student life becomes discipline and if student life that discipline will affect the learning process and his achievements in the classroom, so it is easier to understand the lessons given by the lecturers, to be on time in lecturer, and will not be too late to enter the lecture hours.

c. Resource Management Strategies: Effort Regulation

Based on the questionnaire instruments effort regulationis in number 21, 22, and 24. Based on data result there is no question of effort regulation that correlated with academic achievement, but in this sub chapter will explain one question number that very uncorrelated that is question number 22

> Question number 22 *"Saya bekerja keras untuk mengerjakan dengan baik di kelas, meskipun saya tidak menyukai tugas kami"*

Resource management strategies or self-regulated also includes the ability of students to control themselves and their attention in the face of disturbances and tasks that are not interesting given by the lecturer. This resource management or self-regulated reflects a commitment to accomplish one's study goals. This self-management or self-regulated is necessary for the sake of continuity and for the smoothness of the students in the academic field, because it is related to the objectives that a student wants from the first sitting in the lecture, wants to get various knowledge given by the lecturer and get the result desired or obtain satisfactory results, if the results obtained are in accordance with the initial goal he entered on the bench lecture means that his college commitment has been met, if the self-regulated of a student is good and right, then this will affect the learning strategy as well , academic become more organized and well designed.

From the results of research and analysis that researcher can, students do not or lack self-regulated well, because there are still many students who do not attend the campus, such as late to enter the class and not doing the tasks that have been given by lecturer, it can be seen from result this research, besides the result is not correlated between self-regulated learning and academic achievement there are also other factors that is still a lot of students who break the rules or discipline that has been

made by the campus, so this course affects the academic results of the study of the students.

So the conclusions from the results of this research, self-regulated learning is very important and very necessary, so that for the future students can attend the lessons or activities lectures well and get satisfactory results according to the expected by the individual from the beginning he sat on the bench lecture, effort regulation can start from a small thing, such as prepare book and module for study tomorrow, setting an alarm when going to bed to wake up not late, and when entering college hours not too late, because to achieve or target something the big one should start from the small thing first, and the example of the little thing as have explained above

d. Resource Management Strategies: Peer Learning

Based on the questionnaire peer learning included in number 25,26 and 27, based on data result there is no questionnaire that correlated, but in this sub chapter will explained one questionnaire that very uncorrelated that is number 26.

Question number 26: *"Saya mencoba bekerja dengan siswa lain di kelas untuk menyelesaikan tugas kelas"*

Question number 26 based on Pintrich (1990) is included in peer learning. Peer learning method shows that peer learning and peer counseling can improve the parameters of research on adolescents

(Parwata, 2008), and that process is expected to be used to reduce their deviant behavior, As a absence, not doing task, and coming late.

One of the alternatives that can be used to improve the activity of the students in the learning process is "active learning" in the implementation of the learning model can be developed into 8 stages of learning procedure, there are: (1) orientation, (2) group formation, (3) job assignment group, (4) exploration, (5) presentation of class materials, (6) checking understanding and deepening of the material, (7) reflection and feedback, and (8) formative evaluation.

In 5th semester in PBI it's a lot of tasks that project based where each stage of the task is always guiding with lecturer, and naturally are not correlated.

e. Resource Management Strategies: Help Seeking

Based on the questionnaire instruments Help Seekingis in number 28 up to 31. Based on data result number 29 is correlated result and significant result between self-regulated learning and academic achievement.

Question number 29 *"Saya meminta guru untuk mengklarifikasi konsep yang saya tidak mengerti dengan baik"*

The point is that the student feels unable and conscious in learning then from it he asked the lecturer, and when the lecturer explains the lesson too quickly and then the student feels unfamiliar with what is

explained by the lecturer, and then student asks again and ask the lecturer to explain again.

According to behavior theory self-regulated is a process which an individual consistently organizes and manages his thought, emotions, behavior and environment to achieve academic, because the student ask the lecturer to re-clarify concept that are not well understood.

Another aspect of the environment that the student must learn to manage is the support of others. This includes both peers and instructors. Good students know when they don't know something and are able to identify someone to provide them with some assistance. There is a large body of research that indicates that peer help, peer tutoring, and individual teacher assistance facilitate student achievement.

