

A THESIS

**IMPROVING THE STUDENTS ENGLISH VOCABULARY
MASTERY THROUGH SELF-REGULATED LEARNING IN
FIRST SEMESTER ENGLISH EDUCATION OF IAIN
PAREPARE**



BY

HASMI

REG NUM. 17. 1300. 055

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

2023

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Submitted to the English Program of Tarbiyah Faculty of State Islamic
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for the Degree of Sarjana Pendidikan (S.Pd)

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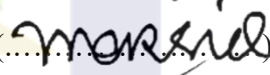

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Parepare, February 18nd 2022

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through Self-Regulated Learning in First Semester
English Education of IAIN Parepare

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

Parepare, November 20th 2022

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ABSTRACT

Hasmi. *Improving Students' Mastery of English Vocabulary through Self-Regulated Learning in English Education in First Semester of IAIN Parepare* (Supervised by Saepudin and Zulfah)

English has 4 basic skills, namely speaking, reading, writing, and listening. To master these four skills, it is necessary to master vocabulary. Learning vocabulary is a basic and important part of learning a foreign language. Without increasing your vocabulary, it is difficult to learn these four basic English skills. That is the reason why we must master vocabulary in learning English. This study aims to find out by applying self-regulated learning in the process of mastering vocabulary, it can improve the mastery of English vocabulary for the first semester students of IAIN Parepare.

In this study, the researcher used a pre-experimental method. The population in this study were 30 first semester students, then divided into two groups. namely the experimental group and the control class group. The researcher used random sampling by selecting 30 students and then dividing them into two groups as the research sample. The instrument of this research is a vocabulary test where students will be directed to translate the prepared words as much as they can. Researchers collect data by giving pre- test, treatment, post-test.

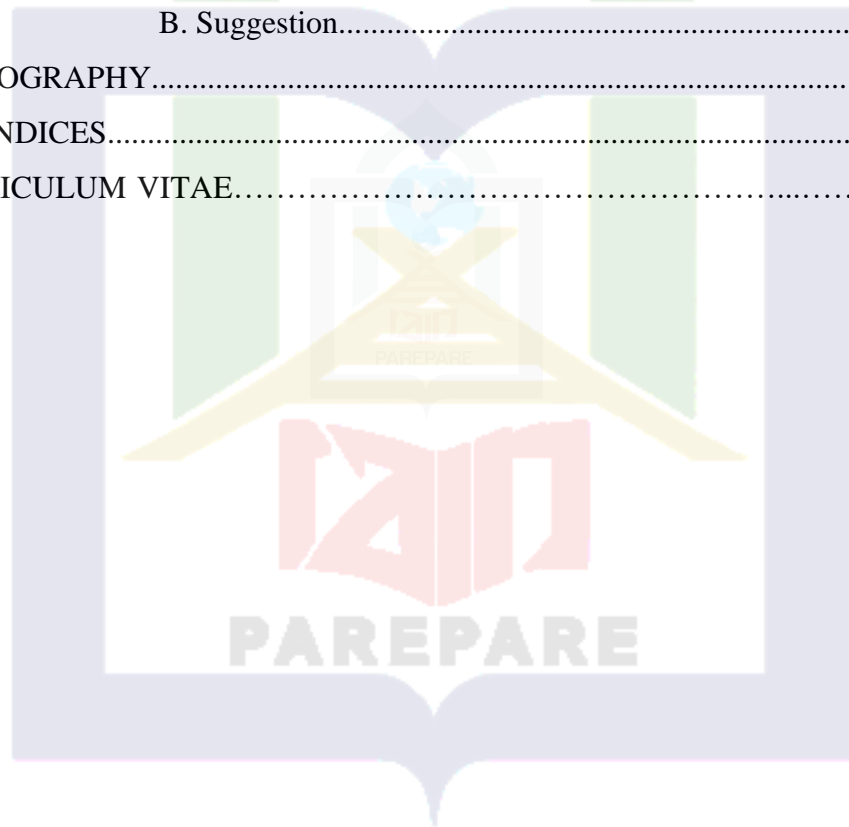
After analyzing the data, the researcher found that there was a significant effect of the experimental class group that had been given treatment after the implementation of the self-regulated learning method. The research shows that students have a positive response to vocabulary learning with the self-regulated learning method and they agree with this. It can be concluded that the application of self-regulated learning is able to improve the Mastery of English Vocabulary for the first semester students of IAIN Parepare.

Keywords: Vocabulary Mastery, Self-regulated learning.

TABLE OF CONTENT

COVER.....	i
PAGE OF TITLE.....	ii
ENDORSEMENT OF CONSULTANT COMMISSIONS.....	iii
ENDORSEMENT OF EXAMINER COMMISSIONS.....	iv
ACKNOWLEDGEMENT.....	v
DECLARATION OF THE AUTHENTICITY OF THE THESIS.....	vii
ABSTRACT.....	viii
LIST OF CONTENTS	ix
LIST OF TABLE.....	xi
LIST OF APPENDICES.....	xii
CHAPTER I INTRODUCTION.....	1
A. Background.....	1
B. Research Questions.....	4
C. The Objective of The Research	4
D. Significance of the Research	5
CHAPTER II REVIEW OF RELATED LITERATURE	6
A. Previous Related Research Findings	6
B. Some Pertinent Ideas	9
C. Conceptual Framework.....	23
D. Hypothesis.	24
E. Operational Definition... ..	25
CHAPTER III METHODOLOGY OF RESEARCH.....	26
A. Research Design	26
B. Variable of The Research	26
C. Location and Duration.....	26

