

A THESIS

**STUDENTS' SELF-REGULATED LEARNING IN LEARNING
VOCABULARY AT THE THIRD SEMESTER OF ENGLISH
EDUCATION PROGRAM IAIN PAREPARE**



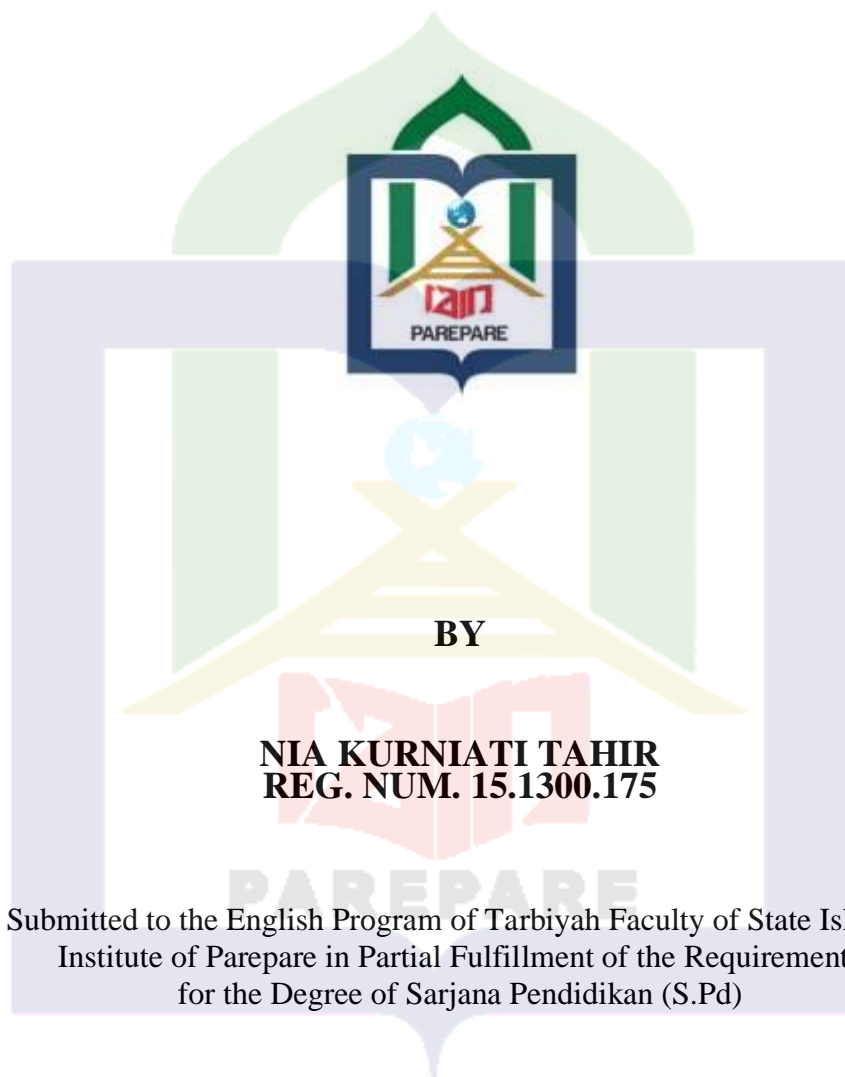
BY

**NIA KURNIATI TAHIR
REG. NUM. 15.1300.175**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE**

2020

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EDUCATION PROGRAM IAIN PAREPARE**



BY

**NIA KURNIATI TAHIR
REG. NUM. 15.1300.175**

Submitted to the English Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
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As a Part of Fulfillment of the Requirements for the Degree
of Sarjana Pendidikan (S.Pd.)

English Education Program

Submitted by

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REG. NUM. 15.1300.175**

PAREPARE

to

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE**

2020

iii

ENDORSEMENT OF CONSULTANT COMMISSIONS

The Title of Thesis : Students' Self-Regulated Learning in Learning Vocabulary at the Third Semester of English Education Program IAIN Parepare

Name of the Student : Nia Kurniati Tahir

Student Reg. Number : 15.1300.175

Study Program : English Education

Faculty : Tarbiyah

By Virtue of Consultant Degree : SK. The Dean of Tarbiyah
No: B.409/In.39/FT/4/2019

Approved by
Consultant Commissions

Consultant : Hj. Nurhamdah, S.Pd., M.Pd.

NIP : 19731116 199803 2 007

Co. Consultant : Mujahidah, M.Pd.

NIP : 19790412 200801 2 020


(.....)


(.....)

Cognizant of:

Tarbiyah Faculty
Dean,



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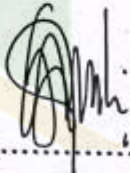

Submitted by

NIA KURNIATI TAHIR
REG. NUM. 15.1300.175

Had been examined on February 13th, 2020 and had been declared
that it fulfilled the requirements

Approved by

Consultant Commissions


Consultant	: Hj. Nurhamdah, S.Pd., M.Pd.	 (.....)
NIP	: 19731116 199803 2 007	
Co. Consultant	: Mujahidah, M.Pd.	 (.....)
NIP	: 19790412 200801 2 020	

State Islamic Institute (IAIN) Parepare
Rector



Dr. Ahmad Sultra Rustan, M.Si.
NIP. 19640427 198703 1 002

Tarbiyah Faculty
Dean,



Dr. H. Saepudin, S.Ag., M.Pd.
NIP. 19721216 199903 1 001

ENDORSEMENT OF EXAMINER COMMISSIONS

The Title of Thesis : Students' Self-Regulated Learning in Learning Vocabulary at the Third Semester of English Education Program IAIN Parepare

Name of the Student : Nia Kurniati Tahir

Student Reg. Number : 15.1300.175

Faculty : Tarbiyah

Study Program : English Education

By Virtue of Consultant Degree : SK. The Dean of Tarbiyah
No: B.409/In.39/FT/4/2019

Date of Graduation : February 13th, 2020

Approved by Examiner Commissions

Hj. Nurhamdah, S.Pd., M.Pd. (Chairman) (.....)

Mujahidah, M.Pd. (Secretary) (.....)

Drs. Ismail Latif, M.M. (Member) (.....)

Dr. Abd. Haris Sunubi, M.Pd. (Member) (.....)

Cognizant of:



State Islamic Institute (IAIN) Parepare
Rector,

Dr. Ahmad Sultra Rustan, M.Si.
NIP. 19640427 198703 1 002

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah Rabbil alamin, the writer would like to express her profound gratitude to the God Allah swt who has been giving us His mercy and blessing so that the writer could finish this thesis as a part of requirements for the degree of Sarjana Pendidikan (S.Pd.) at Tarbiyah Faculty of State Islamic Institute (IAIN) Parepare. Salawat and salam are addressed to the beloved chosen prophet Muhammad saw.

Nevertheless, the writer is fully give great thanks to her highest apperception and deepest thankful to her beloved parent and sibling, who has motivated, supported, and pray to Allah swt for the writer's success.

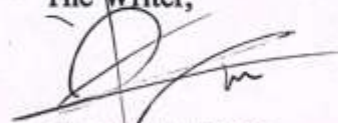
Besides, the writer would also deliver special thanks to:

1. Dr. Ahmad Sultra Rustam, M.Si. as the Rector of IAIN Parepare who has worked hard to manage education at IAIN Parepare.
2. Dr. H. Saepuddin, M.Pd. as Dean of Tarbiyah Faculty IAIN Parepare, who has arranged a positive education for the students in the Faculty of Tarbiyah.
3. Mujahidah, M.Pd. as the Chairwoman of English Education Program in IAIN Parepare who has given her motivation, guidance and suggestion that very helpful to finish this thesis.
4. Hj. Nurhamdah, M.Pd. and Mujahidah, M.Pd., as consultants who have patiently guided and given their construction suggestion, motivated and corrected to the writer for finishing this skripsi.

5. All lecturers of English Education Program who have already taught the writer during his study in IAIN Parepare.
6. Her endless gratitude goes to the third semester students of English Program of Tarbiyah Faculty IAIN Parepare 2019/2020, as the sample of this research who gave the writer their time and willingness to interview.
7. Her brother and sister, Muhammad Tharmizy Tahir and Mirnayanti Tahir who have given him strengths and motivation to pass this study.
8. Her friends, Konyol, Miftahul Nurul Azmi, Miftahul Jannah, Andi Rizky Alvionta, Dian Aisyah Abidin, Titian Eka Sari, Nurul Fidiani, Elisa Syamsuria, who always give their support and courage as well as their helping for finishing this research.
9. Thanks also to Tahan, Afriyani Tanjung, Sahriani, HIPMI PARE KOM. BANDAR MANDANI and ACT Squad for the support from the first semester until now.
10. All my friends in English Education Program PBI 15 for all the information, helping and support.

Finally, the writer hopes that this thesis is useful for readers. The writer realizes that the thesis is not perfect, therefore, suggestion and correction for improvement of the thesis are absolutely needed, and may Allah SWT always bestow His loving on us. Aamiin.

Parepare, March 2nd 2020
The Writer,



Nia Kurniati Tahir
Reg Num. 15.1300.175

DECLARATION OF THE RESEARCH AUTHENTICITY

The writer who signed the declaration bellow:

Name : Nia Kurniati Thair
NIM : 15.1300.175
Birthday date and place : Parepare, 02 Desember 2019
Study program : English
Faculty : Tarbiyah
Skripsi Title : Students' Self-Regulated Learning in Learning
Vocabulary At the Third Semester of English
Education Program IAIN Parepare

Stated this skripsi was her own writing and if it can proved that was copied, duplicated or complied by other people, this skripsi and degree that has been gotten would be postponed.

Parepare, March 2nd 2020
The Writer,



Nia Kurniati Tahir
Reg Num. 15.1300.175

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ABSTRACT

Nia Kurniati Tahir. *Students' Self-Regulated Learning In Learning Vocabulary At The Third Semester Of English Education Program Iain Parepare* (Supervised by Nurhamdah and Mujahidah)

The objectives of this research is to give description on how is the students' self-regulated learning process at the Third Semester Students of English Program IAIN Parepare in learning vocabulary. Self regulated learning in this research consist of three phases according to Zimmerman: forethought phase, performance phase and self-reflection phase. It is crucial for the students to regulated themselves in learning, especially in learning vocabulary because vocabulary is the basic unit to comprehend English.

This research applied descriptive qualitative research method. The samples were choose by using purposive sampling. They are the third semester students who had high Grade Point Academic (GPA) from 3.51 until 4.00. The data were collect by conducted semi stuctural interview.

The result of this research revealed that the students do actively set their plan before learning vocabulary, determain the strategy, organize, monitor, control and evaluate thier learning performance. In forethought phase, the students were setting goals to have a lot of vocabulary, plan the strategy that they use like memorize and practice to learn vocabulary and organize themselves before learning. In performance phase, the students control their learning performance by using their own self strategy such us read books, translate the unknown vocabulary and memorize it. Also, they have monitor their learning through family, friend and peer environment. In self-reflection phase, almost students have laziness to learn vocabulary and do not have awereness to evaluate their self. So that they want to change strategy that appropriate with their learning style.