4.2 Discussion

Correlation analysis is a method used to determine the correlation between variables major either descriptively or scientifically. Testing through the result of large correlation can be explains in general about the correlation between the variables that are tested. The process of taking thisresearch data begins on November 12th, 2017 to December 11th, 2017, located in English education department of UII. To conduct the meeting, researchers have made appointments previous for short meetings in various locations, such as, campus, canteen, and boarding houses that have

been agreed. The subject of research is 84 students in semester 5, but only 72 students who are complete the questionnaire.

Based on the results of data analysis conducted in connecting between self-regulation with academic achievement, here is a correlation analysis of the tested scientifically:

H0 : There is no correlation between Self-Regulated Learning Strategies and Students' GPA.

The coefficient of correlation is if the value of signification <0.05 and if the significance value >0.05 then the coefficient is not correlated. The results are obtained more than 0.05, of which 0.05 is a reference or a decision-making basis comparison, if the significance value <0.05 then correlated, and if the significance value >0.05 is not correlated, and found the results of significance this study most of them >0.05, then not correlated and can be said also that there is no relationship between self-regulated learning strategies and students GPA. For the value of Pearson correlation the result is >0.05 means the level of relationship between self-regulated learning strategies and students' GPA there is no correlation.

The result of this study found that there is not correlated between self-regulated learning strategies and students' GPA. From 31 numbers question just 2 numbers that showed significant between self-regulated learning strategies and students' GPA, means that there is no correlation

between self-regulated learning strategies and students' GPA but between self-regulated learning strategies and students' GPA still have significance but low significance.

However, although this result is not correlated it is not means that self-regulated learning strategies not significant with students' GPA, self-regulated learning strategies have low significance with students' GPA. It can conclude that students' GPA can influenced with another aspect that not include in this study.

CHAPTER 5

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

Based on the result of the research, it can be concluded that there is no positive correlation between self-regulated learning strategies to Students GPA with correlation coefficient value for number 26 (the most not correlated) is 0,952 that mean because this > 0,05. Based on guide degree of relationship Pearson correlation value it can be said that there is no correlation between self-regulated learning strategies and students GPA. Because if the significance value is <0.05, then it is correlated and if the significance value is> 0.05, it is not correlated, and in this case the result is 0.952 > 0.05 then the result is not correlated.

In addition, although the finding research show that Hα is rejected and Ho is accepted, actually between self-regulated learning strategies and students GPA still have significance but low significance, it show by two in table questionnaire. The first aspect is Cognitive and Metacognitive Strategies in number 9 with value of significance 0,036 (<0,05) and value of Pearson correlation 0,248. The second aspect is Help Seeking with value of significance 0,033 (<0,05) and value of Pearson correlation in 0,252. Based on guide degree of relationship Pearson correlation value0,21

up to 0,40 is weak correlation. So, based on the research finding it can be said that there is several factor that influence students GPA besides self-regulated learning strategies.

5.2 Recommendation

In general, recommendations provided in this research are divided into two parts. The first part is suggestion for research subject; the second part is for further research.

a. For research subjects

The results of this study can be entered for students who are conducting a study in the Islamic University of Indonesia especially in English department to be more able to comprehend the lessons that given by the lecturer when the lesson is in progress and immediately asked when there are things that are not understood and record things that are not understood. And start each lesson with prayer in order to give ease in understand the lesson.

b. For further research

For the next researcher who has the desire to do a similar research, firstly to be able to do approach and find out constraint any obstacle that felt which makes the student had difficulty in knowing lessons given by the lecturer when the lesson in progress, and to find out what things that make it easier to knowing the lessons taught by lecturers in the classroom.