	D. Population and sample.....	26
	E. Instrument of the Research	28
	F. Research Procedure	30
	G. Technique of Data Analysis	31
CHAPTER IV	FINDING AND DISCUSSION.....	34
	A. Findngs.....	34
	B. Discussion.....	40
CHAPTER V	CONCLUSION AND SUGGESTION.....	49
	A. Conclusion.....	49
	B. Suggestion.....	49
BIBLIOGRAPHY.....		I
APPENDICES.....		VII
CURRICULUM VITAE.....		XLVII



LIST OF TABLES

Number of Table	Title of Table
4.1	The students` score in pre-test in the experiment class
4.2	The students` classification score, frequency and percentage experiment class of pre-test
4.3	The students` score in pre-test in the control class
4.4	The students` classification score, frequency and percentage control class of pre-test
4.5	The students` score in post-test in the experiment class
4.6	The students` classification score in post-test in the experiment class
4.7	The students` score in post-test in the control class
4.8	The students` classification score in post-test in the control class
4.9	Comparison of pre-test and post test results in the experimental class
4.10	The mean score and standard deviation of pre-test and post-test
4.11	The comparison between pre-test and post-test result in the control class
4.12	The mean score and standard deviation of pre-test and post-test
4.13	The rate percentage of frequency of the pre-test and post-test
4.14	The rate percentage of frequency of the pre-test and post-test
4.15	The worksheet of calculation of the score on pre-test and post-test in experiment class on the improving students` English vocabulary mastery

4.16	The worksheet of calculation of the score on pre-test and post-test in control class on the improving students` English vocabulary mastery
4.17	The test of significant



CHAPTER 1 INTRODUCTION

A. Background

Vocabulary is an important part of learning a foreign language, students are required to master word for word so that it is possible to increase students' vocabulary.¹ Mastery of vocabulary will help students to learn four skills in mastering English. There are many compelling reasons to provide students with instruction to build vocabulary, none more important than the contribution of vocabulary knowledge to reading comprehension. One of the most enduring findings in reading research is the extent to which students' vocabulary knowledge relates to their reading comprehension. Recently, the National Reading Panel concluded that comprehension development cannot be understood without a critical examination of the role that vocabulary knowledge plays.²

Besides being able to improve mastery of words, it can also improve speaking skills in English. Of course, this is the main benefit of mastering vocabulary. As for improving the ability to read texts in English and one more benefit important, vocabulary can help you get a high score for TOEFL, ToEIC, or IELTS. David Wilkins, said without grammar very little can be conveyed, without vocabulary nothing can be conveyed.³

¹ Fries, Charles C. "Teaching and Learning English as a Foreign Language". (Michigan: The University of Michigan Press, 1945)

² National Reading Panel. "Report of National Reading Panel Teaching Children to Read: An Evidence-Base Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction. Rockville," MD: National Institute of Child Health and Human Development, (2000).

³ Thornbury, Scott. "How to Teach Vocabulary". (Pearson Education Limited, 2002)

It is recognized that vocabulary mastery is important, however, there are still many students who have problems with vocabulary mastery. Each student has different obstacles caused by their learning errors. Some are quick to memorize just by listening, but there are also those who have to write. Some are quick to memorize just by reading. Here are some student learning methods that can hinder their vocabulary mastery.

Lack of vocabulary mastery is not the only determinant of someone's inability to communicate in English. but there are also several influencing factors. for example, a person will not be able to know what other people are saying if they have never listened to a good conversation in English. the thing that is no less important is that reading some English texts has a much greater impact. After reading, writing text in English can be a method that is also needed. and the last, of course, is a conversation to train how far our ability in mastering English is. These four methods can be used alternately or gradually so that vocabulary mastery can be mastered well.

Beginners don't have confidence in themselves, especially when it comes to speaking English. This self-confidence arises because of the fear or shame of making a mistake when expressing a sentence. Everyone also starts learning from scratch and also makes mistakes, you are not exception. Confidence can only be obtained from yourself. The solution is to study in groups and often meet strangers. Your confidence level will increase if you get used to it, so to get used to it you have to study with a lot of people. A great choice if you're into an English learning community and are open to it.

Self-regulated learning is a combination of ability and desire. The students' strategy is to plan, control, and evaluate their cognitive, motivational, behavioral and contextual processes. Students know how to plan is to motivate themselves. He recognizes its possibilities and limitations, and as this knowledge functions, controls, and processes regulate learning to integrate or combine objective tasks and their contexts to optimize performance and improve skills through practice.⁴

Students who learn by self-regulation can be termed as 'expert' students. Expert students know themselves and how they learn to learn best. Wolters said that self-regulated learning is an active and constructive process of students in setting goals for their learning process and trying to monitor, regulate, and control their cognition, motivation, and behavior, all of which are then directed and encouraged. with objectives and prioritizing the environmental context.⁵

The term self-regulated learning developed from Bandura's theory of social cognition. According to social cognition, humans are the result of an interdependent causal structure from aspects of personal, behavior, and environment. These 3 aspects are determinant aspects in self-regulated learning. Bandura explains that the three aspects of these determinants are causally related, where the person tries to self-regulate, the result is in the form of performance or behavior, and this behavior has an impact on environmental change, and soon.⁶

⁴ Pri Ariadi Cahya Dinata et.al. "Self-Regulated Learning sebagai Strategi Membangun Kemandirian Peserta Didik dalam Menjawab Tantangan Abad-21," Universitas Negeri Yogyakarta : (2016)

⁵ Waiters, C.A., et.al. "Assessing Academic Self-Regulated Learning. Conference on Indicators of Positive Development: Child Trends" (2003)

⁶ Latipah. "Strategi Self-Regulated Learning and Prestasi Belajar. Kajian Meta Analisis" Universitas Islam Negeri Sunan Kalijaga, (2021).

