



SELF REGULATED LEARNING STRATEGIES IN IMPROVING STUDENTS ENGLISH ACHIEVEMENT

Fitriyeni, Tri Widyastuti
Faculty of Communication and Language, Universitas BSI,
Akademi Pariwisata BSI Bandung
(Naskah diterima: 12 Agustus 2018, disetujui: 12 Oktober 2018)

Abstract

This study aims to find out the correlation between Self-Regulated Learning Strategies (SRLS) and Students' English Achievement. The knowledge and application of SRLS will significantly influence learners academic achievement due to their autonomously participation and involvement in regulating their own learning. Research methodology used is descriptive quantitative study with 100 participants from grade first high school students, collected using random sampling technique. Data was collected through questionnaires and English proficiency test. The result of this study shows that there is positive correlation between SRLS and Students' English Achievement. Students who have better knowledge and use SRLS in their study are getting better achievement in English test because of their responsibility in learning. Therefore, it is important for teachers to apply SRLS in the teaching and learning process to increase and foster the students' implementation of SRLS in their learning.

Keywords: *Learning Strategies, Self Regulated Learning Strategies, Students' English Achievement.*

Abstrak

Penelitian ini bertujuan untuk mengetahui hubungan antara Self-Regulated Learning Strategies (SRLS) dan Prestasi Bahasa Inggris Siswa.. Pengetahuan dan penerapan SRLS secara signifikan akan mempengaruhi prestasi akademik peserta didik karena partisipasi dan keterlibatan mereka secara mandiri dalam mengatur pembelajaran mereka sendiri. Metodologi penelitian yang digunakan adalah penelitian deskriptif kuantitatif dengan 100 peserta dari siswa kelas 1 SMA, dikumpulkan menggunakan teknik random sampling. Data dikumpulkan melalui kuesioner dan tes kemahiran bahasa Inggris. Hasil dari penelitian ini menunjukkan bahwa ada korelasi positif antara SRLS dan Prestasi Bahasa Inggris Siswa. Siswa yang memiliki pengetahuan yang lebih baik dan menggunakan SRLS dalam studi mereka mendapatkan prestasi yang lebih baik dalam tes bahasa Inggris karena tanggung jawab mereka dalam belajar. Oleh karena itu, penting bagi guru untuk menerapkan SRLS dalam proses belajar mengajar untuk meningkatkan dan mendorong penerapan siswa SRLS dalam pembelajaran mereka.

Kata kunci: Strategi Pembelajaran, Strategi Belajar Mandiri, Siswa Prestasi Bahasa Inggris.

I. INTRODUCTION

The aim of English learning and teaching process is to make the students able to master the four language skills, namely reading, listening, speaking and writing. Unfortunately, in reality, not all high students who have graduated can communicate in English fluently, so the aim cannot be achieved successfully due to some factors involved. The factors influenced students' success in mastering second or foreign language are individual differences, individual emotional characteristics such as motivation, learning style and strategies, and learning context and learning environment.

Oxford (1990) states, "Language learning strategies might be said to predict ultimate language skill or proficiency." Learning strategies are very important factors that can influence the students' achievement in learning. With learning strategies, they can develop an awareness and ability in their learning. They will be more effective in learning and they can identify their own needs and also make use appropriate strategies as the tools to help their learning process. Therefore, it is important for the students to be aware of the value of learning strategies. As Wenden and Rubin (1987) say, "Learning strategies

which contribute to the development of the language system which the learner constructs and affect learning directly."

With such attitudes and knowledge about learning strategies, students can facilitate their learning, respond to their learning needs, and acquire knowledge better than those who do not know about them. They will become more effective learners. Oxford (1990) emphasizes, "Successful language learners use variety of learning strategies to become more self-directed and improve their performance." If the students use effective strategies in their learning, they will have greater intention to undertake their studies. They can decide how to think, how to learn, what to learn, and to take control of their studies.