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APPENDIX 1

1	Selama di kelas saya sering kehilangan poin penting karena saya memikirkan hal lain.	1	2	3	4	5
2	Saat membaca modul saya membuat beberapa pertanyaan untuk membantu memfokuskan bacaan saya.	1	2	3	4	5
3	Ketika saya bingung dengan materi yang sedang saya pelajari, saya selalu berusaha untuk memahaminya.	1	2	3	4	5
4	Jika pembacaan materi sulit dimengerti. Saya mengubah cara saya membaca materi.	1	2	3	4	5
5	Sebelum saya mempelajari materi pelajaran baru secara menyeluruh, saya sering membaca cepat untuk melihat bagaimana konsep materi tersebut.	1	2	3	4	5
6	Saya bertanya pada diri sendiri untuk memastikan bahwa saya memahami materi yang telah saya pelajari di kelas.	1	2	3	4	5
7	Saya mencoba mengubah cara belajar agar sesuai materi kuliah dan gaya mengajar dosen.	1	2	3	4	5
8	Saya sering merasa bahwa saya telah membaca modul tapi tidak tahu apa masalahnya.	1	2	3	4	5
9	Ketika saya memikirkan sebuah topic, saya memutuskan apa yang harus saya pelajari darinya tidak hanya membacanya saat belajar.	1	2	3	4	5
10	Saat mepelajari materi saya mencoba untuk menentukan konsep mana yang saya tidak mengerti dengan baik.	1	2	3	4	5
11	Ketika saya belajar di kelas, saya menetapkan tujuan untuk diri saya untuk mengarahkan aktivitas saya di setiap masa studi.	1	2	3	4	5

12	Jika saya bingung membuat catatan di kelas, saya memastikan akan menyelesaikannya nanti.	1	2	3	4	5
13	Saya biasanya belajar di tempat di mana saya bisa berkonsentrasi pada tugas .	1	2	3	4	5
14	Saya memanfaatkan waktu untuk mempelajari materi kuliah setiap hari.	1	2	3	4	5
15	Saya merasa sulit mengikuti jadwal studi.	1	2	3	4	5
16	Saya memiliki tempat favorit yang biasa digunakan untuk belajar.	1	2	3	4	5
17	Saya memastikan bahwa saya membaca materi kuliah secara mingguan dan selalu mengerjakan tugas di kelas.	1	2	3	4	5
18	Saya menghadiri kelas secara teratur.	1	2	3	4	5
19	Saya sering kali mendapati bahwa saya tidak banyak waktu untuk mengikuti kelas karena kegiatan lainnya.	1	2	3	4	5
20	Saya jarang meluangkan waktu untuk meninjau catatan atau materi saya sebelum ujian.	1	2	3	4	5
21	Saya sering merasa sangat malas atau bosan ketika belajar di kelas, sehingga saya berhenti sebelum menyelesaikan apa yang harus saya selesaikan.	1	2	3	4	5
22	Saya bekerja keras untuk mengerjakan dengan baik di kelas, meskipun saya tidak menyukai tugas kami.	1	2	3	4	5
23	Bila tugas saya sulit, saya menyerah atau hanya mempelajari bagian-bagian yang mudah.	1	2	3	4	5

24	Ketika saya merasa tugas kuliah membosankan dan tidak menarik. Saya akan terus mengerjakan sampai selesai.	1	2	3	4	5
25	Saat belajar modul kuliah, saya sering mencoba menjelaskan materi ke teman sekelas.	1	2	3	4	5
26	Saya mencoba bekerja dengan siswa lain di kelas untuk menyelesaikan tugas kelas.	1	2	3	4	5
27	Saat belajar saya sering menyisihkan waktu untuk mendiskusikan materi pelajaran dengan teman satu kelas.	1	2	3	4	5
28	Ketika saya merasa kesulitan menyelesaikan tugas , saya akan berusaha mengerjakan tugas sendiri.	1	2	3	4	5
29	Saya bertanya kepada dosen pengajar untuk menjelaskan konsep yang saya tidak mengerti dengan baik.	1	2	3	4	5
30	Ketika saya tidak dapat memahami materi dalam kelas, saya meminta siswa lain di kelas untuk membantu.	1	2	3	4	5
31	Saya selalu memperhatikan siswa di kelas siapa saja yang dapat saya minta bantuan jika perlu.	1	2	3	4	5

APPENDIX 2

Self-Regulated learning Questionnaire

Please rate the following items based on your behavior in this college. Your rating should be on a 5 -point scale where **1= not at all true of me** to **5 =very true of me** .