Self-regulated learning is defined by Zimmerman and Martians-Pons as the degree to which participants actively involve metacognition, motivation, and behavior in the learning process. Self-regulated learning is also defined as a form of individual learning depending on their learning motivation, autonomously developing measurements (cognition, metacognition, & behavior), and monitoring learning progress.⁷

B. Research Questions

Based on the background above, the research formulated the research question, namely is self-regulated learning able to improve students English vocabulary at first semester of English department IAIN Parepare?

C. The Objective of The Research

Whether or not the problem statement above, the objective of the research is to examine of self-regulated learning able to improve students English vocabulary at first semester of English department IAIN Parepare.

D. Significant of The Research

The significances of this research are as follows:

1. For the researcher, to add more knowledge about discourse study especially about this research.
2. For students, it helped students to increase mastery of English and their interest to be more active in teaching learning process.
3. For the teacher, the result of the study can be used as an alternative teaching technique to improve students' mastery of English ability.

⁷ Zimmerman et.al, "Student's Differences in Self-Regulated Learning: Relating Grade Sex, and Giftedness to Self-Efficacy and Strategy Use" Journal of Education Psychology., (2021)

4. For the next researcher, the result of this research can be used as previous research in his/her research.
5. English department, the result of this research study will be an input of English material.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

In this research, there are some reviews of related literature finding from the previous researcher, they are :

The first previous study finding came from Fika Widya Pratama in his research entitled "The role of self-regulated learning in moderating learning with a scientific approach to student learning outcomes". The purpose of this study was to determine whether Self-Regulated learning plays an important role in moderating scientific-based learning on student learning outcomes. This research uses quantitative methods. The data collection method used is the documentation method, the questionnaire method and the text method. The results of the research used in this study suggest that self-regulated learning can improve students' academic learning achievement this is encouraged because they are interested in learning the processes used by students to initiate and direct their efforts to acquire knowledge and skills.⁸

The second previous study finding came from Ronald Haries Hamonangan in his research entitled "The effect of self-regulated learning and self-control on Indonesian language learning outcomes". This study aims to see whether there is an effect of Self-Control and Self-Regulated learning on Indonesian language learning outcomes in class VII students. This study uses survey methods, survey

⁸ Fika Widya Pratama, "Peran Self-Regulated Learning dalam Memoderatori Pembelajaran dengan Pendekatan Saintifik Terhadap Hasil Belajar Ssiwa", Universitas Kristen Satya Wacana Salah Tiga.

methods in research are used to collect data or information about a large population using a relatively small sample. The results showed that there was an effect of self-control on Indonesian language learning outcomes. Meanwhile, self-regulated learning has an influence on students' learning outcomes of Indonesian.⁹

The third previous study finding came from Shofiyatul Azmi in his research entitled “Self-regulated learning is one of the capitals of successful teaching and learning”. This study aims to see the improvement of learning skills in each student using the Self-Regulated learning strategy. The method used to see whether this lesson is successful or not is pre-test and post-test.¹⁰

The fourth previous study finding came from Dewi juniayanti in a study entitled "The effect of the Self-Regulated learning model assisted by environmental media on the motivation to learn science in elementary school students." This study aims to determine the difference in motivation to learn science between students who take part in self-regulated learning. The method used is a non-test data collection method, namely a motivation questionnaire. The results of this study found that there were significant differences in science learning motivation between the groups that participated in self-regulated learning.¹¹

⁹ Ronald Haris Hamonongan, Et.al. “Pengaruh Self-Regulated Learning dan Self-Control Terhadap Hasil Belajar Bahasa Indonesia”. Jurnal Dimensi Pendidikan Pelajaran.

¹⁰ Shofiyatul Azmi. “Self-Regulated Learning Salah Satu Modal Kesuksesan Belajar dan Mengajar”, Universitas PGRI Palembang, (2019).

¹¹ Dewi Junianti, et.al. “Pengaruh Model Pembelajaran Self-Regulated Learning Berbantuan Media Lingkungan Terhadap Motivasi Belajar IPA Siswa SD”, Universitas Pendidikan Ganesha (2015).

The fifth previous study finding came from Eva Latipah in her research entitled "Self-Regulated Learning Strategies and Learning Achievement: A meta-analysis study." The purpose of this study was to determine the effect of self-regulated learning. The method is a meta-analysis of the experimental and survey literature. The results showed that the self-regulated learning strategy had a positive effect on student achievement.¹²

The similarity between Fika Widya Pratama's research and his research is that they both examine self-regulated learning and use quantitative methods as their research design. While the difference lies in the data collection method, previous research used questionnaires, text and documentation, while the research used pre-test and post-test in collecting data.

For the second study from Ronald Haries Hamonangan, the similarity with the research of both researchers is both discussing self-regulated learning, and the research objective is also the same, namely wanting to know how effective self-regulated learning is in research. The difference lies in the object of research, where previous research conducted research on students in junior high school and research researchers on first semester students majoring in English education.