The effective learning strategies that might be used by learners are self-regulated learning strategies. The self-regulated learning strategies are used by the learners to control over their learning. Zimmerman quoted by Katz (1998) states, "Self-regulated learning strategies are action process directed at acquiring information or skill that involve agency, purpose, and instrumentality perceptions by learners." It is essential for the students to apply these strategies because they can influence their academic achievement. As

Bucks (1997) says, "Research indicates that the self-regulation of cognition and behavior are important aspects of students learning and academic achievement."

A self-regulated learner is one of the learners who can undertake his own learning and regulate his own action. As Arends (1998) states, "Self-regulated learner refers to a learner who can diagnose a learning situation, select an appropriate learning strategy, monitor the effectiveness of the strategy and remain engaged in learning task until it is accomplished." Self-regulated learners who use self-regulated learning

strategies in their learning will make them know to do or how to take over their own learning. They can participate actively in their learning, decide what they want to achieve in learning, and act more autonomously towards their participation in the classroom.

Referring to the importance of these strategies and their influence on students, it is necessary to find out if Indonesian students have already known and applied these strategies in their studies. Therefore, this research conducted to find out the correlation between self-regulated learning strategies and students' achievement of English learning.

synthesis of learning material. From that definition it can be said that the cognitive strategies make the learners involve in learning tasks such as guessing meaning of difficult words from context, filling out a chart, or practicing of spelling the words.

II. REVIEW OF LITERATURE

2.1. Self-regulated Learning Strategies

As Wenden and Rubin (1987) say, "Learning strategy refers to language learning behaviors learners engage in to learn and regulate the learning of a second language." In short, learning strategy is strategy of learning that is used by the learner to develop his learning process.

According to Wenden (1987) there are two major kinds of learning strategies: cognitive and metacognitive strategies. Cognitive strategies refer to the steps or operations used in learning or problem solving that require direct analysis, transformation, or

Reviewing Wenden (1987), metacognitive strategies refer to knowledge about cognitive processes and regulation of cognition or executive control or self-management through such process as planning, monitoring, and evaluating. They are used to oversee, regulate or self-direct language learning. Metacognitive learning strategies are very important for the students to have

knowledge because as what O'Malley quoted by Wenden (1987) concludes, "Students without metacognitive approaches are essentially learners without directions and abilities to review their accomplishments, progress, and future learning directions." By using metacognitive strategies the students can make planning for their studies, monitor and evaluate their learning or strategy performance so that they can facilitate learning and make progress in their studies.

Some researcher have defined self-regulated learning strategies as cognitive strategies, while other have defined them as metacognitive strategies. Baver and Sapona (1991) defined, "Self-regulated learning is the highest from of cognitive engagement and it includes specific cognitive activities such as deliberate planning and monitoring, which learners carry out as encounter academic tasks." The self-regulated learning refers to the students's cognitive activities that they engage in their learning.

On the other hand, Cole and Chan (2000) believe that self-regulated learning strategies are groups of strategies that are include in metacognitive strategies. They state that such knowledge about and regulation of one's own thinking and learning activities is

commonly known as metacognition. It at least involve of two components: awareness and regulation. The first refer to an awareness of the skills, strategies, and resources that are required for effective performance of a task, and the second refers to the ability to use self-regulatory mechanisms to ensure the successful completion of the task.

Although those researchers define self-regulation in different ways, students who know and use these strategies can become more concern about their learning and at the end will increase their ability in learning and their academic achievement. Furthermore, Lambart and Mc Comb (1998) said that whether those mental actions and self-regulations are specially identified as cognitive strategies, metacognitive strategies, executive control or monitoring, executive components, or creative critical thinking, the findings are much the same. Those who reflect on their own thinking and learning performance and use that self-knowledge to alter their processing are more likely to show significant academic growth than those who do not.

From those descriptions above, it can be concluded that self-regulated learning strategies are very important for the students'

because as Klausmer (1985) states, "Self-regulation control and self-regulation of learning activities call for students to take considerable initiative in deciding how they will learn and how much effort they will expend." The students will have their own initiative in choosing their own ways and goals in learning, and they will also do all of those goals and ways to fulfill their needs to be successful learners.

