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CHAPTER 1

INTRODUCTION

In recent years, self-regulated learning has become an important concept in education. Students are expected not only to understand the material but also **to manage their own learning** process independently. Through **self-regulated learning**, students can develop responsibility, motivation, and effective learning strategies. Therefore, this study aims to explore students' perceptions of self-regulated learning in English learning.

A. Background of the study

English is now one of the most widely used international languages for communication, education, technology and global cooperation. In Indonesia, English is a foreign language and compulsory subject in the secondary school. Students should reach a level of competence in English that will improve their academic performance and get them ready for future academic and employment opportunities. Despite its importance, many students still have difficulties in getting good results in studying English. This is because successful language acquisition is not only a matter of linguistic competence, but also the ability to adopt appropriate learning techniques to successfully control the learning process.

According to the Organisation for Economic Co-operation and Development (OECD, 2023), indicating that many students still have difficulties to read texts and to use learning strategies effectively. These findings emphasize the necessity of encouraging independent and strategic learning practices in schools. In the process of English language learning, students often encounter difficulties in learning materials, managing learning time, sustaining learning motivation, and supervising their own learning progress. These problems can hamper the learning process and finally affect students' English achievement.

Based on social cognitive theory, successful learners are not only characterized by their cognitive abilities but also by their ability to regulate their own learning processes. Self-Regulated Learning (SRL) is one of the concepts that have been given considerable attention in educational research. Zimmerman (2000) defined self-regulated learning (SRL) as a self-directed process through which students actively regulate their cognition, motivation, behavior, and learning environment to achieve their academic goals. These regulatory processes enable students to plan their learning activities, monitor their progress, change learning strategies when needed, and assess their learning results. Consequently, students who successfully implement SRL strategies are more likely to consistently engage and perform better academically.

Moreover, Zimmerman and Schunk (2011) describe self-regulated learners as those who take control of their own learning goals, select learning strategies, monitor their progress and regulate their motivation and behavior. These characteristics are especially important in English language learning since learning a foreign language requires continuous practice, independent learning and long-term commitment outside of the classroom teaching.

Self-Regulated Learning (SRL) has been recognized as an integral factor related to students' academic achievement in second language learning. Based on a thorough review of prior studies, Panadero (2017) found that students with higher levels of self-regulation are more likely to succeed academically because of their higher levels of engagement in planning, monitoring, and evaluating their own learning. Likewise, Teng and Zhang (2020) showed that the application of Self-Regulated Learning strategies can improve English language learning, by fostering learner autonomy and stimulating more effective strategic learning behaviors.

Thousands of studies have been carried out on Self-Regulated Learning (SRL); however, most of the previous studies have mainly focused on the students' actual use of SRL strategies and their relationship with academic achievement with relatively few studies on students' perceptions of Self-Regulated Learning strategies particularly in English language learning at senior high school level. This limitation is important

because students' perceptions may influence how they understand, value and eventually apply Self-Regulated Learning strategies during the learning process. Schunk and DiBenedetto (2020) pointed out that learners' beliefs about their own learning play a significant role in shaping their motivation, self-efficacy, and self-regulatory behaviors. As a consequence, students with similar learning opportunities may show different levels of engagement and academic performance because they perceive the usefulness of Self-Regulated Learning strategies differently.

In addition, previous studies have found inconsistent results of the relationship between Self-Regulated Learning and academic achievement in different educational settings. Differences in participants, learning environments, educational levels, and measurement methods have led to the differences in research findings. In addition, most of the existing studies have been conducted on university students and have measured students' actual Self-Regulated Learning behaviors, not their perceptions. Thus, empirical evidence about students' perceptions of Self-Regulated Learning strategies among Indonesian senior high school students, especially in relation to English achievement, is still limited.

Considering these limitations, the present study specifically focuses on the relationship between students' perceptions of Self-Regulated Learning strategies and English achievement among eleventh-grade students at SMAN 7 Kediri during the 2025/2026 academic year. Rather than measuring students' actual Self-Regulated Learning behaviors, this study investigates their perceived use of Self-Regulated Learning strategies through a self-report questionnaire. English achievement is represented by students' documented English assessment scores, including formative assessments, summative assessments, and the Mid-Semester Examination (PTS). Furthermore, this study examines only the relationship between students' perceptions of Self-Regulated Learning strategies and English achievement; therefore, other variables that may influence English achievement, such as learning motivation, teaching methods, parental support, learning environment, and language aptitude, are beyond the scope of this research.

The purpose of this study is to fill the theoretical, empirical, contextual, and methodological gaps found in previous studies by investigating the relationship between students' perceptions of Self-Regulated Learning strategies and English achievement among the eleventh-grade students at SMAN 7 Kediri. Different from previous studies that have focused more on the students' actual Self-Regulated Learning behaviors, this study highlights the students' perceptions of Self-Regulated Learning strategies in the context of English learning in an Indonesian senior high school. It is hoped that the findings of this study will add additional empirical evidence to enrich the literature on Self-Regulated Learning and provide a broader understanding of how students' perceptions of Self-Regulated Learning strategies relate to English achievement. Thus, this study is entitled "The Relationship Between Students' Perceptions of Self-Regulated Learning Strategies and English Achievement at SMAN 7 Kediri."

B. Problem of the Study

Although widely recognized as an important predictor in improving academic achievement, Self-Regulated Learning (SRL) has been mainly studied among university students or for specific English skills (speaking, reading, listening, or writing). Therefore, there is limited research on senior high school students' perceptions of SRL strategies in relation to their overall English achievement. Besides, the difference in the educational context may have an effect on students' perception and learning achievement.

Therefore, this study aims at investigating the correlation between students' perception of Self-Regulated Learning strategies and English achievement in the eleventh-grade students of SMAN 7 Kediri to provide evidence in a particular senior high school context.

C. Formulation of the Study

1. How is the perception of Self Regulated Learning (SRL) strategies of the eleventh grade students of SMAN 7 Kediri?

2. Is there a significant relationship between eleventh-grade students' perceptions of Self-Regulated Learning (SRL) strategies and their English achievement at SMAN 7 Kediri?

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D. Objectives of the Study

1. To identify the perceptions of eleventh-grade students toward Self-Regulated Learning strategies and describe their English achievement levels.
2. To analyze the relationship between students' perceptions of SRL strategies and their English achievement.

E. Significance of the Study

The study is expected to make theoretical and practical contributions to the study of English language learning.

1. Theoretical Significance

The present research is expected to add to the existing body of knowledge of Self-Regulated Learning (SRL) in the context of English language learning. It provides empirical evidence on the relationship between students' perception of Self-Regulated Learning strategies and English achievement among the Indonesian senior high school students. The result may be a reference for future studies on SRL from similar or different educational perspectives.

2. Practical Significance

a. For Students

It is believed that this study will help the students to realise the importance of Self-Regulated Learning strategies in supporting English learning. The students' increased awareness of the strategies may inspire students to better manage their learning, to become more independent learners and to improve their achievement of English.

b. For English Teachers

The findings are anticipated to provide data on students' perceptions of Self-Regulated Learning strategies. This data can be useful for English teachers in planning instructional practices that develop learner autonomy and help students to develop more effective learning strategies.

c. For Schools

This study is expected to provide input for schools in designing learning environments that facilitate students' self-regulated learning. Supporting the development of students' self-regulation skills may improve the quality of English learning and lead to better academic outcomes.

d. For Future Researchers

It should be expected that the results of this study can be a reference for the next research on Self-Regulated Learning, student perceptions and English achievement. It can also serve as a reference for future research with different educational levels, research settings, or other variables related to English learning and academic achievement.

REVIEW OF RELATED LITERATURE

This chapter deals with the theoretical background and previous research of the present study. It reviews **Self-Regulated Learning (SRL)**, **English achievement** and the relationship between the variables. The literature used in this chapter provides the theoretical basis for developing the conceptual framework and hypotheses of the study.

Furthermore, this chapter is systematically arranged to be clear and coherent in explaining the concepts used in this study. It starts with the theoretical review that explains the definition, components, and significance of Self-Regulated Learning. It continues with the related studies and the conceptual framework that both establish the logical link between variables and justify the necessity of conducting this research.