The third research from Shofiyatul Azmi, the similarity with the research of both researchers discusses self-regulated learning and also uses the same pre-test and post-test in data collection. The difference between this research and previous research lies in the purpose, location and object of the research.

¹² Eva Latipah, "Strategi Self-Regulated Learning dan Prestasi Belajar : Kajian Meta Analisis" Universitas Islam Negeri Sunan Klajaga, (2010).

The fourth study from Dewi Juniayanti, this study and the research of other researchers both discuss self-regulated learning. The difference lies in the data collection method, Dewi's research uses a motivation questionnaire, while the researcher's research uses a pre-test and post-test.

Lastly, research from Eva Latipah. The similarity of this study with the research of researchers lies in discussing self-regulated learning. While the difference lies in the object of research where the object of this research is students in the first semester while the previous research is students. Another difference lies in the different research locations.

B. Pertinent Ideas

1. Self-Regulated Learning

Self-regulated learning is basically self-regulation or self-regulation that is applied in the learning process. This can be seen from the opinion of Zimmerman who provides an explanation of self-regulated learning as follows. "Self-regulation as the process we use to active and sustain our thoughts, behavior and emotions in order to reach our goals. When the goals involve learning, we talk about self-regulated learning".¹³

Furthermore, Ormrord reveals that "self-regulated learning is regulation of one's own cognitive processes and studying behaviors in order to learn successfully". Self-regulated learning is the regulation of cognitive processes and learning behavior in a person in order to make his learning successful. Self-regulation itself is explained that self-regulation or self-regulation is the process

¹³ Zimmerman, et.al. "Self-Regulation : A Social Cognitive Perspective Handbook of Self-Regulation, Research, and Applications" Orlando, FLAcademic Press 1339, (2000)

of setting goals for oneself and is related to behavior and cognitive processes that support goal achievement.

Another definition of self-regulated learning according to Snowman and McCown is as follows. “Self-regulated learning refers to any thoughts, feelings, or actions that are purposely generated and controlled by a student to maximize learning of knowledge and skills for a given task and set of conditions.”¹⁴

Self-regulated learning is all forms of student thoughts, feelings, or actions that are intentionally carried out and controlled by students to maximize the learning of their knowledge and skills to complete the given task and adapt to certain conditions.

Self-regulated learning covers three areas, namely cognition, motivation, and behavior. Cognition is an area that deals with thoughts or thinking activities. Motivation is an area related to feelings or affection. Behavior is an area that deals with action. These three areas, are psychological functions (psychological functioning).¹⁵

Based on the definitions above, it can be concluded that self-regulated learning is all forms of thoughts, feelings, or actions related to cognitive processes and learning behaviors that are deliberately carried out by someone to complete their learning tasks under certain conditions in order to achieve the goals set in the learning success.

¹⁴ Altun, et.al. “Self-Regulation based Learning Strategies and Self-Efficacy Perceptions as Predicators of Male and Female Student’s Mathematic Achievement Procedia-Social and Behavioral Science”, (2013).

¹⁵ Wolters,, C.A., et.al. “Assesing Academic Self-Regulated Learning. Conference on Indicators Positive Development : Child Trends.” (2003).

The steps in teaching and implementing Self-Regulated learning for each student are of course different. In accordance with the notion of Self-Regulated learning is a combination of ability and desire. Efforts to deepen and monitor cognitive and behavior to improve the learning process in achieving goals. Simply put, Self-Regulated learning is an attempt to manage oneself to learn in order to create effective and efficient learning.

Each student in this study is required to follow the steps for implementing Self-Regulated learning. The steps to implement it are referred to as a cycle (SRL) because this process is continuous like a cycle. If at the final stage students are not satisfied with the results they can review their learning stages from the beginning.

The first thing to do is:

a. Self-Evaluation and Monitoring

This stage is carried out by students to evaluate learning activities while they are doing (SRL). Students monitor or monitor their learning activities. It aims to see the extent to which students' understanding of a material. Next, they need to evaluate their way of learning to see if the way of learning is effective and to help see where the shortcomings in learning (SRL) have been so far.

b. Goals Setting and Strategic Planning

After knowing the shortcomings in learning so far, students can see more clearly what needs to be improved. After that, students can make goals they want to achieve to improve these learning activities. Students also need to make plans or ways to achieve these goals.

c. Putting a Plan Into Action and Monitoring

Here students need to carry out the design or method that has been made and do not forget to continue to monitor whether the design is implemented well or not and ensure that no design is missed.

d. Monitoring Outcomes and Modify Strategies

What students need to do next is to monitor and evaluate the learning improvements they get. If students are not satisfied with the results they can re-evaluate what is lacking and do this cycle again.

2. Aspects of self-regulated learning

According to Zimmerman, there are four aspects of self-regulated learning, namely as follows:

a. Metacognitive Self-Regulation Cognitive

Aspects include the process of understanding self-awareness and awareness and knowledge in determining learning approaches as a way of thinking. Cognition in self-regulated learning is the ability of individuals to plan, organize or regulate, instruct themselves, monitor and evaluate in learning activities.

b. Physical and Social Environment Management

This aspect includes how to manage physical and social conditions, namely by studying the surrounding environment and seeking help. In addition, this aspect includes how a person learns a location that is suitable for the type of person's learning so that he is able to concentrate on learning. A student who has high achievement has a tendency to regulate his learning environment.

c. Time Management

Good and wise time management is needed by students to manage their study schedule. A student who is able to manage time well and wisely to study will affect good learning achievement for these students.

d. Effort Regulation

This aspect refers to a person's ability to accept a failure and build confidence to bounce back from that failure.