Self-regulated learning strategies are influenced by some factors both from inside and outside of the learners. There are three major types of influences on self-regulated learning: personal, environmental, and performance-related influences. The core of these influences based on Cole and Chan (2000) is described as follows: First, personal influence refers to how the students see themselves in learning. It includes their perceptions about their own capabilities to organize and monitor their learning in order to achieve learning goals. Second, environmental influence relates to the context of learning such as the materials they learn, and it also relates to the relationship of the students with their teachers, peers, and other sources of information. Third, performance-related influences refer to the students' observation,

responses and reaction towards their learning in order to regulate, monitor, and evaluate their progress. Those influences are related to the learners' personal characteristics, learning environment including learning material and interaction between students and teachers, and also related to the learners' action in learning.

Beside those influences, based on Zimmerman quoted by Cole and Chan (2000) these strategies also consist of some strategies such as self-evaluation, organizing and transforming, goal setting and planning, seeking information, keeping records and monitoring, environmental structuring, self-consequating, rehearsing and memorizing, seeking social assistant, and reviewing records that are used by the students in their learning.

The core of these strategies is described below based on Zimmerman quoted by Cole and Chan (2000). First, students can evaluate their own learning to find out whether they make progress in their learning or not. Second, the students can arrange their learning to complete their work such as making an outline before writing an essay. Third, the students set their goals of learning and make some plans to fulfill those goals, for example, they plan to make their learning schedule in order to pass

an exam. Fourth, for completing their work, the students seek some information from books or articles in the libraries or somewhere else. Fifth, the student recording they need in learning in their notes such as if they find some new words in a text. Sixth, the students can select and arrange the situation and condition where they study, for example, they need a quiet place or they listen to music when they want to study. Seventh, the students can reinforce or punish themselves if they succeed or fail in their learning. Eighth, the students can memorize materials by writing down material until they can remember. Ninth, the students seek helps from the teachers, peers or other adults when they need or when they have some problems. Finally, tenth, the students reread their note about their previous studies, or reread about previous test, etc. before the class starts or before an exam.

Those strategies reflect the students' initiative and effort to improve their learning. The students have set their own targets beside the target that the teacher has made. They also tend to achieve those targets using their own efforts by arranging, organizing, monitoring, reinforcing, cooperating with others, and evaluating their learning.

Furthermore, Cole and Chan (2000) briefly emphasize that each of the above strategies serves to improve students' self-regulation of their personal functioning, academic behavioral performance or learning environment. The strategies of goal setting and planning, seeking information, organizing and transforming, rehearsing and memorizing, and reviewing records focus on optimizing personal regulation. Strategies such as self-evaluation, keeping records and monitoring, and self-consequating aim at enhancing behavioral performance. The strategies of environmental structuring and seeking assistance help to optimize the students' immediate learning environmental.

All of strategies above are very important for the learner because they can make their learning more comfortable and easier for them based on their own needs in learning. Therefore, it is really necessary for the students to know and apply these strategies so that they can optimize their learning and achieve their goals.

2.2. Self-regulated Learner.

Self-regulated learner is a learner that can perceive the value of learning for himself and his own development. As Weinstein (1994) state, "Self-regulated learners are

learner who can select and manage their own learning and study strategies and who can monitor their progress toward learning goals.”

Students categorized as self-regulated learners are students who can diagnose, monitor, and regulate their own learning. Zimmerman quoted by Cole and Chan (2000) states that students can be described as self-regulated to the degree that they are motivationally, metacognitively, and behaviorally active participants in their own learning process. Such students personally initiate and direct their own efforts to acquire knowledge and skill rather than relying on teachers, parents, or other agents of instruction. To qualify specifically as self-regulated... students' learning must involve the use of specified strategies to achieve academic goals on the basis of self-efficiency perfections.