A. Theoretical Review

A basic concept in educational psychology, **Self-Regulated Learning (SRL)** accounts for the proactive role the learner takes in directing their own learning process. SRL is comprised of goal setting, self-monitoring and regulation of cognition, motivation and behavior to achieve learning goals (Zimmerman & Schunk, 2011). Zimmerman (2000) describes SRL as a cyclical process with three phases: forethought, performance, and self-reflection. The forethought phase involves goal setting and planning, the performance phase involves strategy application and self-monitoring during learning, and the self-reflection phase involves outcome evaluation and future action creation. It has been shown that SRL can enhance the students' learning effectiveness in the context of English as a Foreign Language (EFL), because learners who actively use strategies such as time management, self-monitoring, and evaluation tend to perform better academically.

In addition to the concept of SRL, students' perception is also important in determining how effectively these strategies are applied. Perception refers to students' beliefs and attitudes towards learning processes that influence their willingness to engage in self-regulated learning (Schunk & DiBenedetto, 2020). Students with positive perceptions of SRL are more likely to engage in independent learning behaviors, whereas students with negative perceptions are more dependent on teacher centered instruction.

1. Learning Strategies

Learning methods are very crucial in assisting students to succeed in their academic studies. They are called conscious acts and procedures employed by learners to help them acquire, store, retrieve and apply knowledge. According to Oxford (2017), learning strategies are precise actions or thoughts that students do to increase their comprehension, learning and school performance. Proper learning strategies can help students to manage learning activities better and to be more involved in learning process.

Learning techniques are employed within educational contexts to support students in organize knowledge, solving issues, and self-monitoring their progress. According to Broadbent and Poon (2015), students who employ learning methods effectively likely to have better academic outcomes. This is because such students can manage their learning activities, regulate their study habits and adapt to different learning environments. Learning styles also promote student autonomy and responsibility for academic development.

The use of learning strategies is of great relevance in the process of learning English because language acquisition demands constant practice, active involvement and self-control. The student should use different strategies such as designing study plans, checking their comprehension, revising course contents and assessing their own progress. These strategic activities help the student to overcome difficulties and improve their competence in the language.

From the perspective of this study, learning strategies are defined as students' deliberate efforts to facilitate and improve their English learning process through planning, monitoring, evaluating, and regulating learning activities to successfully accomplish academic objectives.

2. Self-Regulated Learning SRL

A recognised concept in educational psychology, self-regulated learning (SRL) focuses on how students take responsibility for their own education. According to Zimmerman and Schunk (2011) define SRL as the students' ability to regulate their motivation, emotions, thoughts, and behaviors in the pursuit of academic goals. Self-regulated learners are not mere passive consumers of knowledge but active agents who plan, monitor, and assess their learning activities.

Self-regulated learning constitutes a cyclical process with three interrelated phases: performance, self-reflection and foresight (Zimmerman, 2000). In the foresight phase, students prepare themselves for learning activities, for example through setting goals, strategic planning and motivational beliefs. The performance phase is characterised by self-control, attention focus and self-monitoring during the learning process. The self-reflection phase involves reviewing of learning objectives and evaluating the effectiveness of the strategies used. The interaction of the phases continuously influences future learning behaviours.

According to Panadero (2017), SRL is composed of cognitive, metacognitive, motivational and behavioral dimensions that allow students to be autonomous learners. Students with good self-regulation skills are usually better able to manage their learning resources, to maintain motivation and to adapt strategies when they face academic challenges.

Success in learning English is significantly impacted by self-regulated learning (SRL). Teng & Zhang (2020) argue that students who actively employ SRL strategies, produce better on language learning assignments because they are better able to track

their progress and modify their tactics as necessary. SRL is therefore crucial for both academic success and successful language learning in general.

3. Students' Perception of SRL

⁴ Perception is the process of interpreting, organizing, and giving meaning to information received from the environment. In the educational context, perception represents students' beliefs, attitudes, and judgments about their learning experiences, instructional practices, and learning strategies. According to Schunk and DiBenedetto (2020), students' perceptions affect their approach to learning tasks, the regulation of learning efforts, and their motivation to continue the learning process. Consequently, students' perceptions play an important role in determining their willingness to participate actively in learning activities and to apply appropriate learning strategies.

Student perceptions are influenced by a variety of factors such as prior learning experiences, classroom environment, teacher support, peer interactions and academic performance. In general, positive perceptions tend to correlate with greater student engagement, persistence, and use of effective learning techniques, whereas negative perceptions may result in reduced motivation and lower student involvement in learning activities. Hence, student perceptions provide useful information about how learners respond to educational practices and the learning methods employed in the classroom.

4. Students' Perception of Self-Regulated Learning Strategies

Students' perception of Self-Regulated Learning (SRL) strategies are the learners' beliefs, awareness, understanding, and evaluation of the usefulness and application of self-regulated learning strategies to their learning process. These perceptions influence the students' views of the importance of planning, monitoring, evaluating, and regulating their own learning activities. Schunk and DiBenedetto (2020) mentioned that the learners who have positive perceptions of self-regulation are more likely to engage in learning actively, set learning goals, monitor their progress and use effective strategies to overcome the learning difficulties. Therefore, positive perceptions of SRL motivate students to ¹² take more responsibility for managing their learning.

In the context of learning English language, students' perception of SRL strategies is an important aspect because acquiring a language usually needs independent learning outside the classroom. Students who perceive SRL strategies as useful are usually more motivated to implement these strategies consistently, which can increase the effectiveness of learning and academic achievement. Therefore, in the present study, students' perception of Self-Regulated Learning strategies is defined as students' beliefs and evaluations of the usefulness and implementation of planning, monitoring, self-evaluation, and other self-regulated learning strategies in supporting the process of learning English.

5. English Achievement

English achievement is the level of success achieved by students in learning English which is usually measured by tests, examinations and academic grades. Brown and Abeywickrama (2019) stated that language achievement is the students' mastery of language knowledge and skills in speaking, reading, listening, and writing. In Indonesian secondary schools, English achievement is usually measured by formative assessment, summative assessment, midterm examination or report card score as evidence of students' language competence and academic performance. In this study, English achievement refers to students' English score taken from school assessment records and is the dependent variable.

Students' English achievement is influenced by factors such as motivation, learning strategies, self-efficacy, learning environment, and instructional quality. In Nunan's (2017) view, successful language learning is achieved when students actively participate, employ strategic learning behaviors, and practice continuously. Therefore, students who use effective learning strategies and have positive attitudes towards learning are generally expected to achieve higher levels of English proficiency.

B. Previous Studies

Many studies have indicated the positive relationship between Self-Regulated Learning (SRL) and students' academic achievement, particularly in English language

learning. In general, research conducted by Teng and Zhang (2020), Teng and Huang (2019), Xu (2021), Yot-Domínguez and Marcelo (2017) and Wolters and Hussain (2015), showed that students with effective learning regulation are more likely to achieve better academic outcomes than students with lower self-regulation levels. However, despite the consistent finding above, the studies vary in terms of research settings, participants, learning contexts, and the specific dimensions of SRL being investigated. Such differences offer useful insights into the complex nature of SRL and also indicate areas that warrant further investigation.

³ Teng and Zhang (2020) argued that the integration of SRL strategies in English writing teaching has significantly enhanced university students' writing performance, self-efficacy, and use of self-regulated learning strategies. Likewise, Teng and Huang (2019) found motivational regulation and metacognitive strategies as significant predictors of English writing proficiency among secondary school students. Both studies provide strong empirical evidence that SRL supports English language achievement by promoting strategic learning behaviours. However, their primary emphasis was on the implementation and effectiveness of SRL strategies in writing instruction rather than on students' perceptions of those strategies across broader English learning contexts.