3. Self-Regulated Learning Strategy

According to Zimmerman (1989), the strategies used in self-regulated learning are as follows:

a. Evaluation of the progress of the task (self-evaluating)

It is the initiative of students in evaluating the quality of assignments and the progress of their work. Learners decide whether the things that have been learned reach the predetermined goals. In this case, students compare the information obtained through self-monitoring with several standards or goals they have.

b. Organizing subject matter (organizing & transforming)

The organizing strategy indicates the overt and covert behavior of students to organize the material being studied with the aim of increasing the effectiveness of the learning process. The transforming strategy is done by changing the subject matter to be simpler and easier to learn.

c. Making plans and learning objectives (goal setting & planning)

This strategy is the setting of students towards general goals and specific objectives of learning and planning for the sequence of tasks, how to

use time and complete activities related to these goals. Planning will help students to identify potential conflicts and crises and minimize urgent tasks. Planning also allows students to focus on the things that are important to long-term success. To get the greatest possible benefit from planning, plans need to be reviewed regularly.

d. Seeking information

Students have the initiative to try to find information outside of social sources when doing assignments or when studying a subject matter. This strategy is done by determining what information is important and how to get that information.

e. Recording important things (keeping records & monitoring)

This strategy is done by recording important things related to the topic being studied, then storing test results, assignments and notes that have been done.

f. Organizing the learning environment (environmental structuring)

Learners try to select and organize aspects of the physical environment in certain ways to help them learn better.

g. Consequences after doing the task (self-consequences)

This strategy is done by arranging or imagining the reward or punishment that will be obtained if you succeed or fail in doing the task.

h. Repeating and remembering (rehearsing & memorizing)

Students try to re-learn the subject matter and remember reading material with overt and covert behavior.

i. Asking for peer assistance (Seek peer assistance)

When faced with problems related to the task at hand, students ask for peer help

- j. Asking for help from teachers/teachers (seek teacher assistance)

Asking teachers or lecturers inside or outside study hours with the aim of being able to help complete assignments well.

- k. Asking for help from adults (seek adult assistance)

Asking for help from adults who are inside and outside the learning environment if there is something that is not understood related to the lesson. Adults referred to in this case are people who are more experienced, could be seniors on campus.

- l. Repeating previous assignments or tests (review test/work)

Past exam questions on certain topics and assignments that have been done are used as sources of information for learning.

- m. Reviewing notes

Before following the objectives, students review notes so that they know what topics will be tested.

- n. Reviewing textbooks (review texts book)

Reading books is a source of information that is used to support notes as a learning tool.

4. Levels and Development of Self-Regulated Learning

According to Schunk and Zimmerman, there are four levels and development of self-regulated learning, namely.

- a. Observational level

The observational level is an early level in the development of self-regulated learning. While at this level, a student observes models (teachers, parents, etc.) that explain how the thinking process is while doing the task. Students then perceive that there are similarities with the model and seem to do what the model does. Students will then be motivated to develop self-regulated learning.

b. The level of imitation (emulative)

The level of imitation (emulative) is when students show performance that is almost the same as the model. Students usually do not immediately imitate the model, but try to equate the general patterns carried out by the model. This level is quite important, because a student needs to carry out a strategy directly so that the strategy enters their thinking scheme.

c. The level Self-controlled

Self- level control level is a phase where students are able to use their own learning strategies when doing assignments. The strategies used by students are usually internalized even though they are still influenced by the performance standards shown by the model.