Keywords: Self-regulated learning, learning vocabulary

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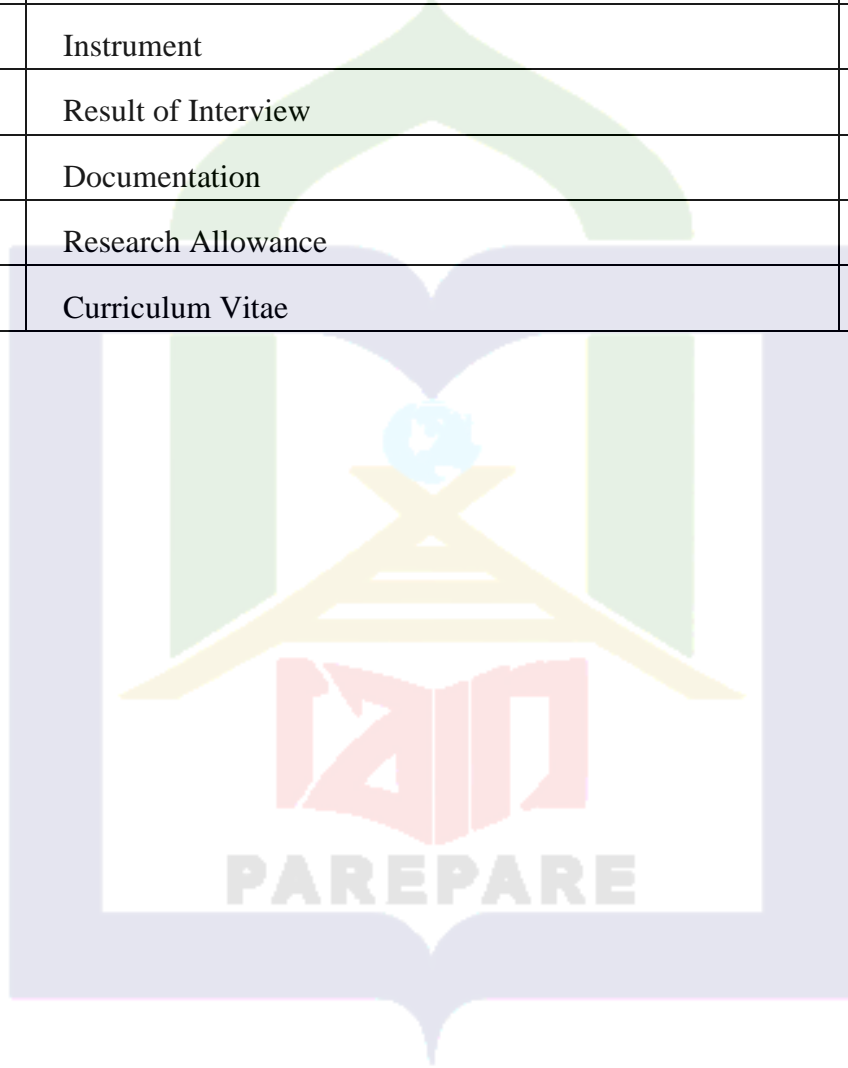
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CHAPTER I

INTRODUCTION

This part discusses the general background of the research, the problem statements, the objectives of the research, and the significances of the research.

1.1. Background

After graduate from high school, some students directly decide to continue their study in university. Of course, they may face differents in high school and university. One of the differents is the learning context of both. In high school the students have constant hour to study in the classroom. But in university context, they have uncertain hour to enter the class.

The third semester students, as students in university who has been lecturing for a year need to adjust their self. In UU RI no. 12 tahun 2012 tentang Sivitas Akademika, in pasal 13 ayat 1 stated that

mahasiswa sebagai anggota Sivitas Akademika diposisikan sebagai insan dewasa yang memiliki kesadaran sendiri dalam mengembangkan potensi diri di Perguruan Tinggi untuk menjadi intelektual, ilmuwan, praktisi, dan/atau profesional.¹

In this case the university students have responsibility to develop themself to become an intelectual and profesional person in the future.

¹Presiden Republik Indonesia, “*Undang-Undang Republik Indonesia Nomor 12 Tahun 2012 Tentang Pendidikan Tinggi Bab Pasal 13 Ayat 1 And 2,*” <http://www.jdih.kemenkeu.go.id/fullText/-2012/12TAHUN2012UU.HTM> (3 October 2019).

The difference between classroom context in high school and university indicate that students need to change themselves in learning process. That change requires the students to regulate themselves in learning. As students in university, they manage their own learning. In learning, it is not only about knowledge, but also the process to expand their knowledge and how the students can organize themselves in learning process. So, self-management should be done by the students to optimize their learning. The term of students manage their learning refers to self-regulated learning.

According to Zimmerman, self-regulation refers to self-generated thoughts, feelings, and behaviors that are oriented to attaining goals.² Students who have a goal will always control and regulate themselves to achieve the goal. Zimmerman also stated students can be described as self-regulated to the degree that they are metacognitively, motivationally, and behaviorally active participants in their own learning process.³ As students, they need to develop their potential by using their metacognitive and behavior. Thus, organize, monitor, instruct and motivate themselves in the learning process.

After passing in two semesters, the third semester students should have learning management, as explained earlier that learning process in school is different from university. The adjustment of learning process at the university has been carried out by students around one year. Therefore, they need to regulate themselves in learning.

²Barry J. Zimmerman, "Becoming a Self-Regulated Learner: An Overview," *Theory Into Practice*, Vol. 41 Num 2 (2002). p. 65 <https://www.researchgate.net/publication/23706587> (Access on 2 October 2019)

³Barry J. Zimmerman, "A Social Cognitive View of Self-Regulated Academic Learning," *Journal of Educational Psychology*, Vol. 81 No. 3 (1989). <https://www.researchgate.net/publication/279264107> (Access on 2 October 2019).

As well as students who take English educational program. They need to discover their learning in order to comprehend the English language. Also they have to enrich their English vocabulary.

Vocabulary is all about words – the words in a language or a special set of words you are trying to learn.⁴ Thornbury said that without vocabulary, nothing can be conveyed. It means that without vocabulary there is not value meaning that can be transferred to the others in communication.⁵ Without knowing the vocabulary, students can not comprehend the skills of language: listening, speaking, reading and writing.

Learning vocabulary is considered as an important part of language learning and acquisition. If the students possess much vocabulary, they would be able to comprehend English easily. However, if they do not own much vocabulary, of course, they find difficult problems to comprehend grammar, they hard do spelling or pronunciation clearly, and also they will not be able to read and write in English language. As stated by Meara “Learners possessing large vocabularies zise are more competent in a wide range of language skill than students with smaller vocabularies.”⁶ Because of that, the students need to acquire more vocabularies in order to be able to understand and use the words in appropriate way.

It is crucial for students to know about self-regulation espeacially in learning process. Alexander Minnaert, et.al. argued when the students are able to regulate their

⁴“Vocabulary,” Dictionary Vocabulary.com. <https://www.vocabulary.com/dictionary/vocabulary> (Access on 2 October 2019)

⁵Scott Thornbury, *How to Teach Vocabulary* (Edinburgh: Pearson Education Limited, 2002), p.13.

⁶Wilaiwan Lebkatem, *Incidental Vocabulary Acquisition Through Newspaper Reading: The impact of Content Familiarity*, (A Thesis Submitted Prince of Songkla University, 2012), Copyright of Songkla University, p. 6. <http://kb.psu.ac.th/psukb/bitstream/2010/9278/1/361989.pdf> (Access on 2 October 2019).

learning, they are better able to focus on the task and their own performance and have a higher feeling of personal influence on the learning outcomes.⁷

Based on the description above, the researcher is interested to investigate the students how to regulate their self in learning process. So that they can improve themselves to achieve academic goal especially in learning vocabulary. Therefore, the researcher decided to describe the students' Self-Regulated Learning process based on the phases; forethought, performance and self-reflection in Learning vocabulary of The third Semester of English Education Program IAIN Parepare.

1.2. Problem Statements

Based on the background, the problem statements are formulated as follows:

1. How is the forethought phase of students' Self-Regulated Learning process in learning vocabulary at the third semester of English education program IAIN Parepare?
2. How is the performance phase of students' Self-Regulated Learning process in learning vocabulary at the third semester of English education program IAIN Parepare?
3. How is the self-reflection phase of students' Self-Regulated Learning process in learning vocabulary at the third semester of English education program IAIN Parepare?

⁷Alexander Minnaert, Arnout Prince and Marie-Christine, "The Effect of Self-regulated Strategy Instruction and Behavioral Consultation on Motivation: A Longitudinal Study on the Effect of School-Based Interventions in Secondary Education," *Frontier In Education: Educational Psychology*, vol 2:61 (November 2017), p. 3. <https://www.frontiersin.org/articles/10.3389/educ.2017.00061/full> (Access on 3 October 2019).

1.3. The Objectives of the Research

Based on the problem statements above, the objectives of this research are:

1. To describe the forethought phase of students' Self-Regulated Learning process in learning vocabulary at the third semester of English education program IAIN Parepare
2. To describe the performance phase of students' Self-Regulated Learning process in learning vocabulary at the third semester of English education program IAIN Parepare
3. To describe the self-reflection phase of students' Self-Regulated Learning process in learning vocabulary at the third semester of English education program IAIN Parepare

1.4. Significant of the Research

The findings of the research are expected to be useful for the students, and researcher. It is expected that the result of the study are elaborated below:

1. For the students, the result of this study expected to give some information about self-regulated learning so that they can understand about it. Also students can use Self-regulated learning to learn much more as their goal in learning process and for optimize academic achievement.
2. For further researchers, the result of this study expected to be useful as a source and give information in their research about self-regulated learning in learning vocabulary of the first semester students.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contain about previous research finding, some pertinent ideas conceptual review and framework.

2.1. The Previous Related Research Findings

Some researchers have observed about Self-regulated Learning. Some of these research also support this study as previously studies as follow:

Andi Miftahul, Kisman Salija And Maemuna Muhayyang in their thesis entitle “Self-Regulated Learning Of High Achievement Students At English Education Program FBS UNM”¹ showed the result that the students who were being self-regulated learning because they planned, controlled, monitored, and evaluated their learning performances. In the planning phase, the students were setting the goals, planning out the strategies, and organizing the learning materials. In the monitoring phase, the students were taking into account family involvement and classroom environment. In the controlling phase, the students asked their parents, lecturers, or classmates regarding their academic performances. Then in the evaluating phase, the students did self-reflection.

Budi Waluyo conducted quantitative research entitle “Vocabulary Acquisition through Self-Regulated Learning on Speaking and Writing Development”.² The study investigated the influence of vocabulary in foreign language acquisition in speaking and writing development of the students through self-regulated learning. The results

¹Andi Miftahul, Kisman Salija And Maemuna, “*Self-Regulated Learning Of High Achievement Students At English Education Program FBS UNM*,” (Thesis of State University of Makassar, 2019) <http://eprints.unm.ac.id/14804/1/Article.pdf> (Access on 26 Sept 2019)

² Budi Waluyo, “Vocabulary Acquisition through Self-Regulated Learning on Speaking and Writing Development,” *International Journal of Language Teaching and Education*, vol. 2 no. 3 (November 2018), h. 298. https://www.academia.edu/37915308/Vocabulary_Acquisition_through_SelfRegulated_Learning_on_Speaking_and_Writing_Development. (Access on 26 Sept 2019)

of the analysis confirm that vocabulary acquisition through self-regulated learning can influence students' development in speaking and writing, but the influence level may vary across learners with different levels of proficiency.

A Fauzi and D B Widjajanti in their research entitle "Self-Regulated Learning: The Effect On Student's Mathematics Achievement"⁸ showed that students who have high self-regulated learning tend to have high motivation and achievement and vice versa, students who have lower self-regulated learning tend to have low achievement. Self-regulated learning is a cyclical process that includes three phases. 1) forethought phase that includes task analysis (goal setting, strategic planning) and self-motivation beliefs (self-efficacy, goal orientation). 2) performance/volitional control that includes self-control (self-instruction, attention focusing, task strategies). 3) self-reflection that includes self-reflection (self-judgment, self-evaluation) and self-reaction (self-satisfaction).

From the three researcher above which have done previously, the researcher conclude that self regulated learning is a part of learning process for the students to improve their own self to better achievement in academic. Thus, the students can plan their own goal, select the right strategy, motivate their self, and reflect and evaluate their learning. In contrast with these previous researchers, the researcher is expected to know how are the students' self-regulated learning process in learning vocabulary. So, they may know about what they need to do before, during and after learning also this research will be useful to be applied by the students in all subjects.

⁸A Fauzi and D B Widjajanti, "Self-Regulated Learning: The Effect On Student's Mathematics Achievement," *IOP Publishing: Journal of Physics: Conf. Series* 1097 https://www.researchgate.net/publication/328249527_Self-regulated_learning_the_effect_on_students_mathematics_achievement (Access on 26 September 2019)

2.1. Some Pertinent Ideas

2.2.1. The Concept of Self Regulated Learning

2.1.1.1. The Nature of Self Regulated Learning

Self-regulated learning (SRL) is one of the domains of self-regulation, and is aligned most closely with educational aims.⁹ According to Pintrich

self-regulated learning is that it is an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the environment.¹⁰

While Zimmerman argued that self-regulation refers to self-generated thoughts, feelings, and behaviors that are oriented to attaining goals.¹¹

Based on the explanation above, it can conclude that self-regulated learning is the way to planning goal for learning, monitor the learning process, control the strategy in learning and also reflect and evaluate the learning outcome. So, the students need to be a self-regulation learner to know the right action of their own self in learning process.

⁹“Self-regulated learning,” *Wikipedia the free Encyclopedia*. https://en.wikipedia.org/wiki/Self-regulated_learning (22 September 2019).

¹⁰Paul R. Pintrich, *Handbook of Self-Regulation*, p. 453. (23 September 2019).