According to Xu (2021) reported similar results that students with better self-regulated learning behaviours made better use of teacher feedback in their online English writing instruction, which led to better writing performance and higher learner autonomy. Likewise, Yot-Domínguez and Marcelo (2017) found that planning, monitoring and self-evaluation were positively associated with academic engagement and successful learning outcomes in technology-supported learning environments. Although these studies further confirm the educational value of SRL, they mainly examined learners' actual self-regulatory behaviours within online or technology-enhanced settings instead of investigating students' perceptions of SRL strategies in conventional classroom environments.

Also, Wolters and Hussain (2015) found that self-regulated learning was positively related to academic achievement and students' persistence to complete academic tasks.

Their findings emphasised that motivational regulation and strategic learning behaviours are important contributors to academic success. Nevertheless, the participants were university students from general academic disciplines, limiting the direct applicability of the findings to English learning among Indonesian senior high school students. Collectively, these previous studies consistently support the theoretical assumption that SRL enhances academic performance; however, they predominantly focus on students' learning behaviours, instructional interventions, or specific language skills rather than learners' subjective perceptions of SRL.

Based on the previous studies, it can be concluded that self-regulated learning has been widely recognized as an important factor affecting students' academic achievement in various educational contexts. However, there has been little research conducted on the relationship between students' perceptions of self-regulated learning strategies and English achievement among Indonesian senior high school students. Most existing studies involve university students, focus on writing performance or general academic achievement, and investigate the implementation or behavioural aspects of SRL rather than students' perceptions. Therefore, the present study seeks to address this gap by examining the relationship between students' perceptions of self-regulated learning strategies and English achievement among eleventh-grade students at SMAN 7 Kediri, thereby extending the existing literature to a different educational context and research focus.

C. Conceptual Framework

This work is based on the Self-Regulated Learning (SRL) theory. The theory asserts that the cognitive capacities of students and their ability to regulate their learning processes are the core elements of effective learning. Students organize, monitor and evaluate their learning through a cyclic process, called self-regulated learning, to attain academic objectives (Zimmerman, 2000). Through such regulatory mechanisms, students become self-directed learners, capable of managing any internal and external factors affecting their learning.

According to Zimmerman and Schunk (2011), self-regulated learning consists of three interrelated phases, i.e. performance, foresight and self-reflection. The foresight phase is the process of goal setting, strategic strategy planning, building confidence and maintaining motivation to study. The performance phase is the process of students regulating their learning behavior by controlling study time, using appropriate learning strategies, maintaining attention, monitoring progress, using the available learning resources, and reducing distractions. The self-reflection phase involves students assessing their learning goals, considering the benefits and drawbacks, assessing the effectiveness of the strategies they have used, changing their approach to learning, and developing appropriate emotional responses to their educational experiences.

In the present study, these dimensions of Self-Regulated Learning are examined from the perspective of students' perceptions. Students' perception of Self-Regulated Learning strategies refers to students' beliefs, understanding, awareness, and evaluations regarding the importance and usefulness of Self-Regulated Learning strategies in supporting their English learning process. Schunk and DiBenedetto (2020) have argued that students' perception and beliefs have a huge impact on their motivation, engagement and willingness to use effective learning strategies. Therefore, students with positive perceptions towards Self-Regulated Learning strategies are expected to be more responsible, persistent and engaged in learning activities.

The theoretical relationship between Self-Regulated Learning and academic achievement has been confirmed by previous empirical studies. Teng and Zhang (2020) reported that learners who effectively applied Self-Regulated Learning strategies achieved better English language performance than those who did not. Similarly, Broadbent and Poon (2015) concluded that Self-Regulated Learning strategies consistently contribute to higher academic achievement across various educational contexts because they improve students' ability to organize learning activities, regulate motivation, and monitor academic progress. These findings indicate that Self-Regulated Learning is an important factor contributing to successful learning outcomes.

However, most previous studies have primarily examined the implementation or actual use of Self-Regulated Learning strategies rather than students' perceptions of those strategies. Moreover, many studies have focused on university students, while relatively limited attention has been given to senior high school students in English as a Foreign Language (EFL) contexts. Consequently, the present study focuses specifically on students' perceptions of Self-Regulated Learning strategies and investigates whether these perceptions are related to English achievement among eleventh-grade students at SMAN 7 Kediri.

Based on the theoretical perspectives and empirical findings discussed above, the present study proposes students' perception of Self-Regulated Learning strategies as the independent variable (X), and English achievement as the dependent variable (Y). Students who perceive Self-Regulated Learning strategies positively are expected to show stronger learning engagement and more effective learning behaviors, which may contribute to better English achievement. However, the assumption has not been sufficiently investigated in the context of Indonesian senior high school students, so the relationship between these variables needs to be examined empirically.

The conceptual relationship between the variables in this study is presented as follows:

Independent Variable (X)	
Phase	Indicators
Forethought Phase	➤ Goal Setting ➤ Strategic Planning ➤ Self-Efficacy ➤ Learning Motivation
Performance Phase	➤ Time Management ➤ Strategy Implementation ➤ Learning Focus ➤ Self-Monitoring ➤ Resource Management

	➤ Distraction Control
Self-Reflection Phase	➤ Reflection on Strengths and Weaknesses ➤ Evaluation of Learning Strategies ➤ Learning Adaptation ➤ Emotional Response toward Learning Outcomes
Dependent Variable (Y)	
Phase	Indicators
English Achievement	➤ English assessment scores obtained from school academic records.

Table 2.1 Independent & Dependent

The conceptual framework illustrates that students' perceptions of Self-Regulated Learning strategies are assumed to be associated with their English achievement. This proposed relationship is subsequently examined through a quantitative correlational research design using the Pearson Product Moment Correlation to determine whether a statistically significant relationship exists between the two variables.

D. Research Hypothesis

A research hypothesis is a tentative statement, based on appropriate theories and previous empirical research, about the effect of one or more independent variables on the dependent variable. Creswell and Creswell (2018) describe a hypothesis in quantitative research as a prediction that can be statistically tested with the appropriate research methods. The hypothesis of this study is formulated on the theoretical foundations of Self-Regulated Learning (SRL), previous empirical findings and the conceptual framework presented in the previous section.

he theoretical views of Zimmerman (2000) and Zimmerman and Schunk (2011) and the empirical studies of Teng and Zhang (2020) and Broadbent and Poon (2015) are used as the basis for the hypothesis that students who have positive perceptions of Self-Regulated Learning strategies will be more engaged in the learning process and thus achieve higher levels in English. However, the existence of this relationship needs to be empirically validated through statistical analysis.

Accordingly, the hypotheses of this study are formulated as follows:

1. Null Hypothesis (H_0) : There is no statistically significant relationship between students' perception of Self-Regulated Learning strategies and English achievement among eleventh-grade students at SMAN 7 Kediri.
2. Alternative Hypothesis (H_1) : There is a statistically significant relationship between students' perception of Self-Regulated Learning strategies and English achievement among eleventh-grade students at SMAN 7 Kediri.

This chapter describes the research method used in investigating the relationship between students' perception of Self-Regulated Learning (SRL) strategies and students' English achievement. The chapter explains the research design, variables, setting, procedures, instruments, data analysis, and indicators of success.

A. Research Design

This research used a quantitative correlational research design to investigate the relationship between students' perception of Self-Regulated Learning (SRL) strategies and their English achievement. Quantitative research is an approach of systematically collecting numerical data and analyzing it statistically to answer research questions and test hypotheses. Creswell and Creswell (2018) states that quantitative research is used to study the relationship between variables by using objective measurement and statistical analysis. Correlational research examines the extent to which two or more variables are related without manipulating them.

The correlational design was deemed appropriate as the aim of this study was to find out whether there is a statistically significant relationship between students' perception of Self-Regulated Learning strategies as the independent variable (X) and English achievement as the dependent variable (Y). As this study did not involve any treatment or experimental intervention, the correlational approach enabled the researcher to identify the relationship between the variables based on the data obtained from the participants. The relationship between the two variables was analyzed using the pearson product moment correlation, as both variables satisfied the assumptions required for parametric statistical analysis. In the present study, two variables were investigated: the independent variable and the dependent variable.