An example of self-regulated learner is the learner who can form his own learning goal, make a summary of this learning, decide what to do and what not to do in his learning, and also knows when to use specific strategy in his study, as Arends (1998) points out that an example of self-regulated learner is one who knows it is important to summary or to ask questions while reading a passage in a

book or listening to teachers' presentation, and one who is motivated to perform such an operation and to monitor its success, this learner also knows when the teacher is telling a joke or recalling an interesting experience.

Students who apply self-regulated learning strategies have their own initiative to choose their strategies in learning. The core of initiatives of the self-regulating students according to Klausmeier (1985) is choosing challenging learning goals, planning goals, planning how to achieve the goals, working toward the goals and completing them, accepting and evaluating the result of his learning, practicing the skill that are essential to his learning, checking his progress, choosing his values to make choices for learning where alternatives are available, having personal standards, working at his own speed, deciding how to use extra time, asking questions when he does not understand.

If the students have their own initiative, they will have more responsibilities to control over their progress in learning. They will be able to learn and understand all their learning more easily and better because they realize the value of their learning. Boss and Vaughn (1991) state that using self-regulation, students act as their own teacher. They are expected to

take active roles in their learning process and to be responsible for their own learning. Although they work under the guidance of their teacher, they are expected to monitor their learning, change and modify strategies when difficulties arise, evaluate their performance, and in some cases provide self-reinforcement.

The impact of using these self-regulated learning strategies is very useful for the students. They can actively participate in the classroom and have responsibility to improve their learning because they do not only study under the control of their teacher but also the control of themselves.

2.3. Students' achievement of English Learning

Learning is the process of acquiring and retaining knowledge, so it may be applied in life situation. According to Bigge (1982), learning always refers to some systematic change behavior that occurs as a sequence of experience in some specified situation. Therefore, learning is process in which the students modify and change their behavior in order to get knowledge through their experiences and opportunities toward their interactions with other people in their surroundings.

The level of students' understanding of their learning is measured by their ability or achievement in their learning. According to Van Lier (1988), learners' terminal proficiency is the learners' success in a course of language studies in classroom. Warkitri and Wirayawan (1990) also add the students' achievement is the level of students' understanding and students' success in learning a subject in the class. It is described in the form of score or grade that they achieve from the result of test. From those definitions, we can say that achievement is the result of students' understanding of their learning, the level of their success in learning and their change of knowledge that can be applied in the form of score from their result of a test.

The most common way to measure academic achievement is through the use of achievement test, as Blankenship and Lily (1981) explain, "The achievement test is one of the primary sources of data used to determine students' eligibility to receive special education services." By using an achievement test, we can measure students' understanding of their learning.

Therefore, it can be concluded that students' achievement of English learning is the result of students' English learning in the

class based on students' achievement test and their behavior in learning.

2.4. The Correlation between Self-regulated Learning Strategies and Students' English Achievement

Some researchers believe that self-regulated learning strategies affect students' achievement in learning, as Cordingley (2000) states, "Researchers into self-regulation of learning share the view that there is a strong relationship between students' use of self-regulating strategies during learning and their academic achievement." Emphasized by Hargis(2000), "There is a positive relationship between individuals who have ability to regulate their own learning and knowledge acquisition or achievement."

This is very important for them to use these strategies in their learning. By using these strategies, the students are able to monitor and regulate their own learning. They can arrange opportunities to use the target language and they can also organize their learning. Moreover, they are able to take their own initiatives in learning such as setting learning goals, planning to achieve those goals, trying to fulfill those goals, working towards the goals accepting all the consequences of their learning, checking their

progress in learning, and evaluating the results by themselves according to their own judgement. In short, self-regulated learning strategies are the strategies used by the students to take their own initiatives in learning so that they can accomplish their learning goals.

By taking their own initiative in learning, the students will become more effective learners and improve their academic ability. When students fall in control of their decisions of learning, then, they will be more motivated to take responsibility for their best to achieve better result of their learning. They will also be able to learn outside the classroom and without the help of their teachers once they are on their own. Furthermore, the students who use self-regulated learning strategies in their learning will perform better and consequently will get better outcomes. They can arrange, organize, and evaluate their learning by themselves (Dinata, Raizhata and Zainuddin, 2016).