¹¹Barry J. Zimmerman, “Becoming a Self-Regulated Learner: An Overview,” *ResearchGate: Article in Theory Into Practice*, p. 65. <https://www.researchgate.net/publication/23706587> (Access on 30 September 2019).

2.1.1.2. The Importance of Self Regulated Learning for College Students

Self-regulation is important because a major function of education is the development of life-long learning skills.¹² According to Pintrich, there are several assumptions about the importance of self-regulated learning for students and faculty.

1. **Students Can Learn to Be Self-Regulated.** Self-regulated learning is a way of approaching academic tasks that students learn through experience and self-reflection. There may be students who are more or less self-regulating over time and across different classes, but all students can learn how to be self-regulating, regardless of age, gender, ethnic background, actual ability level, prior knowledge, or motivation.
2. **Self-Regulated Learning Is Controllable.** Related to the first assumption, this view proposes that self-regulated learning is a way to approach academic tasks that the individual student can control. Students can control their behavior, motivation and affect, and cognition in order to improve their academic learning and performance. It is not always easy, but students should accept responsibility for their own learning and realize that they have the potential to control their own learning.
3. **Self-Regulated Learning Is Appropriate to the College Context.** Most college student have a great deal of control over their own time management and schoolwork schedules as well as over how they actually go about studying and learning. At the same time, many college students have difficulty managing this freedom in terms of the quantity of time they devote to learning as well as the quality of cognitive effort they put into learning. If students can learn to control their study time and learning,

¹²Barry J. Zimmerman, "Becoming a Self-Regulated Learner: An Overview," *ResearchGate: Article in Theory Into Practice*. p. 66. <https://www.researchgate.net/publication/23706587> (Access on 30 September 2019).

they will better adapt to the academic demands of the college classroom and will better balance those demands with the social demands of college.

4. Self-Regulated Learning Is Teachable. Just as students can learn to become self-regulated learners, teachers can teach in ways that help students become self-regulating learners.

Based on the explanation above, the researcher conclude that self-regulated learning are important for the college students because every students can be a self-regulated learners depend on their capability. Also students can control themselves in learning so that they can improve their potential to be more success in learning. Self-regulated learning is need for the college students because it is suitable for them to organize their time and schedule for maximum their learning performance. Lecturer also have a role in self-regulated learning. They can teach the students how to be a good self-regulated learner.

2.1.1.3.Component of Self-Regulated Learning

According to Zimmerman, students can be described as self-regulated to the degree that they are metacognitively, motivationally, and behaviorally active participants in their own learning process.

1. Metacognitive

The term metacognition in relation to self-regulated learning refers to a learner's ability to think consciously about their cognition and have control over their cognitive processes. Metacognition is associated with the learner's ability to monitor, plan, organise and evaluate their own learning.

When learners are able to recognise and acknowledge this incongruity they can then plan an appropriate strategy in order to reach their goal. It is also essential that

learners are provided with the opportunity to self-assess in order to self-monitor and evaluate their set goals.

2. Motivation

In the context of self-regulated learning, motivation refers to a learner's self-efficacy and autonomy. When learners can observe the progress that they are making towards their self-set goals they are more inclined to engage in strategies that will help to improve their learning. Intrinsic outcomes, such as increased self-efficacy often result from working towards mastery orientated goals.

3. Behavior

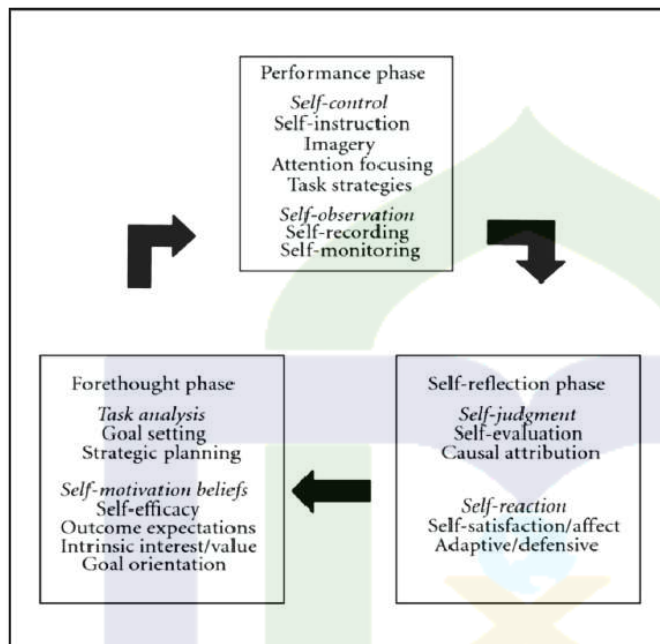
A third component of self-regulated learning is behaviour. This is to do with the decisions and actions made by learners in order to optimise their learning environment.¹³ Individuals can observe their own behavior, monitor it, and attempt to control and regulate it.

2.1.1.4. Model of Self-Regulated Learning

In this research, the researcher will use self-regulated learning proposed by Zimmerman. There are three phases of self-regulated learning process: the forethought phase refers to processes and beliefs that occur before efforts to learn; the performance phase refers to processes that occur during behavioral implementation, and self-reflection phase refers to processes that occur after each learning effort. The phases of self-regulated learning show in this table below.

¹³Genevieve Williamson, "Self-regulated learning: an overview of metacognition, motivation and behaviour," *Journal of Initial Teacher Inquiry*, vol 1 (2015), h. 26. <https://pdfs.semanticscholar.org/-1e1c/2d16922e667f9d39368b47904aac1506f6bf.pdf> (Access on 30 September 2019).

Figure 1: Zimmerman's Cyclical Model of Self-Regulated Learning¹⁴



1. Forethought Phase

Forethought phase refers to processes and beliefs that occur before efforts to learn.¹⁵ There are two major classes of forethought phase processes: task analysis and self-motivation.

Task analysis involves goal setting and strategic planning. This is the phase in which the goals and strategic planning are established. Planning is a key self-regulatory process and is a good predictor for success.

¹⁴Johannes Lunde, "Performing at the Top of One's Musical Game," *Frontiers in Psychology* https://www.researchgate.net/figure/Zimmermans-cyclical-model-of-self-regulated-learning-Zimmerman-2002_fig6_308030939 (Access on 28 September 2019)

¹⁵El Sayed Mohamad, "Self-Regulated Learning in English Language Instruction," ResearchGate: *The First International Conference, College of Education, Port Said University* https://www.researchgate.net/publication/274311342_SelfRegulated_Learning_in_English_Language_Instruction?_esc=publicationCoverPdf&el=1_x_2&enrichId=rgreq52814be8597b9823ebc35370b7ef8809XXX&enrichSource=Y292ZXJQYWdlOzI3NDMxMTM0MjBUzo2MDUxMTYyMTg0NzQ0OTZAMTUyMTI4MjM1NzY4OA%3D%3D (Access on 30 September 2019)

Setting goal is students determine goal or target they want to reach. Regarding of it, strategic planning is elaborating an action plan by choosing the strategies needed to succeed in the task (e.g., setting steps).¹⁶

Self-motivation stems from students' beliefs about learning, such as self-efficacy beliefs about having the personal capability to learn and outcome expectations about personal consequences of learning. Self-efficacy is the students belief about the personal capability to perform a task. Outcome expectation is students reflect of their outcome from the action they choose. Intrinsic interest refers to the students' valuing of the task skill for its own merits, and learning goal orientation refers to valuing the process of learning for its own merits. Another important variable for motivation is the goal orientation, which is the students' belief about the purposes of their learning.¹⁷ It's about how the students aim in understand the material.

2. Performance Phase

Performance phase refers to processes that occur during behavioral implementation.¹⁸ Performance phase processes fall into two major classes: self-control and self-observation.

Self-control refers to the deployment of specific methods or strategies that were selected during the forethought phase. Among the key types of self-control methods that have been studied to date are the use of imagery, self-instruction, attention focusing, and task strategies. Students can use imagery, which is the use of mental images that organise the information and help to focus attention on enhancing learning and

¹⁶Ernesto Panadero and Jesús Alonso-Tapia, "How do students self-regulate? Review of Zimmerman's cyclical model of self-regulated learning," *anales de psicología*, 2014, vol 30, no 2, 2014, p. 453. <https://www.researchgate.net/publication/260684981> (Access on 21 November 2019)

¹⁷*Ibid.*, p. 454.

¹⁸El Sayed Mohamad, "Self-Regulated Learning in English Language Instruction," ResearchGate: *The First International Conference, College of Education, Port Said University*. <https://www.researchgate.net/publication/274311342> (Access on 30 September 2019)

memorisation. Self-instruction, which is self-directed orders or descriptions about the task that is being performed.

Attention focusing is one form of self-control that the students know what can destroy their concentration through the performance. If the students have a clear understanding for the task, they can use specific strategies to perform the task.¹⁹ So, it make the students easy to learn.

Self-observation refers to students' responses that involve systematically monitoring their own performance. Also self-observation refers to self-recording personal events or self-experimentation to find out the cause of these events. Self-monitoring, another important metacognitive process in self-regulated learning, enables learners to decide whether there is an incongruity between their self-set goals and their current level of knowledge in that particular domain. Self-monitoring, a covert form of self-observation, refers to one's cognitive tracking of personal functioning.

3. Self-Reflection Phase

Self-reflection phase refers to processes that occur after each learning effort.²⁰ There are two major classes of self-reflection phase processes: self-judgment and self-reaction. Self-judgment refers to students' responses that involve systematically comparing their performance with a standard or goal.²¹ One form of self-judgment,

¹⁹Ernesto Panadero and Jesús Alonso-Tapia, "How do students self-regulate? Review of Zimmerman's cyclical model of self-regulated learning," *anales de psicología*, 2014, vol 30, no 2, 2014, p. 455-456. <https://www.researchgate.net/publication/260684981> (Access on 21 November 2019)

²⁰El Sayed Mohamad, "Self-Regulated Learning in English Language Instruction," ResearchGate: *The First International Conference, College of Education, Port Said University*. <https://www.researchgate.net/publication/274311342> (Access on 30 September 2019)

²¹Barry J. Zimmerman, "A Social Cognitive View of Self-Regulated Academic Learning," *Journal of Educational Psychology*, Vol 81, No 3, 1989), p. 333-334. <https://www.researchgate.net/publication/279264107> (Access on 21 November 2019)

self-evaluation, refers to comparisons of self-observed performances against some standard, such as one's prior performance, another person's performance, or an absolute standard of performance. Another form of self-judgment involves causal attribution, which refers to beliefs about the cause of one's errors or successes.

One form of self-reaction involves feelings of self-satisfaction and positive affect regarding one's performance. Increases in self-satisfaction enhance motivation, whereas decreases in self-satisfaction undermine further efforts to learn. Self-reactions also take the form of adaptive/defensive responses. In contrast, adaptive reactions refer to adjustments designed to increase the effectiveness of one's method of learning, such as discarding or modifying an ineffective learning strategy.

2. The Concept of Learning Vocabulary

2.1.2.1. The Nature of Learning Vocabulary

Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language.²² Vocabulary is the most important component language because it affects the four language skills, there are listening, speaking, reading, and writing. Related to the importance of vocabulary, learning is central to language acquisition, whether the language first, second, or foreign.²³ Vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms.²⁴

²²Mofareh Alqahtani, "The Importance Of Vocabulary In Language Learning And How To Be Taught," International Journal of Teaching and Education, 2015), p. 22. <https://www.iises.net/international-journal-of-teaching-education/publication-detail-213> (Access on 30 September 2019).

²³Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language* (USA: Heinle & Heinle, 2001), p. 285

²⁴Mofareh Alqahtani, "The Importance Of Vocabulary In Language Learning And How To Be Taught", p. 2

In classroom, the achieving students possess the most sufficient vocabulary. Researchers such as Laufer and Nation have realized that the acquisition of vocabulary is essential for successful foreign language use and plays an important role in the formation of complete spoken and written texts. So that, learning vocabulary items plays a vital role in all language skills.

Learning vocabulary become an important part for students in study English as their foreign language. It is crucial for them to know as much as possible vocabularies to comprehend the four skills of language: speaking, listening, reading and writing.

2.1.2.2. Kinds of Vocabulary

Hatch and Brown, indicated two kinds of vocabulary, namely as receptive vocabulary and productive vocabulary.

Receptive vocabulary means words that learners recognize and understand when they are used in context, but which they cannot produce. The type of vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing.