1	During class time I often miss important points because I'm thinking of other things.	1	2	3	4	5
2	When reading for this course, I make up questions to help focus my reading.	1	2	3	4	5
3	When I become confused about something I'm reading for this class, I go back and try to figure it out.	1	2	3	4	5
4	If course readings are difficult to understand. I change the way I read the material.	1	2	3	4	5
5	Before I study new course material thoroughly, I often skim it to see how it is organized.	1	2	3	4	5
6	I ask myself questions to make sure I understand the material I have been studying in this class.	1	2	3	4	5
7	I try to change the way I study in order to fit the course requirements and the instructor's teaching style.	1	2	3	4	5
8	1 often find that I have been reading for this class but don't know what it was all about.	1	2	3	4	5
9	I try to think through a topic and decide what I am supposed to learn from it rather than just reading it over when	1	2	3	4	5

studying.

10	When studying for this course I try to determine which concepts I don't understand well.	1	2	3	4	5
11	When I study for this class, I set goals for myself in order to direct my activities in each study period.	1	2	3	4	5
12	If I get confused taking notes in class, 1 make sure 1 sort it out afterwards.	1	2	3	4	5
13	I usually study in a place where I can concentrate on my course work.	1	2	3	4	5
14	I make good use of my study time for this course.	1	2	3	4	5
15	I find it hard to stick to a study schedule.	1	2	3	4	5
16	I have a regular place set aside for studying.	1	2	3	4	5
17	I make sure that I keep up with the weekly readings and assignments for this course.	1	2	3	4	5
18	I attend this class regularly.	1	2	3	4	5
19	1 often find that 1 don't spend very much time on this course because of other activities.	1	2	3	4	5
20	I rarely find time to review my notes or readings before an exam.	1	2	3	4	5
21	I often feel so lazy or bored when I study for this class that I quit before I finish what I planned to do.	1	2	3	4	5
22	I work hard to do well in this class even if I don't like what we are doing.	1	2	3	4	5

23	When course work is difficult, 1 either give up or only study the easy parts	1	2	3	4	5
24	Even when course materials are dull and uninteresling. I manage to keep working until 1 finish.	1	2	3	4	5
25	When studying for this course, I often try to explain the material to a classmate or friend.	1	2	3	4	5
26	I try to work with other students from this class to complete the course assignments.	1	2	3	4	5
27	When studying for this course, I often set aside time to discuss course material with a group of students from the class.	1	2	3	4	5
28	Even if I have trouble learning the material in this class, I try to do the work on my own, without help from anyone.	1	2	3	4	5
29	I ask the instructor to clarify concepts I don't understand well.	1	2	3	4	5
30	When I can't understand the material in this course, I ask another student in this class for help.	1	2	3	4	5
31	I try to identify students in this class whom I can ask for help if necessary.	1	2	3	4	5