Therefore, it can be tentatively concluded that the students who use high self-regulated learning strategies in their learning will get high achievement in English learning. In other words, there will be a positive correlation between self-regulated learning

strategies and students' English achievement. Cordingley (2000) states, "Self-regulated students take a proactive role in their own learning, and initiate, influence, alter, and sustain effective learning practices in both solitary and social settings, and in structured as well as informal contexts."

According to Buck (1997) who examined the relationship between the instructional technique of random oral questioning and construct of self-regulated learning strategies towards 52 undergraduate students enrolled at a technological university in East Central Florida. The construct of self-regulated learning strategies was measure using Motivated Strategies For Learning Questionnaire (MSLQ) and the students' achievement was measure using instructor-designed examination. The result of the study was the use of random oral questioning technique could increase the students' course achievement, but there is no significant interaction between that technique and the students' level of self-regulated learning strategies.

3. RESEARCH METODOLOGY

The objective of the study is to get more empirical data about the correlation between self-regulated learning strategies and

students' achievement of English learning. It was conducted at SMKGlobal Informatika at the end of the first term of 2017/2018 academic year. The research methodology is a correlational study to get some empirical data about the correlation between self-regulated learning strategies and students' achievement of English learning. In this research, there was a group of students in two classes who were given a questionnaire about self-regulated learning strategies. The self-regulated learning was measured using self-regulated learning strategies (SRLS) scale constructed by Zimmerman (2002). The results of their English studies were taken from their result of their English achievement test. The hypotheses can be formulated "There is positive correlation between self-regulated learning strategies and students' English achievement."

4. DISCUSSION

The two variables measured in this study are to find out whether the questionnaire was reliable or not, the reliability of the SRLS scale was measured using test-retest reliability. The try out of SRLS scale was done by giving the scale twice to the same group of students, class 1-3, and the time interval was seven days. Then the result of the

scale was calculated using the correlation coefficient reliability. After the calculation, it was found that the test score obtained on the same questionnaire from often seven days period was 0.908 for knowledge and 0.893 for usage. The result of this reliability showed that observe were higher than the critical value of table with 0.05 level of significance ($0.908 > 0.361$ and $0.893 > 0.361$). Therefore, the instrument was reliable.

Besides reliability, the validity of the questionnaire was also measured. using content analysis to know if the components of the questionnaire were proportionally suitable and related to the relevant theories of self-regulated learning strategies. The evaluation was done using relational internal analysis based on construct validity which meant that the instrument was constructed based on the relevant theory. This table described the aspect of the self-regulated learning strategies in the questionnaire based on zimmerman.

From the table above, it could be seen that all the aspects of the SRLS in the questionnaire were related to the theories of SRLS as explained in chapter two. The number items of personal regulation were more than those of the others because the strategies that are included in personal regulation were more

than the others. They are goal setting and planning, seeking information, organizing and transforming, rehearsing and memorizing, and reviewing records and monitoring, and self-consequating. Then, the strategies that are included in learning environment are environmental structuring, and seeking assistance. In addition, according to zimmerman as quoted by cole and chan (1994), this questionnaire was construed based on the self-report obtained through interviews with high school students about the strategies that they usually used to improve their academic achievement. From the instrument content analysis, it could be concluded that all the aspects of the questionnaire were related with the theoretical concept of self-regulated learning strategies. Therefore, this self-regulated learning strategy questionnaire was valid and could be used for this study.

Another instrument was the English achievement test compiled by the institution. This test did not measure all the skills of English learning that the students should achieve. It measured their reading comprehension and listening comprehension. Moreover, because this test was not the writer's own designed test, this test was not

tried out due to the standardized test from the institution. Therefore, it was assumed that this test would be suitable for this study.