B. Operational Definition of Variables

Variables are measurable characteristics that can vary among individuals and are examined to establish the relationship between them. According to Creswell and Creswell (2018), variables in quantitative research are clearly defined and operationalized so that they can be measured objectively through appropriate research instruments..

1. Independent Variable (X)

The independent variable in this research was students' perception of Self-Regulated Learning (SRL) strategies. This variable describes students' perception, awareness, and evaluation of the usefulness and implementation of Self-Regulated Learning strategies in helping their process of learning English. Students who hold positive perceptions of Self-Regulated Learning strategies are expected to recognize the importance of planning, monitoring, regulating, and evaluating their learning activities.

The operational indicators of the independent variable are presented in Table 3.1:

Table 3.1 Operational Indicator of SRL

Independent Variable (X)	
Phase	Indicators
Forethought Phase	➤ Goal Setting ➤ Strategic Planning ➤ Self-Efficacy ➤ Learning Motivation
Performance Phase	➤ Time Management ➤ Strategy Implementation ➤ Learning Focus ➤ Self-Monitoring ➤ Resource Management ➤ Distraction Control

Self-Reflection Phase	➤ Reflection on Strengths and Weaknesses ➤ Evaluation of Learning Strategies ➤ Learning Adaptation ➤ Emotional Response toward Learning Outcomes
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Operationally, the measurement of students' perception of Self-Regulated Learning strategies was done by using a structured questionnaire with a five-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5). The questionnaire was developed based on ¹³ the Self-Regulated Learning framework proposed by Zimmerman (2000) and Zimmerman and Schunk (2011). The instrument consisted of fifteen indicators that represent the three phases of Self-Regulated Learning namely the forethought phase, performance phase and self-reflection phase.

¹¹

2. Dependent Variable (Y)

The dependent variable in this study was English achievement. English achievement is students' academic performance in English based on the scores obtained from school assessment. Brown and Abeywickrama (2019) stated that language achievement reflects the learners' mastery of language knowledge and skills that can be measured through formal assessments conducted during the learning process.

Operationally, English achievement was measured using students' English scores obtained from the school documentation. The scores were compiled from the English teacher's assessment records including formative and summative assessments conducted during the academic semester. These scores were used as quantitative data representing students' English achievement and were analyzed statistically to examine their relationship with students' perception of Self-Regulated Learning strategies.

C. Research Instrument

A research instrument is a tool used by researchers to collect data relevant to the objectives of a study. According to Fraenkel et al. (2012), a research instrument should be valid, reliable, and able to measure the variables under investigation accurately. In the present study, two instruments were used to collect the required data, a questionnaire to measure students' perception of Self-Regulated Learning (SRL) strategies, and documentation to obtain students' English achievement scores.

1. Questionnaire

The questionnaire was employed to measure students' perceptions of Self-Regulated Learning (SRL) strategies. As Fraenkel et al. (2012) point out, questionnaires are widely used in quantitative studies as they allow researchers to gather standardized data from a group of participants in a timely manner. The questionnaire was developed based on the Self-Regulated Learning framework by Zimmerman (2000) and Zimmerman and Schunk (2011), which conceptualize SRL as a cyclical process of forethought, performance and self-reflection phases. The questionnaire consisted of statements representing students' perceptions of Self-Regulated Learning strategies across the three phases of SRL.

Specifically, the instrument comprised 15 indicators, including Goal Setting, Strategic Planning, Self-Efficacy, Learning Motivation, Time Management, Strategy Implementation, Learning Focus, Self-Monitoring, Resource Management, Distraction Control, Self-Evaluation, Reflection on Strengths and Weaknesses, Evaluation of Learning Strategies, Learning Adaptation, and Emotional Response toward Learning Outcomes. These indicators were formulated as questionnaire items to measure students' perceptions about the importance and implementation of the Self-Regulated Learning strategies in English learning.

The questionnaire contains 30 items, each reflecting indicators from one of the three SRL phases. Items are rated on a five-point Likert scale with response options ranging from:

Table 3.2 Five-Point Likert Scale

Number Skor	Description
1	Strongly Disagree
2	Disagree
3	Neutral
4	Agree
5	Strongly Agree

The responses to the questionnaires were on a five-point Likert scale (Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), Strongly Agree (5)). The use of a Likert scale is appropriate because it allows for participants to have the opportunity to express levels of agreement with each statement, and the perception data can be quantitatively analyzed. The higher the scores, the more positive the perceptions of Self-Regulated Learning strategies and the lower the scores, the less positive the perceptions of Self-Regulated Learning strategies.

2. Documentation of English Academic Achievement

The data regarding students' English achievement as the dependent variable were obtained from documentation. Documentation is an appropriate source of quantitative data when the researchers take advantage of existing institutional records to objectively measure research variables (Creswell & Creswell, 2018). In this study, students' English achievement was represented by the official English assessment scores obtained from the English teacher in SMAN 7 Kediri.

The English achievement scores were compiled from the students' academic assessment records consisting of formative assessments, summative assessments, and other official evaluation results administered during the semester. These scores reflected students' general achievement in learning English and were used as quantitative data for statistical analysis. The use of official school documentation had several advantages. First, the scores reflected valid representations of students' academic achievement since they were obtained from the standardized assessment process of the school rather than the researcher. Second, the

documentation reduced the measurement error and provided the consistency to the assessment of students' English achievement. Thus, the data of documentation were considered suitable for investigating its relationship with students' perceptions of Self-Regulated Learning strategies.

D. Place and Time of the Research

This research was conducted at SMAN 7 Kediri located in Kediri, East Java-Indonesia. The school was selected as the research site because it provided access to the target participants who met the criteria of the study. The participants were eleventh-grade students who had experienced English learning activities and were considered capable of providing information regarding their perceptions of Self-Regulated Learning (SRL) strategies. In addition, the researcher obtained permission from the school to administer the questionnaire and collect the necessary documentation related to students' English achievement.

The study was carried out in the academic year 2025/2026. The first step was to ask for permission from the school, then prepare and validate the research instrument. After the questionnaire was declared valid and reliable, it was given to the participants. Then the researcher took the students' English achievement scores from the English teacher as documentation. Finally, the data collected were statistically analyzed using IBM SPSS Statistics to answer the research question and test the proposed hypothesis. The research timeline is arranged to ensure the smooth flow of activities and provide adequate time for each stage of the research, from preparation to final reporting. The detailed schedule is as follows:

Table 3.3 Research Schedule

No.	Activity	Time	Description
1	Preliminary coordination and instrument development	July 2025	Coordinating with school authorities, consulting with supervisor, preparing and validating research instruments.
2	Data collection (questionnaire distribution and documentation)	August 2025	Distributing SRL perception questionnaires and collecting English achievement data from academic records.

3	Data analysis and interpretation	Early September 2025	Analyzing questionnaire results and their correlation with English scores using SPSS.
4	Final reporting and thesis completion	Mid to Late September 2025	Writing conclusions, discussing findings, and finalizing the research report.

This period is designed with enough flexibility for instrument modifications or data validation if needed. The schedule also respects the school's academic calendar to allow research activities to be completed without interfering with instructional time or assessments.

E. Population and Sample

1. Population

Population refers to the entire group of individuals who share particular characteristics and become the focus of a study. According to Fraenkel et al. (2012), a population is the complete group to which the researcher intends to generalize the findings of a study. The population of this study was the eleventh grade students of SMAN 7 Kediri in the academic year 2025/2026. The total population of 34 students was eligible for this research because they had participated in English learning and had taken the school tests that were used to measure English achievement.

2. Sample

A sample is a subset of the population selected to represent the characteristics of the entire population. According to Creswell and Creswell (2018), the sample should adequately represent the population so that the research findings can accurately reflect the characteristics of the group being studied. Since the population of this study consisted of only 34 students, the researcher employed total sampling, in which all members of the population were included as the research sample.

The use of total sampling was considered appropriate because the population was relatively small and accessible. By involving all members of the population, the researcher minimized sampling error and ensured that every eligible student had an equal opportunity to participate

in the study. Consequently, the sample of this research consisted of 34 eleventh-grade students of SMAN 7 Kediri during the 2025/2026 academic year.

