

**THE RELATIONSHIP BETWEEN STUDENT'S PERCEPTION
OF SRL STRATEGIES AND ENGLISH ACHIEVEMENT
AT SMAN 7 KEDIRI**

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University of Nusantara PGRI Kediri



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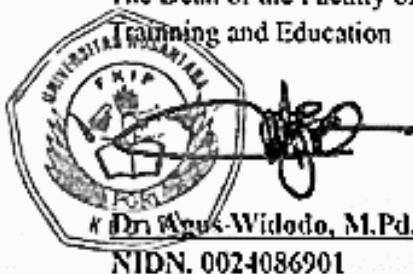
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Hereby declare that this thesis is entirely my own work and has never been submitted, either in whole or in part, to any university or higher education institution for the purpose of obtaining a bachelor's degree.

To the best of my knowledge, this thesis does not contain any material previously published or written by another person, except where appropriate acknowledgment has been made through proper citation and inclusion in the references in accordance with accepted academic writing standards.

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MOTTO AND DEDICATION

MOTTO

“Life did not make me strong instantly; it was the endless process, the silent pain, and the courage to keep moving forward alone that slowly shaped me into who I am today.”

(Writter)

DEDICATION

First and foremost, I dedicate this work to God, whose endless blessings, guidance, strength, and grace have enabled me to complete this study.

I also dedicate this work to myself for the perseverance, determination, and hard work throughout this journey, as well as to the people around me who have continuously supported, encouraged, and inspired me. May God bless you abundantly and reward your kindness, generosity, and support.

ABSTRACT

Wieke Reza Anjani: The Relationship Between Student's Perceptions of Self-Regulated Learning Strategies and English Achievement at SMAN 7 Kediri, in academic year 2024-2025.

Keywords: *Self-Regulated Learning, students' perception, English achievement, correlational study.*

This study was conducted to examine the relationship between students' perceptions of Self-Regulated Learning (SRL) strategies and English achievement among the eleventh-grade students at SMAN 7 Kediri. It was motivated by the limited studies investigating students' perceptions of SRL strategies in Indonesian senior high school EFL contexts.

This study employed a quantitative correlational design involving 34 eleventh-grade students selected through total sampling. Data were collected using a 30-item SRL perception questionnaire and students' English achievement scores obtained from school documentation, then analyzed using validity and reliability tests, the Shapiro-Wilk normality test, descriptive statistics, and the Pearson Product Moment Correlation.

The results indicate that most students demonstrated a positive perception of Self-Regulated Learning (SRL) strategies and generally attained satisfactory levels of English achievement. However, the Pearson Product Moment Correlation analysis revealed that there was no statistically significant relationship between students' perceptions of SRL strategies and their English achievement.

These findings imply that having a positive perception of SRL strategies alone is not sufficient to account for variations in students' English achievement. It is recommended that students consistently apply SRL strategies in their learning process and that teachers also support the development of these strategies in classroom activities. In addition, future research is suggested to explore actual SRL practices using larger and more diverse samples.

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The writer realizes that this thesis is still far from perfect. Therefore, constructive criticism and suggestions from various parties are highly expected for the improvement of this thesis. Finally, the writer hopes that this thesis will be beneficial for all readers, especially in the field of education.

Kediri, 15th July 2026



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CHAPTER I

INTRODUCTION

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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

The problem formulation for this study was developed based on existing research issues, ensuring a structured and focused research process. The research questions are presented as follows:

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?

D. Objectives of the Study

This study's problem formulation will address the following:

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.

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.

Practical Significance

1. 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.

2. 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.

3. 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.

4. 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.

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