APPENDIX 3

SUBJECT	NOMOR ITEM																														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
1	4	3	2	2	3	3	2	3	5	3	4	2	3	2	3	4	3	4	4	1	2	3	3	2	3	4	3	2	3	2	2
2	1	5	5	4	4	4	4	1	5	5	3	5	5	2	5	4	2	3	4	2	1	5	5	5	2	5	5	4	2	5	3
3	3	2	4	3	2	4	3	2	4	3	3	3	4	3	4	3	3	3	3	3	4	4	4	3	3	4	3	3	2	3	2
4	5	2	3	2	3	4	3	2	3	4	3	3	4	3	4	3	5	4	3	4	3	3	2	3	4	3	2	3	4	2	4
5	3	5	3	2	3	3	3	2	5	4	3	3	3	2	3	3	4	4	3	2	3	2	3	3	4	3	5	3	4	3	3
6	4	3	4	4	3	3	3	4	3	2	2	1	3	3	4	5	3	5	4	3	4	5	4	5	4	4	3	4	3	3	3
7	2	3	3	3	4	4	5	3	2	2	3	5	3	4	5	3	4	5	5	5	5	5	4	2	3	4	5	3	3	2	3
8	3	2	5	4	2	4	2	3	2	3	4	4	5	2	5	5	1	5	4	4	4	5	3	5	3	4	3	4	4	5	4
9	4	4	4	3	3	3	3	3	3	3	3	3	3	4	3	2	4	3	2	4	3	2	3	2	3	3	3	3	3	3	3
10	4	5	4	5	4	5	4	3	2	1	3	2	3	1	3	3	4	2	2	3	3	3	4	5	4	5	5	3	4	3	4
11	3	3	4	4	4	4	4	3	3	3	3	4	4	4	3	1	2	5	5	5	4	4	3	3	2	5	4	4	3	4	3
12	5	2	3	3	2	3	3	4	5	4	2	3	1	1	4	3	3	3	2	4	2	5	4	4	2		3	3	5	2	2
13	2	2	3	3	3	2	3	2	3	4	4	4	4	3	4	3	3	4	4	4	3	3	3	2	3	3	3	3	3	3	3
14	5	3	5	5	3	3	2	3	3	3	2	3	4	1	4	5	4	5	4	5	3	2	2	2	4	2	3	4	3	2	4
15	3	4	3	4	5	3	4	1	4	4	5	5	5	3	4	5	4	5	4	3	3	5	4	4	3	5	4	4	4	5	4
16	3	1	5	4	3	3	1	4	2	3	3	2	5	3	5	5	3	3	5	3	4	4	3	4	2	5	5	5	1	5	3
17	4	2	3	3	4	2	4	4	3	3	4	3	4	1	4	3	4	2	3	3	4	3	1	3	4	4	3	3	2	1	1
18	5	1	2	2	3	5	3	2	3	3	3	2	1	1	4	2	4	2	3	2	1	2	4	3	3	2	2	5	5	2	4
19	4	3	2	2	3	2	2	4	3	3	3	4	5	4	2	3	4	5	2	2	3	2	4	3	3	2	3	5	3	4	2
20	5	1	5	3	3	4	3	2	2	4	3	3	5	1	4	1	2	4	1	3	4	5	3	2	4	2	3	3	4	2	3
21	3	4	3	4	4	3	5	3	4	3	4	4	2	4	4	3	2	3	4	2	2	3	3	5	2	4	3	4	2	3	4
22	4	2	4	3	3	2	4	3	3	4	2	3	3	3	2	3	3	4	3	3	3	2	3	3	4	2	2	3	4	2	4
23	3	4	4	4	3	5	4	3	4	3	4	4	5	3	3	5	3	5	1	3	4	4	5	3	5	5	5	5	5	5	4