Meanwhile productive vocabulary is the words that the learners understand and are able to pronounce correctly and use constructively in speaking and writing. It consists of what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.²⁵

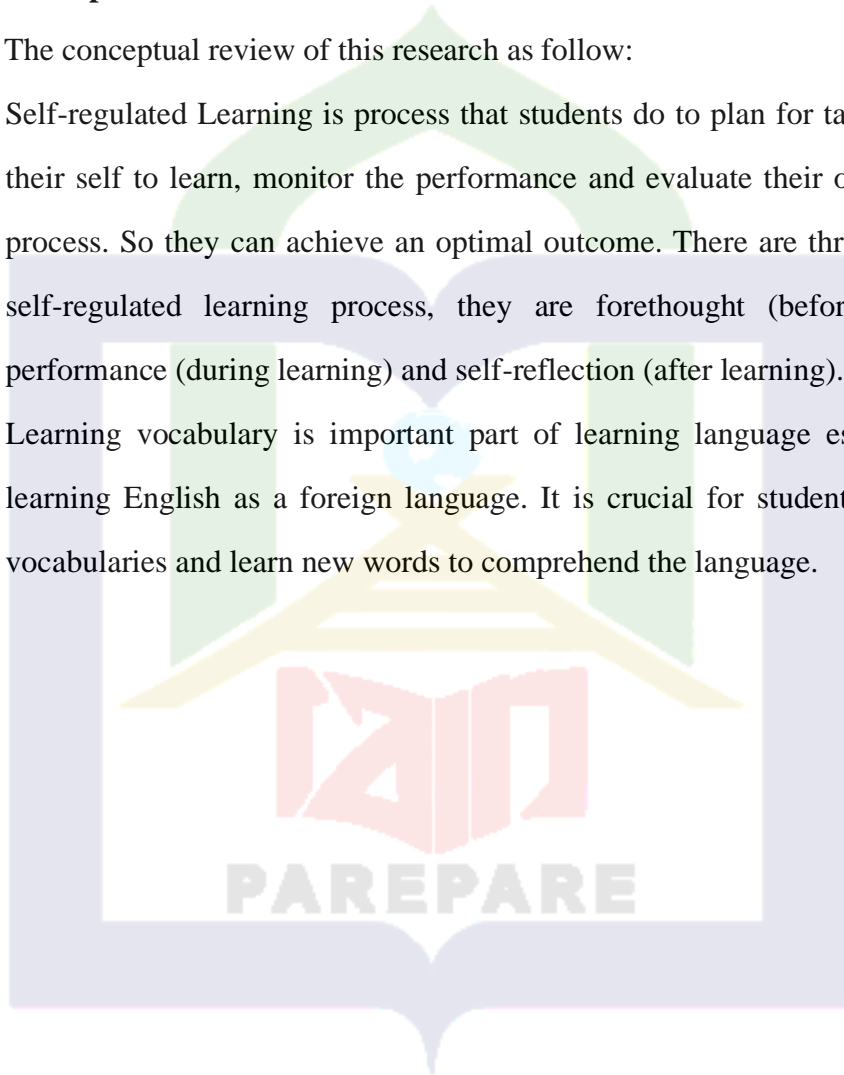
²⁵Alpino Susanto, "The Teaching Of Vocabulary: A Perspective" *Journal Of Jurnal Kata: Vol 1 No. 2, 2017*, p. 185.

Based on explanation above, we know that there are two kinds of vocabulary: receptive and productive. Receptive vocabulary means able to understand words and receptive vocabulary means able to produce or use the words.

2.2. Conceptual Review

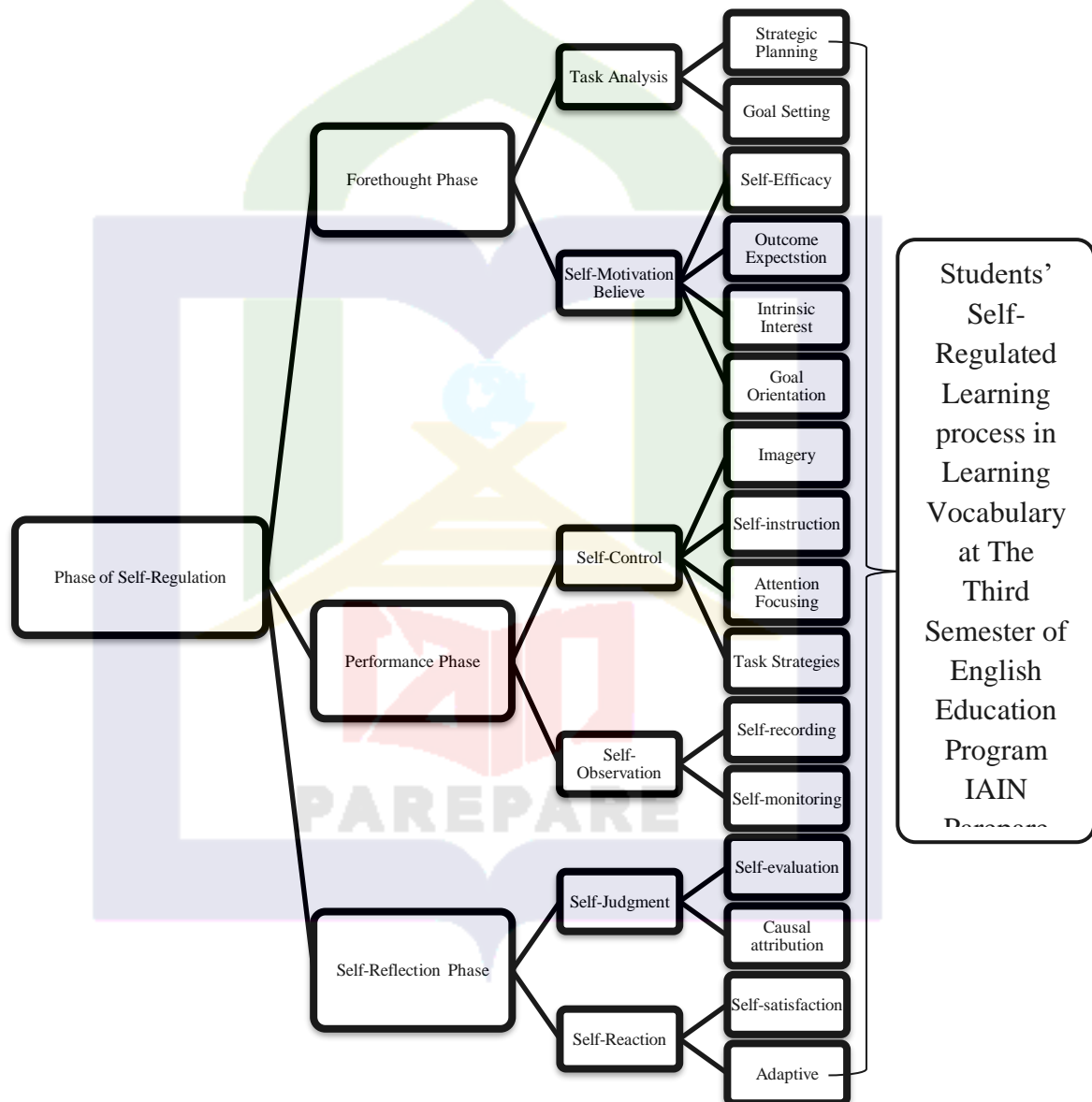
The conceptual review of this research as follow:

1. Self-regulated Learning is process that students do to plan for task, motivate their self to learn, monitor the performance and evaluate their own learning process. So they can achieve an optimal outcome. There are three phases of self-regulated learning process, they are forethought (before learning), performance (during learning) and self-reflection (after learning).
2. Learning vocabulary is important part of learning language especially for learning English as a foreign language. It is crucial for students to acquire vocabularies and learn new words to comprehend the language.



2.4. Conceptual Framework

Figure 2.2: Conceptual Framework



Conceptual framework is a conceptual model relating to answer the research problem. In this research, the researcher will focus on Self-Regulated Learning. In this case, this research is conduct to give description about how is the students' Self-Regulated Learning process in learning vocabulary of English Education Program IAIN Parepare.



CHAPTER III

RESEARCH METHOD

This chapter discussed about the research design, location and duration of the research, focus of the research, kinds and source of data, technique of collecting data and techniques of data analysis.

3.1 Research Design

The research design in this study used qualitative design. The researcher employed descriptive qualitative method. Data collection of qualitative descriptive studies focused on discovering the nature of the specific events under study. Thus, the researcher described the result in gave a clear explanation about the process of self-regulated learning in learning vocabulary of the third semester students. Self-regulated learning in this research used all the phases: forethought phase (before learning), performance phase (during learning), and self-reflection phase (after learning). In qualitative study, the researcher directly encountered the students to collect the data.

3.2 Location and Duration of The Research

The location of this research was taken at IAIN Parepare. This study used descriptive qualitative research design. The researcher needed time to ask permission to carry out the research, choose the sample of the research, get the data from the students and collect the data to complete the finding of this research. So, this study conducted for a few weeks.

3.3 Focus of The Research

Focus of the research is to find out the descriptive process of students' self-regulated learning in learning vocabulary. This study conducted Zimmerman's Self-Regulated Learning cyclical model. Self-regulated learning by Zimmerman divided into three phases: forethought (before learning), performance (during learning) and

self-reflection (after learning). Self-regulated learning used to know the students process of learning vocabulary from the three component of it. The components of self regulated learning are metacognitive, motivation and behavior.

This research was taken in English Department of IAIN Parepare especially to the third semester students. Because they were important to be a self-regulated learner. So, the researcher chosed to find out their process in learning vocabulary. There were 139 students in the thitd semester of English Department IAIN Parepare. The researcher used purposive sampling in this research. The samples were the students who graduate from high school and proceed directly to college. Also the sample were students who has a high Grade Point Academic (GPA) ranged from 3.51 to 4.00. So, the samples of this research are 110 students.

3.4 Kinds and Source of Data

There are two kinds of data source used in this research namely primary data and secondary data.

Primary data was data obtained directly by the researcher from the sample. Primary data is a source of research data that directly get from the original source. Primary data is data created by researchers for answer the problem in this research. Data were obtain from the students in third semester of English Department IAIN Parepare where the object of research is conduct.

Secondary data was obtained by researchers from existing sources. Secondary data is a source of research data obtained through indirectly in the form of books that are relate to this study, article, journal or the findings of prior researches or other data that can be use as supplementary data.

3.5 Technique of Collecting Data

Data is the information that described by the researcher in this study. To get the data, technique is important to use. The technique that used was an interview. An interview is a conversation where questions and answers were given. The interviewer asked the questions to which the interviewee responds, so information may be transferred from interviewee to interviewer.

To collect the data, the researcher used semi-structural interview. A structured interview has a rigorous set of questions which does not allow one to divert, a semi-structured interview is open, allowing new ideas to be brought up during the interview as a result of what the interviewee says. The interviewer in a semi-structured interview generally has a framework of themes to be explored.²⁶ In collecting the data, the researcher used standart questions but probably asked additional questions in order to gain more information depend on the situation while the interview ongoing.

The instrument of collecting the data is recorder because the researcher used oral interview. The recorder was used to record the interview process between the researcher and the students.

3.6 Technique of Data Analysis

The data from interview were analyzed to give more information about the Self-regulated learning process of the students in learning vocabulary. In analyzed the data, the researcher used descriptive qualitative research. After collected the data, the researcher presented in descriptive data. The researcher used some way as follow:

a. Data Reduction

Data reduction is a form of analysis that sharpens, sorts, focuses, discards, and organizes data in such a way that “final” conclusion can be drawn and verified.²⁷ In

²⁶“Semi-structured interview,” *Wikipedia the free encyclopedia*. https://en.wikipedia.org/wiki/-Semi-structured_interview (Access on 2 October 2019)

²⁷Matthew B. Miles, A. and Michael Huberman, *Qualitative Data Analysis: An*

data reduction, the researcher organized data from students. So it can be grouping the data in similar units and make data coding according to the students transkrip from the interview.

b. Display Data

A display is an organized, compressed assembly of information that allows conclusion drawing and action.²⁸ After reduce the data, the researcher summaries the data into brief description and display the data using narrative text.

c. Conclusion Drawing and Verification

Data that has systematically reduced and display will be conclude temporarily. Temporary conclusions need to verify. Then, final conclusions were based on verified conclusions.

Expanded Sourcebook - 2nd Ed. (Holland: Sage Production Editor, 1994) p. 10.
https://books.google.co.id/books?id=U4IU_wJ5QEC&q=display&hl=id&source=gbs_word_cloud_r&cad=6#v=onepage&q=reduction&f=false (Access on 2 October 2019)

²⁸Ibid., p. 11.