F. Research Procedure

Research procedure refers to the systematic steps undertaken by the researcher to conduct the study from the preparation stage to the interpretation of the findings. According to Creswell and Creswell (2018), a clearly organized research procedure helps ensure that the research is conducted systematically and that the collected data are valid and reliable. Therefore, the research procedure in this study was organized into several sequential stages to achieve the research objectives.

The research procedure of this study consisted of the following steps:

1. Identifying the Research Problem

The first step of this research was to identify the research problem. The researcher observed the learning environment and reviewed topics related to students' learning strategies and English achievement. Moreover, the relevant previous studies were explored to identify the research gaps and determine the significance of this study. From these results, the researcher developed the research problem, the research objectives, the research questions, and the research hypothesis on the correlation between students' perspectives on Self-Regulated Learning (SRL) strategies and English achievement of the eleventh-grade students at SMAN 7 Kediri.

2. Reviewing Related Literature

The researcher reviewed relevant books, journal articles, and previous studies related to Self-Regulated Learning, students' perceptions, and English achievement after determining the research problem. The literature review aimed to establish the theoretical foundation of the study and develop the conceptual framework. The theories of Zimmerman (2000), Zimmerman and Schunk (2011), Panadero (2017), Schunk and DiBenedetto (2020), Broadbent and Poon (2015), and Teng and Zhang (2020) that explain the concept and role of Self-Regulated Learning in supporting students' academic performance were mainly referred to in the literature review.

3. Developing the Research Instrument

Based on the theoretical framework, the researcher developed the research instruments to collect the required data. The independent variable was assessed using a questionnaire developed to gauge students' perceptions of Self-Regulated Learning strategies. The questionnaire was developed based on the indicators from Zimmerman's Self-Regulated Learning framework which cover the forethought, performance and self-reflection phases. In addition, documentation was prepared to obtain the English achievement scores of the students from the English teacher. In order to ensure that the questionnaire accurately and consistently measured the intended construct, the validity and reliability were checked before administering it to the participants.

4. Collecting the Data

The researcher asked for permission from the principal and the English teacher at SMAN 7 Kediri to conduct the data collection process. The researcher distributed the questionnaire to all the eleventh grade students who were the respondents of the study. The researcher gave clear instructions so that each of the respondents knew how to fill in the questionnaire. After collecting the questionnaire, the researcher obtained the students' English achievement scores from the English teacher through the school official record. Then all the data gathered were processed and ready for statistical analysis.

5. Analyzing the Data.

Data were analysed using IBM SPSS Statistics. Firstly, validity and reliability tests were conducted on the questionnaire data to assess the quality of the research instrument. Secondly, descriptive statistics were applied to describe the characteristics of the data. Prior to testing the research hypothesis, the normality of data distribution was tested using Shapiro-Wilk test as the sample size was less than fifty. Since the data met the normality assumption, the relationship between students' perceptions of Self-Regulated Learning strategies and English achievement was analysed using the Pearson Product Moment Correlation at 0.05 significance level.

6. Drawing Conclusions

The final step of the research procedure was interpreting the results of the statistical analysis and drawing conclusions based on the research findings. The researcher determined whether

the proposed hypothesis was accepted or rejected according to the results of the Pearson Product Moment Correlation analysis. Furthermore, the findings were discussed by relating them to the theories and previous studies presented in Chapter II. Finally, conclusions were formulated to answer the research questions, and suggestions were provided for students, teachers, and future researchers who are interested in conducting studies on Self-Regulated Learning and English achievement.

G. Data Analysis Technique

Data analysis is the process of organizing, summarizing and interpreting the collected data in order to answer the research questions and to test the proposed hypothesis. Creswell and Creswell (2018) state that the quantitative data analysis includes the application of the appropriate statistical techniques to empirically examine the relationships among variables. Pallant (2020) also states that statistical analysis enables the researcher to describe the data characteristics and to determine whether the relationships between variables are statistically significant. In this study, the data collected were analyzed using IBM SPSS Statistics by several stages such as descriptive statistics, normality testing, Pearson Product Moment Correlation analysis and hypothesis testing.

1. Descriptive Statistics

The first step of data analysis was the use of descriptive statistics. The descriptive statistical measures were used to summarize and describe the characteristics of the data collected from the questionnaire and students' English achievement scores. According to Field (2018), descriptive statistics provide a general overview of the data by using measures such as the minimum score, maximum score, mean and standard deviation. In this study, descriptive statistics were used to present the distribution and overall characteristics of students' perceptions on Self-Regulated Learning (SRL) strategies and English achievement before proceeding to inferential statistical analysis.

2. Validity of the Instrument

Validity is the extent to which an instrument accurately measures the construct to be measured (Creswell & Creswell, 2018). Creswell and Creswell (2018) stated that a valid

instrument offers meaningful and accurate information that measures the variables to be studied. In the same way, Fraenkel et al. (2012) stated that the validity of an instrument depends on the degree to which an instrument measures what it is intended to measure. Thus, a validity test is required to confirm that each question in the questionnaire is appropriate to reflect students' perceptions of Self-Regulated Learning (SRL) strategies.

The validity of the questionnaire was tested in this study using Pearson Product Moment Correlation assisted by IBM SPSS Statistics. The validity of each questionnaire item was tested by correlating the item with the total score of the instrument. According to Field (2018), an item is valid if the significance value (p) is less than 0.05, implying a statistically significant correlation between the item and the total score. Hence, only valid questionnaire items were kept for data collection.

3. Reliability of the Instrument

Reliability is the consistency of an instrument in measuring a construct. In questionnaire research, reliability usually refers to internal consistency, or the extent to which the items measure the same underlying construct. According to Fraenkel et al. (2012), "A reliable instrument produces consistent and stable results when it is administered under similar conditions." Similarly, Tavakol and Dennick (2011) contend that reliability is the extent to which the items in an instrument consistently measure the same underlying construct. Therefore, reliability testing is required to ensure the questionnaire yields reliable and trustworthy measurements.

The reliability of the questionnaire was measured using Cronbach's Alpha with the aid of IBM SPSS Statistics in this study. As stated by Pallant (2020), values above .70 are generally considered acceptable reliability, where a Cronbach's Alpha value of 0.70 or higher suggests acceptable internal consistency. The acceptable Cronbach's Alpha coefficient was 0.70 and above in order to suggest that the questionnaire possessed satisfactory internal consistency and was appropriate for the study.

4. Normality Test

Before proceeding with the correlation analysis, normality test was conducted to determine whether the data were normally distributed. Pallant (2020) highlights the importance of testing the normality of the data as prerequisite for applying the parametric statistical tests such as Pearson Product Moment Correlation. Since the sample of this study consisted of 34 participants, the Shapiro-Wilk test was employed because it is recommended for sample sizes smaller than fifty.

The decision criteria for the normality test were:

- a) If the significance value (Sig.) was higher than 0.05 the data was considered to be normally distributed.
- b) If the significance value (Sig.) was <0.05 , the data was considered not normally distributed.

If the assumption of normality was met for both variables then the Pearson Product Moment Correlation could be used to test for the relationship between the variables.

5. Pearson Product Moment Correlation

¹ The relationship between students' perceptions of Self-Regulated Learning strategies and English achievement was analyzed using a Pearson Product Moment Correlation. Fraenkel et al. (2012) pointed out that the Pearson correlation is a suitable statistical technique to determine the strength and direction of the relationship between two continuous variables. Field (2018) further explained that the Pearson correlation produces a correlation coefficient (r) between -1.00 to +1.00, the closer the value is to ± 1.00 , the stronger the relationship and the closer the value is to 0, the weaker the relationship.