24	3	3	3	2	3	2	3	2	2	2	2	4	4	3	4	3	3	2	4	4	4	3	3	4	2	3	3	2	3	3	4
25	3	2	2	3	2	3	3	4	3	4	3	2	3	2	3	2	3	4	3	4	3	4	3	2	2	4	4	3	2	3	3
26	3	3	3	3	4	2	3	4	3	2	3	2	4	1	4	2	1	3	5	3	2	4	4	3	3	4	3	3	3	3	3
27	4	3	2	3	4	3	5	3	4	3	2	3	4	2	3	2	2	3	2	3	4	3	2	5	4	3	2	3	2	3	3
28	4	2	3	4	5	3	4	3	2	3	3	2	3	2	4	3	3	4	4	1	3	2	3	4	2	5	3	2	4	3	2
29	4	1	2	3	4	5	3	3	2	3	4	3	4	3	4	3	2	4	1	3	3	3	1	4	2	3	2	3	3	2	2
30	5	3	4	3	2	3	4	4	1	3	4	2	3	1	4	4	5	5	1	2	2	3	3	4	3	2	2	1	3	3	2
31	3	3	4	4	4	4	3	2	3	3	4	4	4	3	3	3	3	3	3	2	2	4	4	3	3	4	4	4	4	4	4
32	3	2	3	4	3	4	3	3	4	4	3	4	4	3	2	3	3	3	2	3	2	3	2	3	3	4	3	4	4	4	4
33	4	2	4	3	2	3	4	4	4	4	4	3	2	2	4	2	1	4	4	4	3	5	4	5	3	4	4	2	4	4	4
34	3	4	5	3	1	3	2	5	4	3	3	2	5	4	5	5	3	5	5	5	4	4	4	3	2	3	2	3	4	4	2
35	3	3	3	4	4	5	4	3	4	3	2	2	3	3	4	3	4	4	2	2	2	3	2	4	3	3	2	2	3	3	4
36	5	3	4	3	2	3	4	4	1	3	4	2	3	1	4	4	5	5	1	2	2	3	3	4	3	2	2	1	3	3	2
37	2	4	4	4	4	3	3	2	4	4	4	3	4	3	3	3	3	4	1	4	2	4	3	4	3	3	3	2	4	3	3
38	3	3	4	4	5	5	5	1	4	4	3	4	4	4	3	4	2	4	5	3	3	4	3	4	3	4	3	4	3	4	4
39	4	4	4	4	4	3	4	4	4	3	3	4	4	3	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4
40	5	2	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
41	2	3	4	4	3	3	3	3	4	4	4	4	4	2	3	2	3	3	5	3	2	4	2	3	3	3	3	3	2	3	3
42	3	3	4	3	4	3	4	3	4	3	4	3	4	3	2	3	4	3	2	3	2	3	2	3	4	3	4	3	4	3	4
43	4	3	2	3	4	2	3	2	5	4	3	2	3	2	2	3	3	3	4	3	3	2	2	4	3	3	2	3	4	2	3
44	4	3	4	4	3	4	4	5	4	4	3	4	4	4	4	3	3	3	3	4	4	4	4	3	5	3	3	3	3	4	4
45	1	2	3	2	2	4	3	4	4	3	2	2	1	3	2	5	4	3	2	3	2	2	1	5	4	5	4	3	2	3	2
46	4	2	3	2	4	2	3	3	2	3	2	1	1	2	3	4	3	2	3	1	3	2	3	2	3	4	4	4	3	2	3
47	5	2	3	2	3	4	2	3	3	3	2	4	3	2	3	2	3	2	2	3	2	5	3	5	3	2	3	2	3	3	2
48	2	3	3	3	4	4	4	3	3	4	4	3	3	4	3	4	3	4	3	2	3	2	2	3	4	3	4	3	4	3	4

49	4	3	2	3	4	3	4	3	4	5	3	3	5	2	3	2	3	2	3	2	3	4	3	2	4	5	3	4	2	3	4
50	3	3	4	2	1	3	4	4	3	3	2	4	3	2	3	2	4	2	3	2	3	3	4	4	5	3	2	3	2	4	2
51	4	3	2	3	3	3	3	2	2	5	3	3	2	3	4	3	3	4	4	3	4	4	2	3	3	4	5	3	2	3	3
52	4	1	2	3	4	3	5	2	3	4	2	3	4	2	3	2	3	2	3	3	2	2	3	3	4	2	3	3	4	2	3
53	5	2	3	2	3	4	3	4	3	4	3	2	3	2	3	2	4	4	3	1	3	2	4	3	5	3	2	3	4	5	3
54	4	1	2	3	4	3	2	3	3	4	2	3	3	3	2	2	3	2	2	3	4	3	2	3	2	3	4	3	2	3	2
55	4	3	2	3	4	3	2	5	3	3	2	4	3	2	3	4	3	2	3	2	3	3	2	2	3	4	2	3	3	4	2
56	4	1	3	2	4	3	2	3	4	3	4	2	3	2	3	2	2	4	3	3	2	2	3	5	5	4	4	3	4	3	2
57	3	4	4	4	3	4	3	3	3	4	4	3	3	4	2	3	3	3	2	3	3	3	2	4	4	4	3	4	4	4	3
58	4	1	2	3	4	3	2	3	3	2	3	3	4	2	3	2	3	4	3	2	1	5	2	3	2	3	2	4	3	2	3
59	4	1	2	3	4	3	3	4	4	5	4	3	2	3	4	4	5	3	2	3	2	2	3	4	3	3	4	3	2	3	2
60	1	3	4	4	2	4	4	3	2	4	4	2	5	3	3	4	4	3	2	2	3	4	4	4	2	3	3	2	2	4	3
61	3	3	5	3	4	5	3	2	3	3	4	2	5	2	4	5	3	3	3	3	3	5	3	4	3	3	2	5	2	3	5
62	4	3	4	2	3	3	4	4	4	5	4	3	2	2	3	2	3	4	3	2	4	3	2	2	3	4	3	4	2	3	3
63	4	3	2	4	3	2	3	2	3	2	3	4	2	2	3	4	2	3	4	3	3	4	4	3	4	3	2	3	4	2	3
64	3	1	5	3	4	4	5	1	3	3	4	1	5	4	5	3	3	4	5	4	3	5	4	4	2	3	3	4	3	5	5
65	4	3	4	2	3	3	3	3	3	2	1	2	3	2	3	3	2	1	3	4	3	2	4	3	2	2	2	1	2	4	4
66	3	5	4	4	3	4	2	3	3	3	4	2	4	3	4	4	2	3	4	3	3	2	4	4	3	4	4	3	3	5	4
67	5	2	3	2	3	4	3	4	3	4	2	3	4	2	3	2	4	3	2	3	4	3	4	3	2	3	4	5	3	2	4
68	4	3	4	4	3	4	3	4	3	3	4	3	4	3	4	4	4	3	4	2	3	3	3	3	2	4	4	3	2	3	4
69	5	3	3	4	3	3	2	3	3	3	3	2	4	2	5	4	4	4	5	3	4	4	4	4	4	4	4	2	3	4	3
70	4	3	2	4	3	3	2	3	4	5	3	3	2	2	3	4	3	3	4	2	3	2	3	4	2	3	2	3	4	5	3
71	4	2	3	4	2	3	2	3	5	3	2	3	2	2	3	2	3	4	2	2	4	3	4	5	5	4	3	2	3	4	2
72	5	2	3	3	2	3	3	2	4	3	3	4	2	2	3	1	2	3	2	3	2	3	3	3	2	2	3	4	3	2	3