To get whether there is an influence between the independent and dependent variables, this research used the analysis technique as follows:

1. Normality data

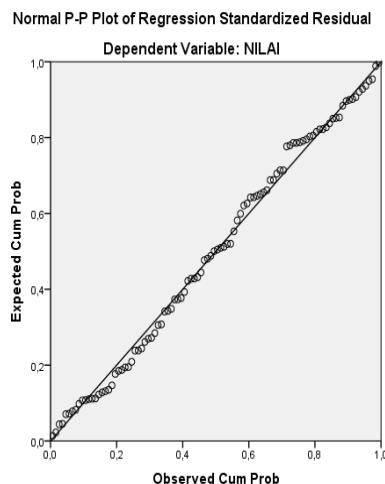


Figure 4.1 The Result of Normality Test

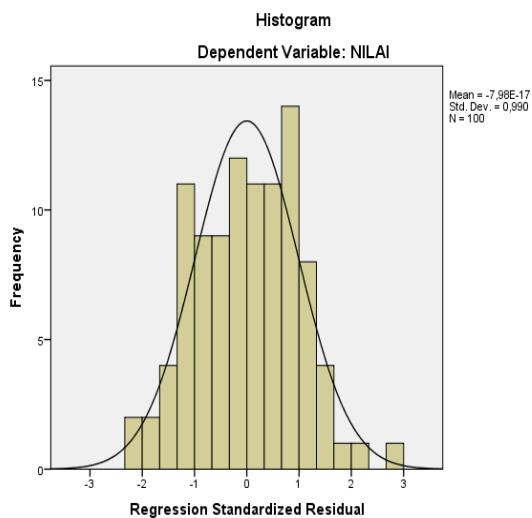


Figure 4.2 Histogram Diagram

Based on the figure 4.1 and 4.2 it can be seen that all the dots spread according to the diagonal line, therefore, the model is reliable to be used.

2. Heteroscedasticity Analysis

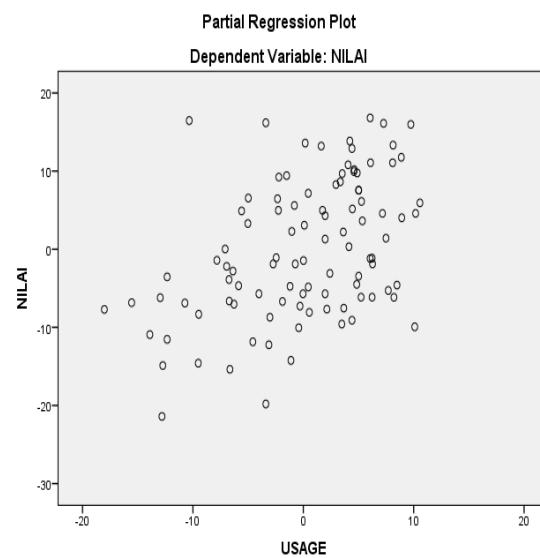


Figure 4.3 Scatterplot

Heteroscedasticity test is used to know whether or not there is deviation of classical assumption of Heteroscedasticity that is existence of variant inequality of residual for all observation in regression model. Based on figure 4.3 it can be concluded that there is no deviation data from research variables.

3. Simple Regression Analysis

Tabel 4.2 Table of Correlation

		Correlations			
		STUDENTS	SCORE	SRLKNOWLEDGE	SRLUSAGE
STUDENTS	Pearson Correlation		1	.623**	.690**
	Sig. (2-tailed)			.000	.000
	Sum of Squares and Cross-products	12729.440		7579.400	7221.080
	Covariance	128.580		76.560	72.940
	N	100		100	100
SRLKNOWLEDGE	Pearson Correlation	.623**	1	.706**	
	Sig. (2-tailed)	.000		.000	
	Sum of Squares and Cross-products	7579.400		11632.750	7070.800
	Covariance	76.560		117.503	71.422
	N	100		100	100
SRLUSAGE	Pearson Correlation	.690**	.706**	1	
	Sig. (2-tailed)	.000		.000	
	Sum of Squares and Cross-products	7221.080		7070.800	8614.560
	Covariance	72.940		71.422	87.016
	N	100		100	100

**. Correlation is significant at the 0.01 level (2-tailed).

Related to table 4.2, the correlation analysis based on Pearson Product Moment shows that the correlation of variable students' knowledge of SRLS and score is 0.623; and variable students' usage of SRLS and score is 0.690. It means the correlation value is strong and positive because it is more than 0.500; and according to the value of significance is 0.000 which is less than 0.05, it can beconcluded that the relationship pattern of self-regulated learning and students' English achievement is unidirectional, and it means the better students knowledge and usage of self-regulated learning strategy the better students' English achievement; vice versa.