CHAPTER IV

FINDING AND DISCUSSIONS

4.1. Finding of The Research

The finding of this research consist of general decription about how the students regulated themself in learning vocabulary. This research had been held on Desember 2019. The data were collected by interview fifteen students who had high Grade Point Academic (GPA) using recorder that had been done by the researcher.

The researcher asked twenty two questions that six questions as opening questions and sixteen questions as main questions for the students. There are three phase of the question as follows: forethoug phase, performance phase, and self-reflection phase. The researcher use semi structural interview, so some additional questions allowed to get more information from the students. There are six questions for forethoug phase and performance phase and four question for self-reflection phase. The description of data from interviewed as follow:

4.1.1. Forethoug Phase

4.1.1.1. Before learning begin, do you plan to learn some vocabularies to enrich your knowledge?

The result of interview shows that, many students make a plan and set their own goal in learning vocabulary even they have differents plan. SA and IS give similar respon that they want to learn a lot of vocabularies. RAH said “my plan or my goal is to know the difficult words”. RRW said that he read the book and then get some vocabularies. MA and AMH said that they want to memorize some vocabularies while RA wants to memorize the vocabulary and then practice it. Four of them, HSM, SIA, MF and NA said that they are sometimes plan their goal. In detail HSM said that she just follow the instruction from the lecture, while MF answered that she do it

sometimes depend on her mood, “Sometimes I do sometimes I don’t. Depend on my mood,” said her. Beside that, from fifteen students, there are four students didn’t have a plan before learn the vocabulary. They are RAA, WR, SY and AMP. One of them said “I never plan to learn vocabulary before begin something because why I learn vocabulary if go the subject. For example of go to the writing subject so that why I have to learn about vocabulary in writing.” WR, SY and AMP said that they never plan it before, they prefer it directly without any plan.

4.1.1.2. How do you learn it? Can you explain the strategy that you use? (strategic planning)

The data shows that, almost of students answered that they learning the vocabulary by memorize it. SIA, MF, RAH, NA and AMP said that they read the book and then when SIA, MF, NA and AMP found a new vocabulary they will search the meaning of it. NA added that she re-read the book to help her memorize the vocabulary, “I was reading the book, I can get new vocabulary from the book write the meaning, re-read the reading for me will help me memorize the vocabulary from pronunciation and writing,” she said. Different from SIA, MF, RAH and NA, IS answered that “when I read the book and I find the difficult vocabulary I underline that and search the meaning and then I remembering.” HSM answered that she just memorize the vocabulary. RAA said that when she got some vocabulary where she didn’t understand it, she will search the meaning and then memorize it. RA and SA said that she will write the vocabulary and then memorize it, in addition RA said “... then I will memorize ten by ten after that I will practice it with my friend.”. WR answered that he start learn the common vocabulary one and then move to the specific one. SY said that he learn the vocabulary from his friends when he have an interaction with it and find new vocabulary and then he will ask for the meaning and then

memorize the vocabulary. AMH said that he use the dictionary for search the meaning of unknown words. RRW said that he didn't like to memorize so he will search for the meaning and then remember that vocab.

4.1.1.3. Do you convince your self to do so? What is in your mind? (Self-efficacy)

The result of interview shows that, most of the students convince themselves that they can learn the vocabulary with their own way and their strategy. Out of fifteen, there are three students have different answered. WR said that maybe he do that because his convince come from outside. MA answered that sometimes she convince her self, while NA answered that she don't know because she never think about it.

Some of the students respon are "I mean that I will remain what they say because if it is important. It is will be use for speaking everyday I will remember that," RRW answered. MF said "I say to my self that vocab will help you to upgrade every skill and then vocab will make you like people impress because when we speak we must too much vocabualary." HSM said "I have to put my convince before I learn vocabulary." RA and AMH have a similar answered, they said always to think that they can memorize the vocabulary. In addition, RA said that it makes her easier to speak and understand the English. SA answered that she hopes that she can increase her knowledge. SY has a different answered, he said "Yes, because why that's my learning style." IS said that "Yes, of course it must. I always said for may self I can do it before I begin learning." Similar with IS, RAH added that she believe that she can reach her own goal. Also, AMP answered that he told himself that he loved English so he want to increase his English skill.

4.1.1.4. Do you expect to gain much vocabulary before you learn it? (Outcome expectation)

The result of interview shows that, out of fifteen students, there are four students did not expect to gain much vocabularies from they learn it. HSM and IS answered that sometimes she expect to gain much vocabulary, HSM Sometimes because I just learn the word that I want to know.” While RAA, WR, SY and AMP answered they didn’t have an expectation. In addition, WR said “Well I never expect something cause it will collaps my passing reality.”

AMH and MA expect to learn vocabularies. MA added that she expect to learn six hundred vocabulary in one month, while RA expect to memorize ten vocabularies everyday. RRW and SA answered that he want to know as much as vocabulary. Similar with RRW and SA, MF said that if she can enrich her vocabulary maybe she can apply scholarship. RAH answered Well my expectation is I can know what the meaning of difficult words.”

4.1.1.5. Do you like to learn vocabulary? (intrinsic interest)

The data shows that, most of students like to learn the vocabulary. According to SY learning vocabulary is the rule of English students, “Yes, because I’m an English student so I have enrich because this is the rules for English student,” SY said. But, some of them don’t like to learn the vocabulary. RRW said “Fifty-fifty, I like it but sometimes I don’t like it.” WR answered that he like to learn the vocabulary depend on the technique because he prefer to listening instead writing and memorizing. AMP answered that he like to learn vocabulary but the way the lecturer do it, he doesn’t like it.

4.1.1.6. Why do you like to learn it? do you want to speak fluently or what? (goal orientation)

The result of interview shows that, the students had different reason why they like to learn vocabulary. SIA said that she likes to learn vocabulary because it's a part of English. MF answered that vocabulary makes her speak well, we can not apply the skill without vocabulary. HSM, RAA, RA and SA said that she wants to speak fluently. Then HSM added "... then understand what the people are saying," while RA and IS have similar answered that they can't understand something on the text when read something without learn the vocabulary. WR answered that he wants to become a good listener because he prefers to listen first when talk to someone and speaking fluently. SY said that the most important one is we have to know much vocabulary. RAH answered that with vocabulary we can arrange words well. NA and AMH said that we need the vocabulary to speak up. MA answered that vocabulary is important if we want to speak or writing and then will make us easier to make a sentence well. AMP said that he wants to enrich his vocabulary, "because I want to enrich my vocabularies," he said.

4.1.2. Performance Phase

4.1.2.1. Do you imagine the words that you want to know? (imagery)

The result of interview shows that, the researcher found that nine students answered they imagine the words they want to know, but three students said that they never imagine it. Whereas, other students answered that they do it sometimes.

RRW and RA have a opposite answer. RRW answered "the words that I want to know is the simple words that always we use it for speaking in everyday," while RA answered "the difficult one. Uncommon vocabularies." MF answered that she really want to gain much vocabulary that use in TOELF or EILTS because EILTS is the

highest level in success learn vocabulary. HSM said that she tries to find the meaning of some curious word. SY explain that he imagine the vocabulary that he want to know because before learning something we have to know want we want to know what we want to get. SA and NA have a similar answered. SA answered that she imagines the unknown vocabulary in the classroom, “All the vocab, unknown vocab, ... vocab in the classroom,” said her, while NA wants to know academic vocabulary because she thinks that it’s hard and not familiar, “Yes, I do. Like academic vocabulary because it’s so hard to know that it’s not familiar,” NA answered. AMH said if he forgot the meaning of object that he saw, he tries to remember it again. MA said if she want to speak she try to memorize the words first.

WR said that he never imagine the vocabulary because sometimes if he is entering the classroom the vocabulary that he learned is totally different. RAH answered that she can’t imagine before it’s difficult for her. Meanwhile, AMP answered without a reason why he doesn’t imagine any words.

SIA, RAA and IS have the same answered that sometimes they imagine the unknown words. One of them said “Sometimes I want to know ... I really want to know what it mean if I don’t know what the meaning of it.”

4.1.2.2. What do you do when you learn the vocabulary? Do you have step while you learn it? (self-instruction)

The result of interview shows that, some of students didn’t have steps when they learn vocabulary. One of them said that he doesn’t have a step.

RRW said the first thing that he does which for the meaning of vocabulary and then remember that word after that he practice it. SIA answered the first is she has to know how to pronounce the word and know the meaning then practice it in daily activity because for her memorize isn’t effective. MF answered that she just read the

material, find the meaning, focus and memorize. HSM said she just follow the lecturer's instruction. RAA answered that she get the meaning by herself in dictionary and then memorize the vocabulary. RA and SA have a approximately instruction. They said that they will write the vocabulary and then memorize it, but before memorize the vocabulary SA read it smoothly, "I write down the vocabulary that I want to know, then I read it smoothly and memorize it," said her. WR answered that he only prefer to listening so it will become ear worm. If WR prefer to listen, SY said that he prefer to speaking with his friends and asked them for the meaning of unknown words. RAH and AMP answered that they only read books, "Just I said before I only read it and find new word that I never know before," said him. NA also answered that she only repeat the vocabulary. IS has two instructions, first is when she read book and found unknown words she will underline it and search the meaning, second when she has a conversation with her friend and found the difficult vocabulary she will search for the meaning, "Talk about step, the first when I don't know the vocabulary maybe I found in the book I underline it and I search it for the meaning and maybe I talk with my friend and she uses difficult vocabulary and then I search the meaning,"she said. AMH has five steps, "when I find unknown vocabulary and then I search for the meaning and then write it in English and you memorize it and repeat and practice it," he said. MA answered that when she found word she tries to make a definition of that word so that she can has a lot of vocabularies.

4.1.2.3. Do you find the difficult to focus while you learn vocabulary in classroom?

(attention focusing)

The data shows that, the researcher found that most students have difficulty to focus while learn the vocabulary in the classroom. Some of them felt that annoying friends and the noisy class are problem. While SIA, RAA, SY and MA said that

sometimes they have difficulty to focus while learn vocabulary. On the contrary, RRW, RAH, NA and IS answered that they didn't have any problem to focus in the classroom, but RRW only need to remember the vocabulary, "No, but the only problem for me is remembering. That is the problem," said him. SIA, SA and MA said that the classroom is so noisy. MF answered that sometimes she feel bad and sleepy so it's difficult to think. HSM said sometimes she is not interesting with the vocabulary. RAA answered that sometimes the hottest class and annoying friends can make her difficult to focus. Connected with RAA, RA said there are many annoying friends that will disturb her while learn the vocabulary and said to her to study another lesson, "Yes, of course because in the classroom there are many my annoying friends. If I memorize it they will disturb us they will disturb me. Then then they will say you have to study the other lesson," said her. Related to RAA and RA, WR answered that his friends are the big problem that make him difficult to focus. Thus, his friends will said "Hey hey bacot".

SY answered that sometimes the lecturer asked to memorize vocabulary but he can not focus because he has different style in learning vocabulary. AMH said that if he have problems from the outside it will affect his concentration in classroom. AMP answered the vocabulary that the lecturer gave is not new vocabulary for him so that he felt that it's not good way to teach.

4.1.2.4. Do you have an easy way to learn the vocabulary? For example you have vocabulary notebook, underline the unknown words or mark the words with highlighter pen. (task strategies)

The result of interview shows that, the students have various strategy that facilitate them learning the vocabulary. Some of students have the same strategy so it

can make them easier to learn the vocabulary. On the other hand, one of the students state that she didn't have any way to make her easy learn vocabulary.

MA answered she has a vocabulary notebook and sometimes she memorize the vocabulary by submitting to another people. RRW said he likes to know the vocabulary that use in daily life because he likes to practice. SIA said if she found new vocabulary in the book she will write the vocabulary with its meaning on the black space of that page. Similar with SIA, MF, HSM, NA and AMH answered that they just underline the unknown word and write the meaning, "Maybe when I reading the book, sometimes I will underline the word what is the meaning," said him. Furthermore, HSM and NA will memorize it. Different from SIA, MF, HSM, NA and AMH, IS said "talk about learning in classroom is my easy way is underline the difficult words in the book." RAA said that she has a dictionary book in her phone so it makes her easier to find out the meaning of vocabulary. WR answered he has earphones to listen the vocabulary, also he has online vocabulary and vocabulary notebooks. SY answered he use dictionary to looking for the meaning of unknown words and use mapping strategy. SA said that she only repeat the vocabulary. RAH said she collected the different words, search the meaning, write it in the vocabulary notebook and then memorize it. AMP said that he has a vocabulary notebook, always write down the new vocabulary and try to memorize it. But, RA only answered that she didn't have vocabulary notebook, "I don't think so. I don't have," said her.