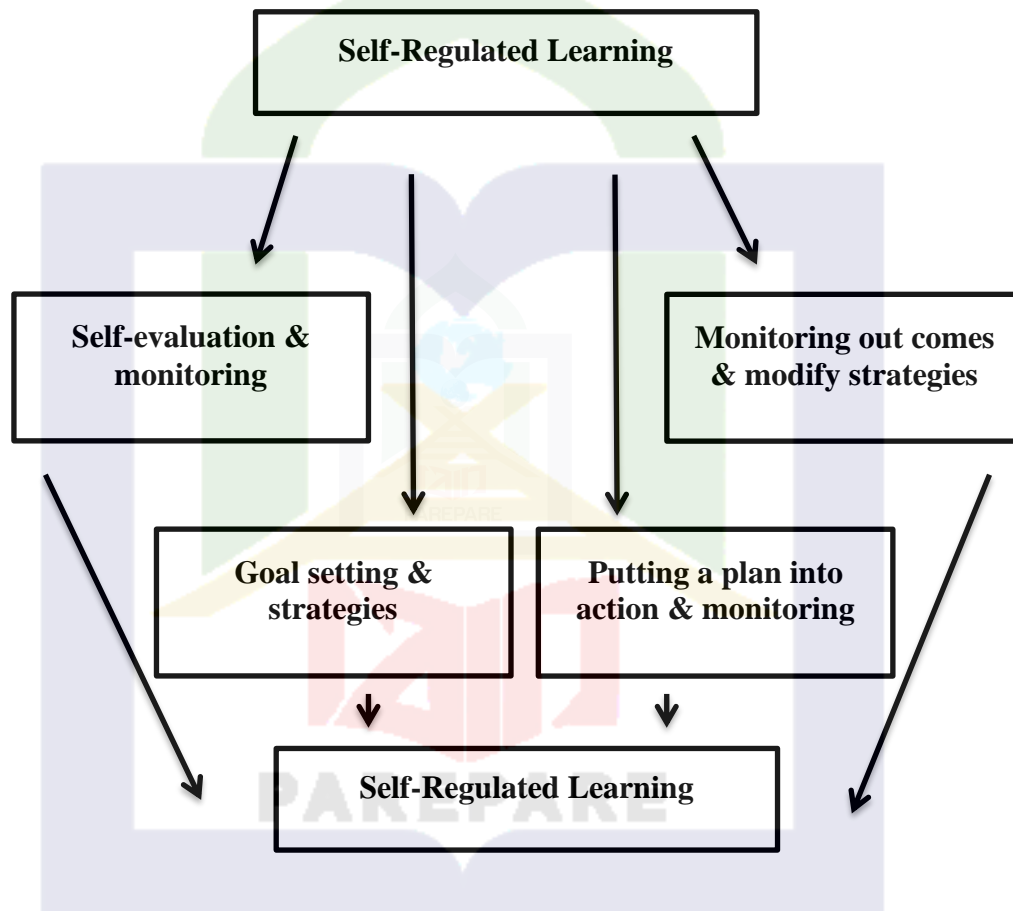
d. Level of self-regulation

The self- level of regulation is the last level, where students begin use strategies that have been adapted to the situation and are motivated by certain goals and have self-efficacy. Students who are at this level can already use

specific strategies and adapt them to different conditions, either with model instructions or without model instructions.¹⁶

C. Conceptual Framework

The conceptual framework underlying this research was given in the following diagram :



Based on the framework above, this diagram illustrates that self-regulated learning can have an influence on students' mastery and learning of English, especially for first semester students' at IAIN Parepare.

¹⁶ Zimmerman, "Investigating Self-Regulation and Motivation : Historical Background Methodological Developments, and Future Prospects." American Educational Research Journal (2008).

D. Hypothesis

Hypothesis is a statement and provisional answer toward the research problem, the hypothesis formulation is based on the theoretical investigated and the conceptual framework that the researcher do, moreover the hypothesis need the research process to examine the data.¹⁷

Based on the previous related literature and the problem statement above, the researcher puts forward hypothesis as follow:

1. Null Hypothesis (H₀)

Self-regulated learning is not able to improve students' English vocabulary mastery in the first semester of English education of IAIN parepare.

2. Alternative Hypothesis (H_a)

Self-regulated learning is able to improve students' English vocabulary mastery in the first semester of English education of IAIN parepare.

¹⁷ Sugiono, "Metode Penelitian Pendidikan Kuantitatif Kualitatif", (Bandung, Alfabeta 2015).

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about the research method in the present study. It consisted of research design, variable of the study, place and time, population and sample, techniques of collecting data, data collection procedures and data analysis procedures.

A. Research Design

The type of research used in this research is quantitative research. Quantitative research aims to test hypotheses and generate data in the form of statistical data. This definition is in line with the opinion Sugiyono who revealed that quantitative research methods defined as a research method based on the philosophy of positivism, used to research on a particular population or sample, data collection using research instruments, data analysis is quantitative/statistical, with the aim of reviewing the established hypothesis.¹⁸

The research method used is the experimental method. Experimental method can be interpreted as research methods used to look for the effect of a particular treatment. This research design uses one form of experimental research method, namely quasi-experimental design or quasi-experiment. This design has a control group, but cannot fully functional to control the external variables that affect the implementation of the experiment.¹⁹

The reason the researcher uses this research design is that the researcher may not be able to control all external variables that affect the course of the

¹⁸ Sugiyono. "Metodology Penelitian Kuantitatif-kualitatif dan Penelitian Tindakan Kelas dalam Pendidikan Olahraga" Program Studi Pendidikan Olahraga Fakultas Ilmu Keolahragaan Universitas Negeri Malang. (2020).

¹⁹ Sugiyono, Metode Penelitian Pendidikan Pendekatan Kuantitatif-Kualitatif dan R&D." (Bandung : Alfabeta, 2010).

experiment as in the actual experiment and the researcher did not create a control class and a class own experiment because the presence of the researcher in the class is adjusted to the schedule determined by the school. The quasi-experimental design used in this study is pretest - post-test control group design. In this design, there are groups randomly selected control and experimental groups. As for the schema the research design is as follows :

Group	Pre-Test	Treatment	Post-Test
Kel Eks	O ₁	X	O ₂
Kel K	O ₃		O ₄

Information :

Ex Eks : Experimental group

Ex K : Control group

O₁ : Pre-test the ability to read stories of the experimental group and the control group

X : Treatment (learning to read stories using short story books)

O₂ : Post-test of vocabulary mastery

B. Location and Duration of the Research

The location of this research is at IAIN Parepare. The researcher uses the quantitative research that have several times to collect and analyze data. The researcher use around one month for collecting data.

C. Population and Sample

1. Population

The population is all research subjects. Population is a group of individuals who have the same characteristics. The population in this study are first semester students of English education. Where the total number of students 160 students. Researchers took 160 students as the population of the total number of existing members.

2. Sample

Researchers use a quasi-experiment consisting of 30 students using purposive sampling method in taking samples. then the researcher used a quasi-experimental as a research design, where this research design had a control group, but could not fully control the external variables that affected the implementation of the experiment.