6. Hypothesis Testing

The last stage of the data analysis was hypothesis testing. The purpose of the hypothesis testing was to know whether ² there was a statistically significant relationship between students' perceptions of Self-Regulated Learning strategies and English achievement. The decision was

based on the significance value (Sig. (2-tailed)) which was obtained from the Pearson Product Moment Correlation analysis at the significance level of 0.05. The criteria of hypothesis testing were as follow:

- a) If the significance value (Sig. (2-tailed)) was less than 0.05, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted, indicating that there was a statistically significant relationship between students' perceptions of Self-Regulated Learning strategies and English achievement.
- b) If the significance value (Sig. (2-tailed)) was greater than 0.05, the null hypothesis (H_0) was accepted and the alternative hypothesis (H_1) was rejected, indicating that there was no statistically significant relationship between students' perceptions of Self-Regulated Learning strategies and English achievement.

CHAPTER IV

RESEARCH FINDINGS

This chapter presents the findings of the study and discusses the results based on the research objectives. The study aimed to investigate the relationship between students' perceptions of Self-Regulated Learning (SRL) strategies and their English achievement among eleventh-grade students at SMAN 7 Kediri. The findings are presented through descriptive and inferential statistical analyses.

The descriptive analysis is the overview of students' perception levels toward SRL strategies and their English achievement scores. While the inferential analysis includes validity testing, reliability testing, normality testing, correlation analysis to know whether there is a significant relationship between the variables studied statistically. All statistical analyses were performed using IBM SPSS Statistics. The results are presented systematically and interpreted according to established statistical procedures and relevant theories related to Self-Regulated Learning and academic achievement.

A. Description of Data Variable

This study involved 34 students of class XI at SMAN 7 Kediri. The research examined two main variables: Students' Perception of Self-Regulated Learning (SRL) Strategies as the independent variable and English Achievement as the dependent variable.

1. Independent Variable: Students' Perception of Self-Regulated Learning Strategies

The study was conducted on 34 students of class XI-Mipa 2 at SMAN 7 Kota Kediri. Two main variables observed in this study are Self-Regulated Learning (SRL) as independent variable and English Achievement as dependent variable. The SRL variable refers to students' ability to plan, monitor and evaluate their own learning process. While the English achievement variable is students' academic performance in several assessment components in one semester.

Data on a SRL were gathered using a 30-item structured questionnaire modified from Zimmerman's theoretical framework, which comprises three critical phases, forethought, performance and self-reflection. The items were scored on a five-point Likert scale from Strongly Disagree (1) to Strongly Agree (5), and the participants were asked to specify the frequency or intensity of their learning behaviors. Accordingly, the total SRL score ranged between 30 and 150, whereby higher scores indicated more favorable views regarding the implementation of Self-Regulated Learning strategies. The tool was developed to assess students' cognitive strategies, as well as their motivational and metacognitive dimensions, thus offering a complete measurement of independent learning behavior.

Table 4.1 Descriptive Statistics of Students' Perception of SRL Strategies

Statistic	Score
Mean	116.12
Standard Deviation	16.807
Minimum	79
Maximum	150
N	34

Based on Table 4.1, the mean score of students' perceptions of Self-Regulated Learning strategies was 116.12. Considering that the maximum possible score was 150, this result indicates that the students generally possessed positive perceptions toward the implementation of Self-Regulated Learning strategies in English learning. The relatively high mean score suggests that most students acknowledged the importance of setting learning goals, managing study time, monitoring learning progress, and evaluating learning outcomes as part of their learning process.

The lowest score was 79 and the highest was 150. The result shows that there are differences between students in perception and appreciation of Self-Regulated Learning strategies. Some students had very strong positive perceptions of independent learning behavior while others had moderate perceptions.

⁷ The standard deviation of 16.807 indicates that the students' perception scores were relatively scattered around the mean. Although most students showed positive perceptions of self-regulated

learning (SRL), the results show that the level of positivity varied for each individual. This variation may be due to the differences in students' learning experiences, motivation, and personal learning strategies, as revealed in previous studies. However, these factors were not directly studied in the current study.

From a theoretical viewpoint, the present results suggest that students generally acknowledge the importance of SRL in promoting academic success. As Zimmerman (2000) argues, students with positive beliefs about **Self-Regulated Learning are more likely to** be active participants **in their** learning by engaging in planning, monitoring, and self-evaluation. Similarly, Schunk and DiBenedetto (2020) indicate that learners' views and beliefs about learning strategies shape their willingness to carry out SRL behaviors. Therefore, the relatively high SRL perception scores in this study imply that the participants maintained a positive disposition towards learner autonomy and independent learning practices within English education.

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2. Dependent Variable: English Achievement

The dependent variable of this study was **English Achievement**. This variable refers to students' academic achievement in English measured through official assessment records at school. English achievement is a reflection of students' mastery of the language skills and competencies that they obtained during the learning process and an indicator of the success that students achieved in achieving the learning objectives set by the curriculum. The data of English achievement were obtained from school documentation and in the form of students' English scores recorded by the English teacher. These scores were a reflection of students' real academic performance and were used as objective indicators of learning outcomes.

Table 4. 2 Descriptive Statistics of English Achievement

Statistic	Score
Mean	84.74
Standard Deviation	5.095
Minimum	75
Maximum	97
N	34

¹⁴ Based on Table 4.2, the mean score of English Achievement was 84.74. ¹⁴ This result indicates that the students generally achieved satisfactory performance in English learning. The average score was above the minimum competency standard for the general school level that is generally used in Indonesian secondary education, indicating that most students achieved the expected learning objectives.

The highest score among the participants was 97 and the lowest score was 75. The range from lowest to highest score was relatively small, indicating that the English achievement levels of the students were relatively similar. This means that most of the students scored in a similar achievement range and that there were not large variations in the students' academic performance.

This finding is also supported by the standard deviation of 5.095. The standard deviation is relatively low, indicating that the achievement scores of the students are close to the mean score, the distribution of English achievement of the students is relatively homogeneous among the participants. In other words, most of the students achieved scores that are not significantly different from each other.

For the purposes of this study, English achievement means the students' learning outcomes in English as reflected in their scores from school assessment. According to Robert E. Slavin (2018), academic achievement is defined as the extent to which students have achieved the desired learning outcomes through assessment and evaluation. Accordingly, the English achievement scores in this study are the outcomes of the students' learning performance after classroom learning and school-based assessment.

However, the relatively even distribution of achievement scores may have implications for statistical analysis. Where achievement scores are clustered in a relatively narrow range, the degree of variance needed to identify strong statistical relationships between variables is decreased. The limited variance in achievement scores in English may, therefore, affect the strength of correlation results obtained in subsequent analysis. Nevertheless, the overall results suggest that the participants achieved relatively good academic performance in English and were generally successful in fulfilling the expected learning standards set by the school curriculum.

B. Data Analysis

Data analysis was performed to analyze the quality of the research instrument and to find out the relationship between students' perceptions of Self-Regulated Learning (SRL) strategies and their English achievement. The statistical analysis was performed using IBM SPSS Statistics. Several procedures were used, including validity testing, reliability testing, normality testing, correlation analysis, and hypothesis testing. These analyses were conducted systematically to ensure that the collected data fulfilled the statistical requirements and that the findings were scientifically reliable.

1. Validity Test

⁸ In this study, item validity was analyzed using the Pearson Product Moment Correlation available in SPSS. Each item's correlation coefficient was compared with the critical value at the chosen significance level. Items with a correlation coefficient above the minimum cut-off were considered valid and fit for use in the research.

⁸ In this study, item validity was analyzed using the Pearson Product Moment Correlation available in SPSS. The correlation coefficient of each item was compared with the critical value at the selected significance level. Items with correlation coefficients exceeding the minimum criterion were considered valid and suitable for use in the research. The SRL questionnaire consisted of fifteen statements representing the dimensions of Self-Regulated Learning. Based on the results of the validity analysis, all questionnaire items met the validity requirements and therefore could be retained for further analysis.