APPENDIX 4

SUBJECT	IPK
1	**3,59**
2	**3,1**
3	**3,11**
4	**2,91**
5	**3,85**
6	**3,84**
7	**2,9**
8	**3,62**
9	**2,96**
10	**3,41**
11	**3,45**
12	**3,59**
13	**3,65**
14	**2,09**
15	**3,27**
16	**3,13**
17	**3,89**
18	**3,55**
19	**2,36**
20	**3,79**
21	**3,13**
22	**2,8**
23	**3,89**
24	**3,06**
25	**3,84**
26	**3,69**
27	**3,02**
28	**3,37**
29	**2,33**
30	**3,09**

31	**3,32**
32	**3,98**
33	**3,42**
34	**3,48**
35	**3,29**
36	**3,13**
37	**3,54**
38	**2,29**
39	**3,62**
40	**2,68**
41	**3,79**
42	**3,62**
43	**3,57**
44	**2,95**
45	**2,97**
46	**2,31**
47	**3,22**
48	**3,44**
49	**3,04**
50	**3,61**
51	**3,23**
52	**3,79**
53	**3,79**
54	**3,59**
55	**3,35**
56	**3,68**
57	**3,54**
58	**3,48**
59	**3,7**
60	**2,59**
61	**3,23**
62	**3,67**
63	**3,12**

64	**3,06**
65	**3,23**
66	**3,43**
67	**2,32**
68	**2,88**
69	**3,76**
70	**3,66**
71	**3,4**
72	**3,52**

APPENDIX 5

NUMBER OF QUESTION	PEARSON CORRELATION	SIGNIFICANT
1	.053	.660
2	-.034	.775
3	-.114	.342
4	-.045	.708
5	-.076	.523
6	-.131	.272
7	-198	.096
8	.101	.400
9	.248*	.036
10	.157	.188
11	.123	.302
12	-.019	.873
13	-.085	.477
14	-295	.012
15	-137	.253
16	-.192	.105
17	-.047	.693
18	-.008	.950
19	-.053	.660
20	-.107	.370
21	-.097	.416
22	-.021	.858
23	.017	.888
24	-.029	.810
25	.224	.058
26	.007	.952
27	.075	.532
28	.013	.917
29	.252*	.033
30	.088	.461
31	-.206	.083