4.1.2.5. Do you ever compare your time or your achievement when you learn the vocabulary? (self-recording)

The result of interview shows that, the researcher found that there seven students who do to know and compare their learning and there are eight students who do not doing that.

RRW answered when he read a book he will get twenty or thirty vocabulary. MF said that she didn't compare her learning because she feel flexible if she can do it by herself, group and study club, "Basically I don't do that. I fell flexible for learning by myself by group or study club," said her. RA answered that if she memorize ten vocabularies once a week she will get less than memorize it two days a week. WR said that he always compare his time and achievement. Sometimes when he listens vocabulary for fifteen minutes he only memorize fifty or maybe seventy vocabularies but if he listen the vocabulary for thirty minutes he could remember all the vocabularies. SY answered when he have conversation with his friends he will get more vocabulary than memorize it. SA said that she compare her time because from that she can know how much she can reach. RAH said that she just campare herself when she was in junior and high school, but for now she didn't really compare it, "In this time I didn't really compare my self but when was in junior high school and senior high school I did it," then the researcher asked how she compare it ans she answered "by telling my self that I have to memorize this words by three days or one week."

SIA, HSM, RAA, NA, IS, AMH, AMP and MA answered that they never compare their learning activity and the effectiveness in learning vocabulary. In addition IS and AMH said that they just let it flow, "I think that I'm not sure to do ... I just let it flow." Said IS.

4.1.2.6. Have you even monitor you learning process? For example if you face some problem while you pronounce the word. How to monitor it? Do you ask your friend for help? (self-monitoring)

The result of interview shows that, some students have related answered. Mostly they will search the meaning by itself and use the technology such us online dictionary for translate the words.

RRW answered that he will asked his friends and he has a native friend so if he face some problem he will asked him, “I will ask my friend. Of course I have a native friend. So, when I don’t know about the pronunciation or maybe I still confuse with the meaning I ask him,” said him. MF, RA, SA, RAH, NA, AMH and AMP also do the same thing. They said that they will open the dictionary or asked their friends. RAH and AMP added that they will asked to their lecturer too. HSM said that she called friends to evaluate her. She gave note to her friends and asked to evaluate her. RAA answered she just use dictionary, “No, I just ask my dictionary phone,” said her. WR said he will asked his sister how to pronounce the words. SY answered that he got many improvement because he compared his learning. NA said “I will ask for helf from friends and look for lecturer maybe. Sometimes it’s like by phone.” MA said sometimes asked to her senior how to pronounce the words and what its meaning.

4.1.3. Self-Reflection Phase

4.1.3.1. After learn the vocabulary, do you evaluate your self for your achievement?
(self-evaluation)

The result of interview shows that, the researcher found that many students do to evaluate themselves in learning, but several other do not do so. RRW said he will use the vocabulary that he learned for speak to everyone. MT answered that she measure how far she could memorize the vocabulary. HSM anwered that she told her friends to asked and then she will answer it. Similar with HSM, RA and RAH said “the way I evaluate my self, sometimes nowadays or lately I just ask my friends to check if I was right or not but it happens very rarely.” RAA answered that she asked her friends the right way to pronounce words if she is wrong. WR said that he evaluate himself by his sister. SY said that he always evaluate himself if he got a new vocabulary. NA answered that she just repeat the vocabulary intensively. IS said she try to remember

the vocabulary and then try to practice it. MA said she is a tutor in dormitory, so that she use to learn the vocabulary in every morning.

SIA and SA answered that they didn't evaluate themselves in learning vocabulary. Also AMH and AMP answered that he evaluate himself every day but never for vocabulary. "Yes, every day I evaluate my self, maybe everytime after I do something I evaluate my self. If I have do like because my hobby is desain and ever desain something and I evaluate what is my mistake. Never for vocabulary," said AMP.

4.1.3.2. Do you know what make your learning process was success or less? (causal attribution)

The result of interview shows that, the researcher found that almost students know what make their learning success and less. Laziness is dominant for students learning because it makes students less outcome.

RRW answered that he didn't like to memorize so he felt didn't have enough vocabulary. SIA aswered that she has less awereness to learn about English so it affect her vocabulary knowledge. MF said she have willingness to learn vocabulary but sometimes laziness coming up. HSM said she know that she like to learn vocabulary because of she is interesting so that it can make her success. RAA answered that she focuses to face the problem in learning vocabulary and it makes learning process more easier. RA said her learning vocabulary was success because she memorize it hardly and patiently, while SA said that she diligent so that it makes her learning success. WR, RAH and NA said that they feel when learning process less its because they laziness. RAH added that laziness is only her obstacle so she fight for it before it will distact her. SY said that his learning was success because he do it seriously and laziness make him less. IS said that focus can make her learning become success. Different

from others, AMH have different reason why he felt success in learning vocabulary. He said “for success it’s important in environment maybe from my family, from my friends it’s important, my teacher can support me.” So, motivation from his family make him success in learning. MA said that she always write vocabulary everyday but she never try to looking for a new vocabulary ever she knows that she still have a limited vocabulary. But, AMP said doesn’t know what make his learning success or less, “I don’t know,” he only said that.

4.1.3.3. Do you satisfied with your learning outcome in learning vocabulary? (self-satisfaction)

The result of interview shows that, mostly students satisfied with their achievement. Also they have their own reason why they feel satisfied about it. But, a lot of them states that they are do not satisfied.

RRW answered that he is satisfied because its the best way he can do, “Yes, because that is the best that I can do. Because I don’t like to remebering. So, that why when I get some vocabulary I will ask my friend or maybe I wrote the mean of the words.” MF answered I try to hide list the self-satisfied because for me satisfiction will make me lazy to increase my vocabulary.” HSM dan RAA said that if they can reach it they will satisfied but not its not she is dissapointed. RA, RAH, NA, IS and AMP only respon that she is satisfied without any reason. WR and SA answered that he is not satisfied because there are many things he must know espeacially in vocabulary, so he need to improve more. SIA and MA said that she is not truly satisfied with her learing outcome because they only have a few vocabulary. SY said “yes, of course because I have principle that never be regret.” While AMH said that “I think no but for this time I will be worried. I just memorize some vocabularies but its not good for English student.”

4.1.3.4. So, what your planning next? Do you want to change or still with same strategy in learning process? Or another one? (adaptive)

The result of interview shows that, some of students want to change their strategy while the other still use the same strategy. They have different reasons why they want to change their strategy. But, that's for better achievement.

MF said that maybe she will change it if she find a suitable strategy for her learning style. HSM said that she will try to find some vocabulary so she can comprehend the English easily. SA said she want to change it and she must more listen and search new vocabulary and practice it. NA said that she want to change it because it's process of self-orientation from good better to the best, "I don't have a planning next but I want change because change is process of self-orientation from good better to the best and I think I'm in a good point," said NA. IS said she wants to change it for better quality of learning vocabulary. AMH said that he need to change it because he want to be a good speaker. AMP said that for now he still with the same strategy but if he found a new method in learning, he will change it. MA said she wants to change her learning strategy and try to looking for it, but for now she just try to memorize by herself.

RRW do not wants to change his learning because he felt comfortable with his own learning strategy. Also, SIA said "I have no planning. I just stay with my strategy." RAA said that she do not want to change it but she want to detract to use social media. RA and WR said that they still with the same strategy because they felt that its useful for them. SY said that its hard to change the strategy because it's his own learning style. He felt comfortable to use that strategy. RAH said that she only want to reduce her laziness.

4.2. Discussion

Based on the finding, the researcher found the description about how the students' self-regulated learning process that divided into three phases: forethought phase, performance phase and self-reflection phase. The students showed that they have different strategy in learning vocabulary with their own way and reasons. Although, the students inclined have resemble respons.

Based on the interviewed, the students' behavior of self-regulated learning influence by their pretension to enter in English Program. It can be sure from the students' reason why they choose to choose English program and they said the like to English as language.

4.2.1. Forethought Phase

Generally, students gave various plans, activities and beliefs that mention in forethought phase. Also the students in third semester of English Education Program IAIN Parepare seem do not have a specific plan and goal in learning vocabulary.

In task analysis, a lot of students set their goals and plans the strategies that will use before learning begin for the achievement. Zimmerman states that metacognition is associated with the learner's ability to monitor, plan, organise and evaluate their own learning.²⁹ So, students who establish their goal and determine the strategy are students who had been actively utilised their metacognition. According to prior research conducted by undergraduated students in UNM Makassar, they found that the high achievement students are the students who set their goals for tasks and

²⁹Genevieve Williamson, Self-regulated learning: an overview of metacognition, motivation and behaviour) *Journal of Initial Teacher Inquiry* (2015). Volume 1. p. 26. <https://pdfs.semanticscholar.org/1e1c/2d16922e667f9d39368b47904aac1506f6bf.pdf> (Access on 31 December 2019)

plan out the strategies.³⁰ Out of fifteen students who had been interviewed by the writer, eleven students set their goal before learning. Most of them plan to learn and memorize a lot of vocabulary. One of the students said that just follow the lecturer's instruction, while other one said she plans it depend on her mood. Meanwhile, there are four students do not set plan. Although, students have variety of ways to learn the vocabulary. Several students tend to read books and when they found unknown words they will search the meaning. In some ways other students will memorize the vocabulary, and then practice it.

According to Zimmerman, another important concept related to selfregulated learning is motivation.³¹ In self-motivation belief, most of students convinced themselves to learn vocabulary toward their self-set goal and strategy. They have different beliefs about their goal. The researcher discover that the students believe they can improve their English. On the other side, one of the students aswered he maybe realize it from the outside because family is the first supporter to enter this program. While the other one never think about how she can convience her self in to learn vocabulary. Also they expect to gain much vocabulary even some of them do not have an expectation in learning vocabulary. One of the students said that expectation will collaps his passing reality. So, he never expect something. Students who put an expectation in learn vocabulary answered that they can enrich their vocabulary and maybe can apply scholarship. Students also like to learn the vocabulary because vocabulary is the rule of English students. Furthermore, the students said that they like

³⁰Andi Miftahul, Kisman Salija And Maemuna, “*Self-Regulated Learning Of High Achievement Students At English Education Program FBS UNM,*” (Thesis of State University of Makassar, 2019) <http://eprints.unm.ac.id/14804/1/Article.pdf> (Access on 23 December 2019)

³¹Genevieve Williamson, Self-regulated learning: an overview of metacognition, motivation and behaviour) *Journal of Initial Teacher Inquiry* (2015). Volume 1. p. 26. <https://pdfs.semanticscholar.org/1e1c/2d16922e667f9d39368b47904aac1506f6bf.pdf> (Access on 31 December 2019)

to learn vocabulary because without vocabulary they can't upgrade skill. They learn it because they want to speak fluently, write correctly, understand what they read and what people said. Acquiring wider and deeper vocabulary knowledge is essential for students' development in speaking and writing.³² But, there are several students do not interest to learn vocabulary. They like to learn the vocabulary depend on the technique and one of them said that he didn't like the way of lecturer teach him.

4.2.2. Performance Phase

In this phase, the students gave variety respons, espeacially in subphase self-control. Based on the findings, nine of fifteen students answered that they are imagine words they want to know. They imagine to know common and uncommon vocabulary. Other students said that they just do it sometimes. But, two of them answered that they do not imagine the words because its difficult and different from the reality. Also from the interviwed, the students have their own instruction to guide them learn the vocabulary. In this case, the students have diverse steps. This is to do with the decisions and actions made by learners in order to optimise their learning environment.³³ There is students who prefer to listen and the other one prefer to speak. Students who give instruction to themselves said that they read and found unknown words, they will search the meaning, memorize it and then practice it. They also involve their friend for help when they do not know the meaning of vocabulary. One of them has different instuction. That is interesting because she said when she found word she will make a

³² Budi Waluyo, "Vocabulary Acquisition through Self-Regulated Learning on Speaking and Writing Development," *International Journal of Language Teaching and Education*, vol. 2 no. 3 (November 2018), h. 289. https://www.academia.edu/37915308/Vocabulary_Acquisition-through_SelfRegulated_Learning_on_Speaking_and_Writing_Development. (Access on 26 Sept 2019)

³³ Genevieve Williamson, Self-regulated learning: an overview of metacognition, motivation and behaviour) *Journal of Initial Teacher Inquiry* (2015). Volume 1. p. 26. <https://pdfs.semanticscholar.org/1e1c/2d16922e667f9d39368b47904aac1506f6bf.pdf> (Access on 31 December 2019)

definition of that word. She make it sentence. So she can have a lot of vocabulary. Beside that, the researcher found that the students difficult to focus while they learn the vocabulary in classroom. Some of them felt that annoying friends are disturb them. One of the students said that when he got a problem from outside, it will disturb his concentration. As students, they also have strategy to make them easy to learn and do their task. They said that that they have a vocabulary notebook, underline the unknown words when they are reading, find the meaning and write it. Also they use dictionary to help them find the meaning and . But, one of them did not have any strategy to make her easy learn the vocabulary.