Table 4. 3 Validity Test Result

		Correlations																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	Positive Correlation	1																			
2	Self-Regulated Learning	0.91	1																		
3	Self-Regulated Learning	0.91	0.91	1																	
4	Self-Regulated Learning	0.91	0.91	0.91	1																
5	Self-Regulated Learning	0.91	0.91	0.91	0.91	1															
6	Self-Regulated Learning	0.91	0.91	0.91	0.91	0.91	1														
7	Self-Regulated Learning	0.91	0.91	0.91	0.91	0.91	0.91	1													
8	Self-Regulated Learning	0.91	0.91	0.91	0.91	0.91	0.91	0.91	1												
9	Self-Regulated Learning	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	1											
10	Self-Regulated Learning	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	1										
11	Self-Regulated Learning	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	1									
12	Self-Regulated Learning	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	1								
13	Self-Regulated Learning	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	1							
14	Self-Regulated Learning	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	1						
15	Self-Regulated Learning	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	1					
16	Self-Regulated Learning	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	1				
17	Self-Regulated Learning	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	1			
18	Self-Regulated Learning	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	1		
19	Self-Regulated Learning	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	1	
20	Self-Regulated Learning	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	0.91	1

1. Correlation is significant at the 0.05 level (2-tailed).

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

3. Correlation is significant at the 0.001 level (2-tailed).

The results indicated that all questionnaire items met the established validity criteria. Therefore, all items were retained for further statistical analysis. Therefore, the questionnaire was considered appropriate for collecting data regarding students' perceptions of Self-Regulated Learning strategies.

2. Reliability Test

After determining the validity of the instrument, a reliability test was conducted to determine the consistency of the questionnaire. Reliability is the extent to which an instrument produces similar results or data upon repeated measurements (Fraenkel, Wallen, & Hyun, 2012). The Cronbach's Alpha coefficient was used to conduct the reliability analysis. According to Tavakol and Dennick (2011), Cronbach's Alpha values of 0.90 and above are considered excellent reliability, while values of 0.80 and above are considered good reliability.

Table 4. 4 Reliability Statistics

Case Processing Summary				Reliability Statistics	
		N	%	Cronbach's Alpha	N of Items
Cases	Valid	34	100.0		
	Excluded ^a	0	0		
	Total	34	100.0		
^a . Listwise deletion based on all variables in the procedure.					
				.949	15

The analysis showed a Cronbach's Alpha coefficient of 0.949. This value indicates that the questionnaire is a measure with an excellent internal consistency. In other words, the items included in the questionnaire consistently measured the same construct of Self-Regulated Learning perception. Therefore, the instrument was considered highly reliable and suitable for data collection purposes.

The high reliability coefficient also suggests that respondents answered the questionnaire items consistently. Therefore, the questionnaire was considered reliable and appropriate for measuring students' perceptions of Self-Regulated Learning strategies in this study.

3. Normality Test

A normality test was performed prior to the correlation analysis to determine whether the data met the assumptions of the parametric statistical procedures. Normality testing is important because many of the parametric statistical procedures assume that the data are normally distributed (Ghasemi and Zahediasl, 2012). Pallant (2020) also recommends the use of the Shapiro-Wilk test for studies with sample sizes smaller than fifty participants ($N = 34$), and the Shapiro-Wilk test was used as it is recommended for small sample sizes.

Table 4. 5 Normality Test(Shapiro-Wilk)

Case Processing Summary						
	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
SRL	34	100.0%	0	0.0%	34	100.0%
ENGLISH_ACHIEVEMENT	34	100.0%	0	0.0%	34	100.0%

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
SRL	.091	34	.200 [*]	.987	34	.947
ENGLISH_ACHIEVEMENT	.093	34	.200 [*]	.973	34	.558

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

11 The results of the Shapiro-Wilk test showed that the significance value for students' perceptions of Self-Regulated Learning (SRL) strategies was 0.947 while the significance value for English achievement was 0.558. Both significance values were greater than the significance level of 0.05 which indicated that the data for both variables were normally distributed. Thus, the assumption of normality was satisfied, the researcher could proceed with parametric statistical analysis using the Pearson Product Moment Correlation.

The distributions of both variables were not significantly different from normality. Therefore, the Pearson Product Moment Correlation was considered an appropriate statistical technique to investigate the relationship between students' perceptions of Self-Regulated Learning strategies and English achievement in this study.

4. Correlation Analysis

The main purpose of this study was to investigate the relationship between students' perceptions of Self-Regulated Learning (SRL) strategies and their English achievement. To achieve this purpose, the Pearson Product Moment Correlation was used, because both variables were measured on continuous scales and met the assumption of normality. According to Pallant (2020), Pearson correlation is appropriate to examine the strength and direction of the linear relationship between two continuous variables. Likewise, Field (2018) explains that the Pearson correlation coefficient ranges from -1 to +1, where values closer to ± 1 indicate stronger relationships, whereas values closer to zero indicate weaker relationships.

Table 4. 6 Correlation Analysis

Correlations		SRL	ENGLISH_ACHIEVEMENT
SRL	Pearson Correlation	1	-.018
	Sig. (2-tailed)		.921
	N	34	34
ENGLISH_ACHIEVEMENT	Pearson Correlation	-.018	1
	Sig. (2-tailed)	.921	
	N	34	34

The analysis showed a Pearson correlation coefficient of -0.018 and a significance value (Sig. 2-tailed) of 0.921. The correlation coefficient, which is very close to zero, indicated a negligible negative linear relationship between students' perceptions of Self-Regulated Learning strategies and English achievement. In addition, as the significance value (0.921) was significantly larger than the predetermined significance level of 0.05, the relationship between the two variables was not statistically significant. These results suggest that changes in students' perceptions of Self-Regulated Learning strategies were not related to corresponding changes in their English achievement among the eleventh-grade students at SMAN 7 Kediri.

5. Hypothesis Testing

The relationship between students' perceptions of Self-Regulated Learning (SRL) strategies and English achievement was statistically tested for significance. The hypotheses formulated in this study were as follows:

- a) Null Hypothesis (H_0): There is no significant relationship between students' perception of Self-Regulated Learning strategies and English achievement of the eleventh-grade students of SMAN 7 Kediri.
- b) Alternative Hypothesis (H_1): There is a significant relationship between students' perception of Self-Regulated Learning strategies and English achievement of the eleventh-grade students of SMAN 7 Kediri.

The decision was taken based on the significance value (Sig. 2-tailed) result from the Pearson Product Moment Correlation analysis. The null hypothesis was rejected if the significance value was less than 0.05 at significance level 0.05. Alternatively, the null hypothesis was accepted if the significance value was more than 0.05.

The result of the correlation analysis obtained a significance value of 0.921 which was greater than 0.05. So the null hypothesis (H_0) was accepted and the alternative hypothesis (H_1) was rejected. This finding indicated that there was no statistically significant relationship between students' perception of Self-Regulated Learning strategies and English achievement of the eleventh-grade students of SMAN 7 Kediri.

C. Interpretation of Data Analysis

The data of this research indicated that there was no significant statistical relationship between the eleventh grade students' perception of Self-Regulated Learning (SRL) strategies at SMAN 7 Kediri and their English achievement. The Pearson Product Moment Correlation Analysis yielded a correlation coefficient (r) of -0.018 and a significance value (Sig. 2-tailed) of 0.921, which is greater than the pre-determined level of significance of 0.05. Thus the null hypothesis (H_0) was accepted and the alternative hypothesis (H_1) was rejected. The result suggests that there is no significant correlation between students' perception towards the Self-Regulated Learning strategy and their English achievement in this study.

The correlation coefficient of -0.018 shows a very weak negative linear relationship between the two variables. Because the coefficient is very close to zero, it implies that students' perceptions of Self-Regulated Learning strategies and their English achievement did not change significantly. The significance value 0.921 is very high, so it can be assumed the observed relationship happened by chance and there is no real relationship between the variables. Consequently, students who reported more positive perceptions of Self-Regulated Learning strategies did not necessarily receive higher English achievement scores and students with less positive perceptions did not necessarily achieve lower results.

That Self-Regulated Learning (SRL) is not important in English learning while the relationship is not statistically significant. Instead, the study results suggested that the perception of Self-

Regulated Learning strategy itself may not be enough to explain the variations of students' English achievement. Since the study measured the students' perceptions of Self-Regulated Learning strategies and not their actual implementation, it is possible that positive perceptions do not always lead to effective learning behaviours. Other factors outside students' perceptions may contribute more significantly to their English language achievement. The results presented here provide the basis for further discussion in the next section.