Table 4.3 The Result of Regression

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients Beta
	B	Std. Error	
1 (Constant)	12,944	6,320	
KNOWLEDGE	.283	,105	,271
USAGE	.606	,122	,498

a. Dependent Variable: NILAI

Based on table 4.2 the result shows the equation as follows:

$$Y = 12,944 + 0.283X_1 + 0.606X_2 + \varepsilon$$

Constantvalue 12.944 states that if the variable of Students' English achievementis null, then the constant value of self-regulated learning strategy is $0.283X_1$ (knowledge) and $0.606X_2$ (usage). The coefficient of regression as much as 0.283 for the variable of students' knowledge of self-regulated learning strategy would increase 0.283 of students' English achievement; and the regression as much as 0.606 for the variable of students' usage of self-regulated learning strategy would increase 0.606 of students' English achievement.

Table 4.4 Result of F test

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	6521,403	2	3260,701	50,948	,000 ^b
Residual	6208,037	97	64,000		
Total	12729,440	99			

a. Dependent Variable: NILAI
b. Predictors: (Constant), USAGE, KNOWLEDGE

Table 4.4 above used to determine the level of significant or linearity of regression. The criteria could be determined based on F-Test. According to the result, it is found that the value of level of significance is less than ($< 0,05$), therefore the model of regression is linier.

Table 4.5 The Result of T Test

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
B	Std. Error	Beta			
1 (Constant)	12,944	6,320		2,048	,043
KNOWLEDGE	,283	,105	,271	2,705	,008
USAGE	,606	,122	,498	4,973	,000

a. Dependent Variable: NILAI

According to Table 4.5 the result shows that the significant level of SRLS Knowledge is $0.043 < 0.05$ and SRLS Usage is $0.008 < 0.05$; therefore it can be concluded that there is a significant effect of self-regulated learning strategy towards students' English achievement. In other words, the students who know and use self-regulated learning

strategy in their study would achieve better score in their English test. The knowledge and usage of the self-regulated learning strategies correlate positively with the students' English achievement.

5. Conclusion and Suggestion

Based on the data analysis, it is found that observed r (0.623) for knowledge and (0,690) for usage are higher than the critical value of r (0,500). Therefore, the null hypothesis is rejected and the research hypothesis is accepted. In other words, it can be concluded that there is a positive correlation between the self-regulated learning strategies and the students' English achievement of English learning.

It is very important for the teachers to inform the students that the self-regulated learning strategies are very important for them. The teacher should also introduce and motivate the students to apply these strategies in their learning because with these strategies the students can monitor and regulate their learning, so they can get high achievement in learning.

Based on the result of the research, it is recommended that teachers should introduce the self-regulated learning strategies to their students so that the students can understand

about these strategies. In addition, teacher should also encourage and motivate the students to apply these strategies in learning so that the students can be more active in their learning. It is better if the students are trained to use these strategies in order to experience the use of these strategies. Therefore, they will understand how important these strategies are.

One of the ways that teacher can do to foster the knowledge and usage of these strategies is by encouraging the learners to organize their learning. For example, as suggested by Cole and Chan (1994), if students have difficulty in completing writing tasks, teacher can teach organizing skills by initially giving students checklist of good organizational tips when assigning work tasks. The students can then use that list as a guideline to help them organize their learning. After a while the students can be required to prepare their own checklist and organize themselves independently.