D. Procedure of Collecting Data

In carrying out experimental research, it is necessary to take steps that must be considered so that the research runs smoothly and succeeds optimally. The steps taken are as follows :

1. Pre-Test

The pre-test was given before giving the treatment, the researcher gave the text. There are 180 words to be given and students translate each word according to the researcher's instructions. Students must work on and interpret each word without the aid of a dictionary or other translation tool. Researchers found out how far the students' vocabulary mastery is through the pre-test.

2. Post-Test

After the treatment, the researcher gave the students a post-test to find out how far the students' vocabulary mastery was after the implementation of

self-regulated learning. The researcher knows the level of students' vocabulary mastery.

E. Treatment

1. Learning objective

This study was designed to improving the students English vocabulary mastery through self-regulated learning on first semester English education. Is this self-regulated learning able to improve vocabulary understanding? Students are able to master 180 words after the post test.

2. Procedure

The steps taken in the meeting:

- a. The researcher explained the activities to be carried out, namely the application of self-regulated learning strategies in improving vocabulary mastery.
- b. The researcher explained the learning objectives and what must be achieved after the learning is carried out.
- c. The researcher distributed material sheets containing 30 vocabulary lists.
- d. The researcher explained the rules or prohibitions that may and may not be done during the learning process.
- e. The researcher asked the students to make sentences using the existing vocabulary.
- f. After students have finished making sentences in the handout, the researcher will allow students to use a dictionary or translation tool to find out the meaning of the 30 words as well as match the sentences they have made whether they are appropriate or not.

- g. After the students found out where the errors were in their work, the researcher asked the students to score their learning results honestly.
 - h. After students evaluate their performance and can determine how to modify their strategies to achieve higher performance in future lessons.
 - i. Activities carried out until the last meeting, which is six meetings.
 - j. Where each meeting carried out with the same strategy but different vocabulary.
3. Media

The media used in this research is a handout containing 30 vocabularies that will be given to students. The purpose of giving this handout is to make it easier to give vocabulary at each meeting and students can give their answers into the handout.

4. Timing

The period of time used for this research is one month with meetings three times a week. Each meeting takes 90 minutes. So the time span is 540 minutes in six meetings. With a predetermined period of time, the researcher feels that the level of vocabulary mastery will increase on the condition that students must follow the procedures that have been instructed by the researcher.

F. Operational Definition of Variable

1. Variable of the Research

Variables can be defined as any aspect of a theory that can vary or change as part of the interaction within the theory. In other words, variables are anything can effect or change the results of a study.

Every study has variables as these are needed in order to understand differences.²⁰ This study has two variables; they are independent

²⁰Christopher L. "*Heffner Defining Variable*"
allpsych.com/researchmethods/definingvariables/ (accessed on April, 07th 2021)

variable and dependent variable. These variables involved in this research are going to discuss below:

a. The dependent variable

The dependent variable of this research is English vocabulary mastery.

b. The independent variable

The independent variable of this research is self-regulated learning.

2. Operational Definition

- a. Self-regulated learning or self-taught, namely people who without the help of a teacher can gain a lot of knowledge and a large empirical basis in a particular field. They get this knowledge by learning on their own. Where independent learning is all forms of thoughts, feelings, or actions that are intentionally carried out and controlled by students to maximize their own learning process, increase their knowledge and skills to complete the given task and students can also adapt to certain conditions.

Self-regulated learning is also a combination of ability and desire. Where students can find out their abilities if students systematically have a desire to know it by directing their behavior and cognition in paying attention to every instruction in the learning process, paying attention to the tasks given, processing and interpreting knowledge, repeating information to remember it and develop it and maintain positive beliefs about abilities. learn and be able to learn. anticipate learning outcomes.

Self-regulated learning or self-management learning is a learning process in which a person is able to set learning goals and then tries to

monitor, regulate, control his cognition, motivation and behavior to suit the goals and contextual conditions of his environment. Self-regulated learning is a combination of academic learning skills and self-control that makes learning easier, so students are more motivated.

- b. Vocabulary mastery in this study is that students are able to improve their ability to master and memorize vocabulary obtained by students from the self-regulated learning process. As we know that mastery of vocabulary is the main competency that must be mastered by students so that it can support the achievement of four English competencies, namely; speaking, reading, listening and writing. In this study, students' vocabulary mastery can be measured when students are able to apply the vocabulary they have been taught in everyday life. For example, in the process of mastering or memorizing vocabulary, the researcher gives 30 vocabularies to be mastered at each meeting with a total of 180 vocabularies with 6 treatments, if students are able to apply 100 vocabularies in daily life, it can be said that this research is successful.

G. Technique of Data Analysis

The data collected through the test have been analyzed by using quantitative analysis. The following are the steps which undertaken in quantitative analyze.

1. The Classification of the Students' Score

Classification	Score
Excellent	90-100
Good	80-89

Fairy	65-79
Poor	<64

2. Scoring the Students' vocabulary of Pre-test and Post-test

Score =	Students' correct	x100
	The total item	

- a. Finding out the mean score by using the following formula:

$$x = \frac{\sum x}{N}$$

In which:

x = Mean score

\sum = Total score

N = the total number of students.²¹

- b. Calculating the rate percentage of the students' score by using the following formula:

$$P = \frac{F}{N} \cdot 100\%$$

Where:

P = Percentage

F = Frequency

N = Total of number of sample.²²

²¹ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, EdisiRevisi (Jakarta: Bumi Aksara, 2009).