Another subphase of performance phase is self-observation. Where the students observate themselves to know how effective their learning is. From 15 students only seven students who know and compare their learning. Either student said that she is compare it because she can know how much she can reach. While other students do not doing that. Two of them said just let it flow. In monitor themselves, students require to use the technology such us online dictionary for translate the unknown words and they involve their family, friends and peer for help. One of them said that he will asked his sister how to pronounce the words, while other one said that she will asked her senior for it.

Based on the findings from fifteen students, they are imagine some vocabulary, guide themself to learn, try to focus in classroom, have easy way in learn vocabulary, compare their time and achievement and monitor themselves but its too unpretentious. Even though several of them do not doing that.

4.2.3. Self-Reflection Phase

Different from forethought and performance phase, in self-reflection phase the students are not give much feedback about what and how they do after learn the vocabulary.

In self judgement, the researcher found that most of the students evaluate themselves after learn the vocabulary. As mention in forethoug phase that students who evaluate their own learning are the students who automaticly activate their metacognition. In evaluate themselves, several of the third semester students involved their peer enviroment. Even, there are two students said that their are evaluate themself but never in learning vocabulary context. Mostly, the students felt that laziness make them less in achieve more vocabulary.

In self-reaction. the students gave respons about what they do after learn the vocabulary. They are satisfied with their outcome. Although, several of them do not satisfied. Variety reasons mention by the students. They said it can them lazy and it's not good because still there so many things we need to know about vocabulary. So that, there are several students who want to change their strategy for better achievement. There are also students who feel comfortable with their learning style and useful for them.

After analysis the data, the researcher found that students' respons are not too specific. Based on the phases of self-regulated learning, the students mostly use their behavior and motivation. Different from behavior and motivation, the students is low of respons in metacognitive. Component of metacognition in this research consist of subphase goal setting, strategic planning, imagery, self-recording, self-monitor, self-evaluation, causal attribution and adaptive. It can be seen from the students' respons. Most of the students are do not set their goal, plan the strategy, imagine the vocabulary

that they want to know, do not compare their learning performance, and do not evaluate themselves for better outcome. Sometimes, the students give answer that out of the context or they also give the same answer in different question. So, this research is not too specific in describe the students self-regulated learning process.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

This research proposed to give description on how the students' process of self regulated themselves before learning (forethought phase), during learning (performance phase), and after learning (self-reflection phase) in learning vocabulary.

According to the finding of the research that had been conducted to third semester students of English Department of IAIN Parepare, the result shows below:

1. In forethought phase, students gave various respons and do not bring all the subphase in forethought phase. The high achievement students in this research posses strategies and have beliefs to be self-regulated learners. They use their own strategy like read books so that they find unknown words, translate, memorize and practice it. They believe to reach their goal and learn vocabulary by their own strategy, students convience themselves such us speak fluently, write correctly, understand what they read and what people said. Also they have motivation from inside and outside like family.
2. In performance phase, some of the students give positive respons on how they regulated themselves. Out of fifteen students, most of students have imagine uncommon vocabulary so they can enrich their vocabulary. The students do not focus while learn vocabulary in the classroom because of their friend and the classroom condition. Only lot of the students compare their time and achievement while learn the vocabualary. In monitor themselves, the students involve their family, friends and peer for help.
3. In self-reflection phase, the students do not evaluate themself after learn the vocabulary, laziness is the common reason why the students are less in achieve the

vocabulary but they felt satisfied with their outcome. Besides that, they want to change their strategy that is suitable for their learning style so that they can achieve more vocabularies.

5.2. Suggestion

Based on the conclusion presented above, the researcher would like to give some suggestions as follows:

1. The result of this research hopefully is able to help students evaluate themselves in the learning process. So that they can be good self-regulated learners.
2. The result of the research is able to be a reference for lecturers in learning English or other subjects, especially in learning vocabulary. They can use it to know how the students regulated themselves. So that can improve their ability and achievement.
3. The result of the research is able to be a reference for further researchers who want to conduct a similar research related to self-regulated learning. The researcher hopes for the further researcher can analyze the students' self-regulated learning in more detail.

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APPENDICES



Appendix 1: Summary of the Students' Study Background

Students	Graduated From	Reason of Entering English Education Program	Grade Point Academic (GPA)
MA	Senior High School 8 Pinrang	Her choice	3.85
RRW	Vocational High School 1 Parepare	There is no program about computer, so choose English	3.91
SIA	Senior High School 6 Pinrang	Her choice	3.91
MF	Senior High School 4 Soppeng	Want to be a teacher or lecturer and love English	3.96
HSM	Senior High School 8 Sidrap	Parents give space to choose the majority	3.85
RAA	Senior High School 2 Parepare	English is passion and like English since kid	3.80
RA	Senior High School 1 Parepare	Her choice	3.87
WR	Senior High School 1 Parepare	Family support	4.00
SY	Senior High School 9 Pinrang	Family give him command	4.00
SA	Watthanatham Islam School Thailand	Her choice	3,78
RAH	Senior High School 1 Parepare	Her choice	3.76
NA	Vocational High School 2 Parepare	Her choice	3,72
IS	Senior High School 8 Sidrap	Her choice	3.85
AMH	IMMIM Boarding School Makassar	His choice	3.96
AMP	Senior High School 2 Parepare	He love English and want to increase English	3.85

Appendix 2: The Time and Place of the Interview

Participant	Time	Place
RRW	5 December 2019	T Building Room 106
SIA	5 December 2019	Dormitory
SA	5 December 2019	Dormitory
MF	7 December 2019	Fuad Building
HSM	10 December 2019	T Building Room 101
RAA	10 December 2019	T Building Room 108
RA	10 December 2019	T Building Room 105
WR	10 December 2019	T Building Room 105
SY	10 December 2019	T Building Room 105
RAH	11 December 2019	T Building Room 208
NA	11 December 2019	T Building Room 208
IS	11 December 2019	T Building Room 208
AMH	11 December 2019	T Building Room 208
AMP	11 December 2019	T Building Room 102
MA	12 December 2019	Dormitory

Appendix 3: Instrument

SEMI-STRUCTURAL INTERVIEW

Opening Question:

- Hi, how are you?

- What is your name?
- Where do you come from?
- Where the school did you graduate?

Main questions:

- Do you like English?
- Is this your choice to entering English educational program?
- Before learning begin, do you plan to learn some vocabularies to enrich your knowledge? (goal setting)
- How do you learn it? Can you explain the strategy that you use? (strategic planning)
- Do you convince your self to do so? What is in your mind? (Self-efficacy)
- Do you expect to gain much vocabulary before you learn it? (Outcome expectation)
- Do you like to learn vocabulary? (intrinsic interest)
- Why you like to learn it? do you want to speak fluently or what? (goal orientation)
- Do you imagine the words that you want to know? (imagery)
- What do you do when you learn the vocabulary? Do you have step while you learn it? Tell me the detail. (self-instruction)
- Do you find the difficult to focus while you learn vocabulary in classroom? (attention focusing)
- Do you have your any way to make you easy learn the vocabulary? For example you have vocabualary book, underline the unknown words or mark the words with highlighter pen. (task strategies)

- Do you ever compare your time or your achievement when you learn the vocabulary? (self-recording)
- Have you even monitor you learning process? For example if you face some problem while you pronounce the word. How to monitor it? Do you ask your friend for help? (self-monitoring)
- After learn the vocabulary, do you evaluate your self for your achievement? (self-evaluation)
- Do you know what make your learning process was success or less? (causal attribution)
- Do you satisfied with your learning outcome in learning vocabulary? (self-satisfaction)
- So, what your planning next? Do you want to change or still with same strategy in learning process? Or another one? (adaptive)

Appendix 4: Result of Interview

1. Name : MA

Interviewer : Before learning begin, do you plan to learn some vocabularies to enrich your knowledge?

Student : I don't know this is my plan or not because before that I ever take course when I was still junior high school in the second grade and then I have memorize some vocabularies in there.

Interviewer : How do you learn it? Can you explain the strategy that you use?

- Student : I learn it by memorizing. I just prepare a piece of paper and then i fulfill the paper by some vocabularies that I don't know and then I translate into Indonesia after that I submitted to another people like that.
- Interviewer : Do you convince your self to do so?
- Student : Sometimes.
- Interviewer : How do you convince your self?
- Student : I make sure myself by my friend we can study together.
- Interviewer : Do you expect to gain much vocabulary before you learn it?
- Student : Yes.
- Interviewer : How is your expectation?
- Student : Sometimes my expectation is not the same.
- Interviewer : Like what? Can you tell me one your expectation.
- Student : For example in this month I will try to memorizing six hundred vocabularies.
- Interviewer : Do you like to learn vocabulary?
- Student : Yes, I do.
- Interviewer : Why you like to learn it? do you want to speak fluently or what?
- Student : Because according to me vocabulary is one of important thing if we want to speaking or writing and then because if we have a lot of vocabularies of course it can make us to make a sentence well.
- Interviewer : Do you imagine the words that you want to know?
- Student : Yes.
- Interviewer : Like what?
- Student : If I want to speaking I try to memorizing the word that I don't know.
- Interviewer : What do you do when you learn the vocabulary? Do you have step while you learn it?
- Student : When I learn about vocabulary in the classroom usually for example I looking about "makan" eat and then I try to looking for the definition

of eat what is eat, eat is something activity if we are hungry. Of course we have a lot of vocabularies beside it.

Interviewer : OK. You make it a sentence?

Student : Yes, sometimes if I want to memorize the vocabulary I try to make it sentences.

Interviewer : Do you find the difficult to focus while you learn vocabulary in classroom?

Student : Sometimes, for example if I found a new vocabulary and then its hard for me to pronounce and try to looking for in dictionary.

Interviewer : Don't you have a distraction when you want to learn the vocabulary but you didn't focus because of it.

Student : Yes, I have.

Interviewer : Like what? Can you tell me?

Student : About my distrubtion sometimes because I ever learn the vocabularies like just I tell to you its so noisy for me because everyone have to go to the another groups to ask whats the is definition of that vocabulary.

Interviewer : Do you have your any way to make you easy learn the vocabulary? For example you have vocabualary notebook, underline the unknown words or mark it.

Student : But now I have a vocabulary notebook and then sometimes in this time I always try to memorize the vocabulary by submitting to another people.

Interviewer : Do you ever compare your time or your achievement when you learn the vocabulary?

Student : Never.

Interviewer : Have you even monitor you learning process? For example if you face some problem while you pronounce the word. How to monitor it?

Student : If I found a problem with the vocabulary sometimes I asked to my senior on English department how to pronounce it and what is the meaning.

Interviewer : After learn the vocabulary, do you evaluate your self for your achievement?

Student : Yes.

Interviewer : How you evaluate your self?

Student : Sometimes because now I'm as tutor English dormitory sometimes I use my vocabulary to learn in every morning.

Interviewer : Do you know what make your learning process was success or less?

Student : My learning proses in learning vocabulary?

Interviewer : Yes. What make it success?

Student : Maybe if I always try to write the vocabularies everyday and if I less I never try to looking for a new vocabulary. I know I still have a limited vocabulary.

Interviewer : Do you satisfied with your learning outcome in learning vocabulary?

Student : Just a bit.

Interviewer : So, what your planning next? Do you want to change or still with same strategy in learning process?

Student : Actually I want to change my strategy to memorizing vocabulary but for this time I don't know how to looking for that way but for this time I just try to memorizing by myself.

2. Name : RRW

Interviewer : Before learning begin, do you plan to learn some vocabularies to enrich your knowledge?

Student : No, hmmm I would like to learn about vocabulary when I read the book, I read some books or maybe I get some vocabulary from my friends or my lecturer.

Interviewer : OK. How do you learn it?