Because of the limitation and some weakness of this study, other research about the self-regulated learning strategies should be conducted for any level of study for getting more strong evidence that these strategies can influence the students' achievement in English. It may be more valuable if the

instrument that is used is not only a questionnaire. There are some others that a researcher can use such as observation, dialog journals, diaries, etc. Those might strengthen the result of the research. Moreover, the achievement test should measure all the English skills: reading, listening, speaking, and writing so that students' skills can be measured perfectly.

BIBLIOGRAPHY

Arends, Richard I. 1998. *Learning How to Teach, Fourth Edition* Singapore: The McGrawHill Companies, Inc. p.416

Baver Anne M. And Regina H. Sapona. 1991. *Managing Classroom to facilitate Learning*, Massachusetts:Allyn and Bacon.

Bigge,Morris L. 1982. *Learning Teories for Teacher, Fourth Edition*. New York: Harper and Row Publishers,Inc.

Blankenship, Colleen and M.Stephen Lilly.1981. *Mainstreaming Students with Learning and Behavioral Problem: Techniques for Classroom Teacher*. New York: CBS College Publishing.

Boss, Candece S. And Sharon Vaughn. 1991. *Strategies for teaching students with Learning Behavioral problems*. Massachusetts: Allyn and Bacon.

Buck, Hettie J. 1997. *Maximizing Studens Learning with The Use of Random Oral*

Questioning in The college Classroom,Florida Journal of Educational Research Vol.37(1),Fall 1997.

Cole, Peter and Lorna Chan. 1994. *Teaching Principles and Practice*,sydney: Prentice Hall Ltd.

Cordingley,Anne. 2000. *Regulation of learning in Vocational Education: An Exploratory Study*, Issues in Educational Research,8(1),1998. Retrieved November1st,2017. From the world wide web:<http://www.infoseek.com/>

Depertemen pendidikan kebudayakan. Kurikulum SMU 1994: GBPP. 1994. Jakarta: Depdikbud.

Dinata, PriAriadiCahya. Rahzianta, and Muhammad Zainuddin. 2016. Self Regulated Learning SebagaiStrategi Membangun Kemandirian Peserta Didik Dalam Menjawab Tantangan Abad 21. SEMINAR NASIONAL PENDIDIKAN SAINS, Surakarta. Universitas Negeri Yogyakarta.

Gardner,R.C. 1990."Attitudes,Motivation, and Personality as Perdictors of Success in foreigen Language Learning."In Thomas S. Parry and C.W. Stansfield (Eds), *Language Aptitude Reconsidered*, New Jersey : Center for Applied Linguistics.

Hargis, Jace. 2000. *The self regulated Learner Advantage : Learning Science on The Internet*, Retrieved November 1st, 2017. From the world wide web : <http://www.jhargis.co/>

Katz, Heather A. 1998. *The Relationship Between Learners' Goal Orientation and Their Cognitive Tool Use and Achivement in An Interactive Hypermedia Environment*,Ed-media 1998 Short Paper. From the world wide web : hakatz@mail.utexas.edu

Klausemer,Herbet J.1985. *Educational Psycholgy,fifth edition*,New York : Harper and Row Publishers.

Lambert, Nadine M. And Barbara L. McCombs. 1998. *How students Learn: Reforming School through Learner Centered Educational*, Washington D.C: American Psychological Associaton,

Lier, Leo van. 1988. *The Classroom and The Languange Learner*,London:Longman Grup UK Limited.

Oxford, Rebecca L. 1990."Style, Strategies, and Aptitude:Connectios For language aptitude Reconsidered, New Jesey:Center for Applied Liguestcs.

Struromski,Neil. 1997. *Teaching Childrenwith Learning Disabilities to Use Learning Strategies*,NICHCY New Digest Vol.25, August 1997.From The world wide web: Prentespal.com

Warkiti and Sri Anita Wirawan.1990. *Penilaian PencapaianHasil Belajar*, Jakarta: Penerbit Kanunita Universitas Terbuka.

Weinstein, C.K. 1994. *Learning strategies and learning to learn. Encyclopedia of Education.*