D. Discussion

The purpose of the study was to find out the correlation between the students' perception of Self-Regulated Learning (SRL) strategy and the students' English achievement at grade XI SMAN 7 Kediri. The result of the research indicates that there is no significant relation between both variables statistically. Pearson Moment Correlation Analysis produces a correlation coefficient of -0.018 and the significance value of 0.921 which is above than the predetermined significance level of 0.05. As a result, the null hypothesis (H_0) is accepted and the alternative hypothesis (H_1) is rejected. The findings indicate that students' perception of the Self-Regulated Learning strategy did not have a significant relationship with their English achievement in the context of this study. In other words, students with a more positive perception of the Self-Regulated Learning strategies did not necessarily get higher English scores than those with less positive perceptions.

The absence of a significant relationship indicates that students' perceptions of Self-Regulated Learning Strategies alone are not sufficient to account for the variations in English achievement. Many students reported positive perception of the learning planning, monitoring and evaluation. However, this positive perception did not seem to be consistently reflected in their academic achievement. This finding suggests that a positive perception of the Self-Regulated Learning strategies does not necessarily translate into the effective implementation of the strategies during the learning process. Therefore, the findings of this study indicate that students' perceptions are merely one dimension of Self-Regulated Learning and should not be taken as direct evidence of actual self-regulated learning behaviors. It is also possible that other academic and contextual factors have a greater influence on students' English language achievement than their perception of the use of Self-Regulated Learning strategies.

The findings of this study can be interpreted by the theoretical framework of Self-Regulated Learning proposed by Zimmerman (2000) and further developed by Zimmerman and Schunk (2011). In their social cognitive model, self-regulated learning is not only about students' belief that they have effective learning strategies but also a cyclic process of forethought, performance and self-reflection. Successful self-regulation means that the learners formulate goals, use appropriate learning strategies, monitor their progress and evaluate their learning outcomes all the time. Thus, students may have positive perceptions of these strategies, but they may not always implement them in authentic learning contexts.

The gap between perceived strategy use and actual self-regulated learning behaviors may be an explanation for the finding that students with relatively positive perceptions of Self-Regulated Learning strategies did not necessarily perform higher in English achievement in the present study. The findings are thus, still, theoretically consistent with Zimmerman's model, which emphasizes that the success of academic performance depends on the effective implementation of self-regulation processes and not only on students' perceptions.

Although the present study demonstrated no significant association between students' perception of SRL tactics and English achievement, this does not lessen the value of SRL in the learning process. Self-Regulated Learning is a multifaceted process that includes goal setting, strategy planning, self-monitoring, and self-reflection (Panadero, 2017). These components work together to facilitate effective learning and student achievement. Thus, students' perceptions alone cannot offer a full picture of the complexity of Self-Regulated Learning as the effectiveness of self-regulation lies not in how well students understand the value of these methods but in how consistently they use them in their learning activities.

The findings may also be accounted for by the fact that positive perceptions of Self-Regulated Learning strategies do not necessarily lead to higher academic achievement. Schunk and DiBenedetto (2020) explain that successful self-regulation requires students to translate their motivation, self-efficacy, and learning intentions into consistent learning behaviors. Students may understand the importance of planning, monitoring, and evaluating their learning, but they may not employ these strategies consistently when doing learning tasks. Consequently, students with positive perceptions of Self-Regulated Learning strategies may obtain similar English scores to

those with less positive perceptions because actual learning behaviors rather than perceptions alone are more directly related to academic performance.

Studies also indicate that there are other different aspects that influence the accomplishment of English other than students' view of Self-Regulated Learning techniques. English achievement is a function of the combined effect of cognitive, motivational, instructional, and contextual factors. For example, students' prior knowledge, classroom instruction, teacher evaluation, learning opportunities, family support, and exposure to English outside the classroom could all contribute to their performance in school. Thus, even if students have positive impressions of Self-Regulated Learning techniques, environmental and individual factors might have a larger effect on their English achievement. This may explain the lack of significant link between both variables in the present investigation.

The results of this study are in contrast with the findings of Teng and Zhang (2020) who revealed a positive effect of Self-Regulated Learning on the students' language learning results. The variations might be due to differences in the research context, subjects and instrumentation. Their study explored the students' self-regulated learning behaviors in English language learning whereas the current study measured the students' perceptions of Self-Regulated Learning strategies. Therefore, the different constructs being examined may have contributed to the different findings.

Additionally, the current results contradict a study by Jaclyn Broadbent and Joanne Poon (2015) that found a positive correlation between academic achievement and self-regulated learning practices. One explanation could be that whereas the current study involved senior high school students in a classroom environment, their research was carried out in an online higher education setting. These variations imply that the efficacy of self-regulated learning techniques could be different that depends on learner characteristics and educational contexts.

The results of this study suggest that raising students' opinions of self-regulated learning techniques might not be enough to raise English proficiency. As a result, educators should support students in using self-regulated learning techniques on a regular basis while they are learning. The limitations of this study were that it was only based on students' perceptions in relation to their

actual self-regulated learning activities and was limited to a single school with a very small sample of 34 students. Further research is recommended to build a more comprehensive knowledge of the relationship between self-regulated learning and English achievement with larger samples, different educational contexts and direct assessments of self-regulated learning methods.

CONCLUSION AND SUGGESTION

This chapter presents the conclusions and suggestions based on the result and discussion of the study. The conclusions summarize the major findings of the relationship between the perceptions of Self-Regulated Learning (SRL) practices and English achievement of the eleventh-grade students at SMAN 7 Kediri. Besides, some recommendations are proposed for future researchers, teachers, and students to develop future research on self-regulated learning and English achievement as well as to improve learning methods.

A. Conclusion

This study aimed to find out whether there is a correlation between the eleventh-grade students' perceptions of Self-Regulated Learning (SRL) strategies and their English achievement in SMAN 7 Kediri. The results of Pearson Product Moment Correlation analysis revealed that there is no statistically significant relationship between the two variables. The correlation coefficient is -0.018 and the significance value is 0.921 which is higher than the significance level of 0.05. So the null hypothesis (H_0) is accepted and the alternative hypothesis (H_1) is rejected.

The findings suggest that the students who reported more positive perceptions of Self-Regulated Learning strategies did not necessarily have higher English achievement than those with less positive perceptions. This means that students' perceptions of Self-Regulated Learning strategies in themselves were not sufficient to explain the differences in English achievement among the participants in this study. Since the research measured students' perceptions rather than the actual implementation of Self-Regulated Learning strategies, other individual and contextual factors might have contributed more to students' English achievement.

In an overview, the current study advances knowledge of self-regulated learning by showing that favorable opinions of learning techniques do not always translate into higher academic performance. The findings indicate that it is important to investigate not only

students' perceptions but also their actual learning behaviors and other factors that may affect their English proficiency. Therefore, a holistic understanding of the relationship between academic achievement and self-regulated learning should include different dimensions of the learning process.

B. Suggestion

Based on the findings of this study, the researcher provides a list of recommendations for students, English teachers, schools of higher learning, and future researchers.

1. For Students

Therefore, students are encouraged to use self-regulated learning strategies regularly in their daily learning activities in addition to understanding their importance. Students who adopt positive learning behaviors, such as setting goals, managing time, monitoring progress, and evaluating learning outcomes, are more likely to become independent learners and to achieve better academic performance.

2. For Teachers

English teachers should constantly guide students and provide learning activities that help them to use self-regulated learning strategies. Besides teaching students about self-regulated learning, they can also encourage students to perform tasks like goal setting, self-monitoring, reflection, and strategic learning through classroom activities and formative assessment. All these practices help students to develop self-regulated skills.

3. For Future Researchers

Schools must create a learning environment that encourages students to learn independently and develops self-regulation skills. This can be used to provide educational materials, encourage reflective activities, and support teaching strategies that encourage students to think critically about their own education. All of this can contribute to the improvement of students' education outside of the classroom.

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