- Student : For the first, when I found some vocabulary, when I find new vocabulary I will ask what's the mean of vocabulary. So, after that I will remain that.
- Interviewer : Do you convince your self to do so? What is in your mind?
- Student : I means that I will remain what they say because if it is important. It is will be use for speaking everyday I will remember that.
- Interviewer : Do you expect to gain much vocabulary before you learn it?
- Student : Especially I don't like to remembering the vocabulary. So that's why I will get some vocabulary when I get it in the book or maybe my friend told me about something then I asked them about the meaning.
- Interviewer : I mean that do you expect to gain much vocabulary?
- Student : Yes, I want to know about so many vocabulary but I'm so lazy to remember it.
- Interviewer : Do you lazy to memorize it?
- Student : Yes.
- Interviewer : Do you like to learn vocabulary?
- Student : Fifty-fifty, I like it but sometimes I don't like it.
- Interviewer : Do you imagine the words that you want to know?
- Student : The words that I want to know is the simple words that always we use it for speaking in everyday.
- Interviewer : What do you do when you learn the vocabulary? Do you have step while you learn it?
- Student : For the first, I will asked for the mean of vocabulary and I will remember that and will practice it.
- Interviewer : In your daily life like with your friends?
- Student : Yes, when I meet my friend make conversation.
- Interviewer : Do you find the difficult to focus while you learn vocabulary in classroom?
- Student : No, but the only problem for me is remembering. That is the problem.

- Interviewer : I mean that the noise didn't disturb you?
- Student : No, it's okay.
- Interviewer : Do you have your any way to make you easy learn the vocabulary?
For example you have vocabualary book, underline the unknown words or mark the words with highlighter pen.
- Student : Yeah, because I practice it. When I get then I practice it. I would like to say that I like to know about vocabulary that we use in everyday.
So when get the vocabulary that we use everyday, I will practice it.
- Interviewer : Don't you make a vocabulary notebook or do you underline the unknown words that you don't know?
- Student : Sometimes if I read the book I wrote the mean of the vocabulary.
- Interviewer : the vocabulary that you don't know?
- Student : Yes.
- Interviewer : Do you ever compare your time or your achievement when you learn the vocabulary?
- Student : I don't know, maybe I will get twenty or thirty vocabulary. Maybe it's that when I read the book of course.
- Interviewer : Have you even monitor you learning process? For example if you face some problem while you pronounce the word. How to monitor it? Do you ask your friend for help?
- Student : I will ask my friend. Of course I have a native friend. So, when I don't know about the pronunciation or maybe I still confuse with the meaning I ask him.
- Interviewer : After learn the vocabulary, do you evaluate your self for your achievement?
- Student : Yes, of course.
- Interviewer : How?
- Student : I will speak with my friend or maybe anyone in everyday and of course I will use the vocabulary that I was learn.

Interviewer : Do you know what make your learning process was success or less?

Student : Yes, the only make me success or less because remembering.

Interviewer : And then about the less?

Student : That's it. Because I don't like remembering. I don't have so many vocabulary. So, it is make me less but it's not so much less, it's fifty-fifty.

Interviewer : Do you satisfied with your learning outcome in learning vocabulary?

Student : Yes, because that is the best that I can do. Because I don't like to remembering. So, that why when I get some vocabulary I will ask my friend or maybe I wrote the mean of the words.

Interviewer : You like to practice than memorize, right?

Student : Yes, that's it.

Interviewer : So, what your planning next? Do you want to change or still with same strategy in learning process?

Student : No, because I'm comfortable with that. So, I never change my way to learn about vocabulary.

Interviewer : Thank you very much for your participation, Revit.

Student : You're welcome.

Interviewer : Is there something you want to explain about your learning process in learning vocabulary?

Student : For me, the only problem is when you remembering so many vocabulary but you never practice in everyday it like nothing.

3. Name : SIA

Interviewer : Before learning begin, do you plan to learn some vocabularies to enrich your knowledge?

Student : sometimes I did it before learning begin

Interviewer : What is your plan? Like you need to memorize some vocabulary or you need to have conversation so you can reach much vocabulary.

- Student : Before learning begin, I just read the books.
- Interviewer : I mean that your goal for you learning. Do you plan it?
- Student : I plan to have a lot of vocabularies.
- Interviewer : How do you learn it? Can you explain the strategy that you use?
- Student : Maybe just when I read book and found new vocabularies or I hear new vocabularies from lecturer I search the meaning of it.
- Interviewer : Do you convince your self to do so? What is in your mind?
- Student : Yes of course.
- Interviewer : Do you expect to gain much vocabulary before you learn it?
- Student : Of course.
- Interviewer : Do you like to learn vocabulary?
- Student : Yes, I like it.
- Interviewer : Why you like it?
- Student : Because I have to. I should like it because it's a part of English.
- Interviewer : Why you like to learn it? Do you want to speak fluently or what?
- Student : Yes, of course. When I have conversation with my friend or my lecturer and if I have a lot of vocabularies I will speak fluently.
- Interviewer : Do you imagine the words that you want to know?
- Student : Yes, sometimes. Example if I found unknown vocabulary and I don't know the meaning of it.
- Interviewer : What do you do when you learn the vocabulary? Do you have step while you learn it?
- Student : First, I have to know how to pronounce it and then I have to know the meaning of it and then I apply it in daily activities.
- Interviewer : Don't you want to memorize the vocabulary?
- Student : Actually, memorize isn't effective. It's good if you practice it in daily life.
- Interviewer : Do you find the difficult to focus while you learn vocabulary in classroom?

Student : Yes, sometimes.

Interviewer : What kind of disturbance that you find?

Student : Maybe we can not focus because the classroom is too noisy, and then the subject is not just about vocabulary, it's about reading we have to focus on reading, speaking, so we can not focus only in vocabulary.

Interviewer : Do you have any way to make you easy learn the vocabulary? For example you have vocabulary book, underline the unknown words or mark the words with highlighter pen.

Student : Sometimes if I found new vocabularies in the book, I write it in the blank space on the same page of the vocabulary with its meaning.

Interviewer : Do you have a vocabulary notebook?

Student : No, I write it in the empty space on that page.

Interviewer : Do you ever compare your time or your achievement when you learn the vocabulary? Like when you study 5 minutes or your achievement.

Student : Never. Never.

Interviewer : Have you even monitor your learning process? For example if you face some problem while you pronounce the word. How to monitor it? Do you ask your friend for help?

Student : Sometimes I asked my friend how to pronounce it or I asked my lecturer how to pronounce some vocabularies that I don't know.

Interviewer : Okay. After learning the vocabulary, do you evaluate yourself for your achievement?

Student : I think no.

Interviewer : Do you know what makes your learning process successful or less?

Student : Yes, when talk about awareness. I have less awareness to learn about English.

Interviewer : Do you satisfied with your learning outcome in learning vocabulary?

Student : A little bit.

Interviewer : Why?

Student : Because I just have a few vocabularies, not many.

Interviewer : So, what your planning next? Do you want to change or still with same strategy in learning process? Or another one?

Student : I have no planning. I just stay with my strategy.

Interviewer : Okay. Thank you very much for your participation.

Student : You are welcome



Appendix 5: Documentation







Appendix 5: Documentation



Parepare, 25 November 2019

Nomor : 940/SPM/DPM-PTSP/12/2019 Yth. Rektor Institut Agama Islam Negeri Kota Parepare
 Lampiran : -
 Perihal : Izin Penelitian

Di -
Parepare

DASAR :

1. Undang-Undang Republik Indonesia Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengajaran dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Umum dan Pengembangan di Lingkungan Kemendiknas Dalam Negeri dan Pemerintah Daerah.
3. Peraturan Menteri Dalam Negeri Nomor 17 Tahun 2016 tentang Pedoman Penelitian dan Pengembangan di Kementerian Dalam Negeri dan Pemerintah Daerah.
4. Peraturan Daerah Kota Parepare No. 6 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah.
5. Peraturan Walikota Parepare No. 39 Tahun 2017 tentang Petunjuk Pelaksanaan Pelayanan Perizinan dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Parepare.
6. Surat Wakil Dekan I Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare, Nomor : B.2159/In.35.5.1/PP.00.9/11/2019 tanggal 18 November 2019 perihal Permohonan Rekomendasi Izin Penelitian.

Setelah mempersiapkan hal tersebut, Pemerintah Kota Parepare (Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Parepare) dapat memberikan Izin Penelitian kepada :

Nama : Nia Kurniati Tahir
 Tempat/Tgl. Lahir : Parepare / 02-12-1995
 Jenis Kelamin : Wanita
 Pekerjaan / Pendidikan : Mahasiswa / S1
 Program Studi : Pendidikan Bahasa Inggris
 Alamat : Jl. Kebun Sayur, No. 34 B
 Kel. Ujung Lare Kec. Soreang
 Kota Parepare

Bermaksud untuk melakukan Penelitian/Wawancara di Kota Parepare dengan judul :
 Students' Self Regulated Learning in Learning Vocabulary At The Third Semester Of English Education Program IAIN Parepare

Selama : TMT 28/11/2019 S/D 12-12-2019
 Pengikut/Peserta : Tidak Ada

Sehubungan dengan hal tersebut pada pokoknya kami menyetujui kegiatan dimaksud dengan ketentuan yang tertera dibelakang Surat Izin Penelitian ini.

Demikian izin penelitian ini dibenarkan untuk dilaksanakan sesuai ketentuan berlaku.



Kepala Dinas Penanaman Modal
dan Pelayanan Terpadu Satu
Pintu Kota Parepare

(Signature)
HI ANDI HUSIA SH, MH
 Wakil Pembina Utama Muda
 NIP. 19620915 198101 2 001

- TEMBUSAN : Kepada Yth
1. Gubernur Provinsi Sulawesi Selatan Cq. Kepala BKB Sulsel di Makassar
 2. Walikota Parepare di Parepare
 3. Dekan Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare di Parepare
 4. Saudara Nia Kurniati Tahir
 5. Arsip.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH**

Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax: (0421) 24404
PO Box 909 Parepare 91100, website: www.iainparepare.ac.id, email: mail@iainparepare.ac.id

**SURAT KETERANGAN PENELITIAN
NOMOR : B.01j/In.39.5/PP.00.9/01/2020**

Yang bertanda tangan di bawah ini,

Nama : Dr. H. Saepudin, S.Ag., M.Pd.
NIP : 19721216 199903 1 001
Jabatan : Dekan
Instansi : Institut Agama Islam Negeri Parepare

dengan ini menerangkan bahwa

Nama : Nia Kurniati Tahir
NIM : 15.1300.175
Fakultas/Prodi : Tarbiyah/Pendidikan Bahasa Inggris
Alamat : Jl. Kebun Sayur No. 34 B Kel. Ujung Lare Kec. Soreang
Kota Parepare

Benar telah melakukan penelitian di Fakultas Tarbiyah Institut Agama Islam Negeri Parepare mulai bulan Nopember sampai dengan bulan Desember 2019, dengan judul penelitian "*Students' Self-Regulated Learning In Learning Vocabulary At The Third Semester Of English Education Program IAIN Parepare*"

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Parepare, 14 Januari 2020

Dekan,



H. Saepudin



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH**

Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.257/In.39.5.1/PP.00.9/11/2019
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. WALIKOTA PAREPARE
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
Di-
KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Nia Kumiati Tahir
Tempat/Tgl. Lahir : Parepare, 02 Desember 1996
NIM : 15.1300.175
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : Jl. Kebun Sayur, No. 34 B Kel. Ujung Lare Kec. Soreang
Kota Parepare

Bermaksud akan mengadakan penelitian di wilayah KOTA PAREPARE dalam rangka penyusunan skripsi yang berjudul :

"Students' Self-Regulated Learning In Learning Vocabulary At The Third Semester Of English Education Program IAIN Parepare"

Pelaksanaan penelitian ini direncanakan pada bulan November sampai selesai.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 21 November 2019

Wakil Dekan I,



Tembusan :

1. Rektor IAIN Parepare

CURRICULUM VITAE



NIA KURNIATI TAHIR is a student of English Program of Tarbiyah Faculty in State Islamic Institute (IAIN) Parepare, she was born in Parepare (South Sulawesi) on December 02nd 1996. She is the third child of two siblings of the couple Drs. Muh. Tahir and Hj. Hilmi Umar. She started her study in SD Negeri 38 Parepare (2003-2009), SMP Negeri 2 Parepare (2009-2012), SMA Negeri 1 Parepare (2012-2015). Finally she has done her study S1 at Institut Islamic Collage (IAIN) Parepare entitle *“Students’ Self-Regulated Learning In Learning Vocabulary At The Third Semester Of English Education Program Iain Parepare”*.