²²Anas Sudijon, *PengantarStatistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2006).

- c. The formula of standard deviation is as follows:

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{n}}{n-1}}$$

Note:

SD : Standard Deviation

$\sum x^2$: The sum all square

n : The total number of students

$(\sum x)^2$: The sum square of the sum square

- d. The researcher uses t-score to find out whether pre-test and post-test have a significant difference. The formula of T-score is as follows:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

T = Test of significance

D = The mean score of difference (X₂-X₁)

$\sum D$ = The sum of the total score

$\sum D^2$ = The square of the sum score of differences

N = The total sample²³

²³ Gay L.R., *Educational Research, Competencies for Analysis and Application*. (Columbus: Charles E Merrill Company, 1981).

CHAPTER IV FINDING AND DISCUSSION

This chapter is divided into two parts, namely research findings and research discussion. The finding of the research include an explanation of the results of the data that have been collected through the pre-test and post-test which are discussed in the section below.

A. Findings

The findings of this study relate to the classification of pre-test and post-test. To find out the answers to the questions in the previous chapter, the researcher gave the test twice. The pre-test was given before the treatment which aims to determine the increase in students' vocabulary mastery by applying the self-regulated learning method of learning by practicing making sentences using verbs. After the treatment and post-test were given, the results of this study were able to answer research questions that aimed to determine whether using self-regulated learning methods could improve vocabulary mastery of the first semester students of IAIN Parepare.

- a) Improving the vocabulary of the first semester English students of IAIN Parepare by applying the self-regulated learning method.

This section includes the results of data analysis on improving students' English vocabulary by applying the self-regulated learning method.

- b) Mastery of student vocabulary before the application of self-regulated learning methods.

This section presents the results of data analysis of vocabulary mastery before being given treatment using the self-regulated learning method. Data were

collected from the pre-test of students consisting of 15 students in the experimental group and 15 students in the control group. Before applying the learning method, the researcher found that some of the first semester students of IAIN Parepare were still lacking in vocabulary mastery. Students are also less enthusiastic when going through the learning process. The researcher also found that students still had errors in writing vocabulary correctly.

- c) Analysis of students' English vocabulary mastery before implementing self-regulated learning in the experimental class group and giving a pre-test to the control class group.

The researcher gave a test to the students at the first meeting as a pre- test to determine the students' vocabulary mastery before being given treatment. Each student gets a test in the form of translating vocabulary. After giving the pre-test to the students, the researcher analyzed the students' answers using the students' vocabulary classification.

The results are shown in the following table

Table 4.1 The students' score in pre-test in the experiment class:

No	Students	Pre-Test		
		Correct Answer	Score (X1)	(X1) ²
1.	R.A	121	67	4489
2.	S	112	62	3844
3.	R.A.S.D.W	133	74	5476
4.	M.P	63	35	1225
5.	K.J.R	146	81	6561

6.	P.S	97	53	2809
7.	R.A.F	110	61	3721
8.	D.S	157	87	7569
9.	A.Z.F	115	64	4096
10.	K.J	85	47	2209
11.	A.G.B	104	57	3249
12.	A.A.R	104	57	3249
13.	N.H	131	73	5329
14.	F.R	98	54	2916
15.	S.H	120	66	4356
Total			$\sum X=938$	$\sum X^2=61098$

Based on the score above, it can classified in to four level classification as follow :

Table 4.2 The Students' Classification Score, Frequency and Percentage experiment class of Pre-Test

No	Classification	Score	Frequency	Percentage (%)
1.	Excellent	90-100	0	0%
2.	Good	80-89	2	13%
3.	Fairy	65-79	4	27%
4.	Poor	<64	9	60%
Total			15	100%

Based on the table above, it can be seen that the results of increasing students'

vocabulary skills in the experimental class group before being given treatment with the application of self-regulated learning are that no students are in the Excellent classification, two students are in the good classification, four students are in the Fair classification, nine students are in the Poor classification. The total pre-test score in the experimental class is 938. It can be seen that most of the experimental class students have very low vocabulary mastery. Because most of the students got a very bad class classification. The following is the calculation process to determine the average value and standard deviation based on the calculation of student scores in the pre-test table 4.2

Firstly, the researcher calculated the mean score of the pre-test in experiment class:

$$\bar{x} = \frac{\sum x}{N}$$

$$\bar{x} = \frac{938}{15}$$

$$\bar{x} = 63$$

So, the mean score (\bar{X}_1) of pre-test in experiment class is 63.

Based on the results of the pre-test, the data shows that the average pre-test score is 63. From the analysis, it can be seen that most of the 15 students' vocabulary mastery is still very low because most of the students got very bad grades.

Next, the researcher calculated the standard deviation of the pre-test in the experiment class:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{61098 - \frac{(938)^2}{15}}{15-1}}$$

$$SD = \sqrt{\frac{61098 - \frac{879844}{15}}{14}}$$

$$SD = \sqrt{\frac{61098 - 58656}{14}}$$

$$SD = \sqrt{\frac{2442}{14}}$$

$$SD = \sqrt{174}$$

$$SD = 13$$

Thus, the standard deviation (SD) of the pre-test in group experiment class is 13. After determining the mean (X1) of the pre-test was 63 and the standard deviation (SD) of the pre-test was 13, it was seen that the increase in students' vocabulary mastery was in the very low category.

Table 4.3 The students' score in pre-test in the control class:

No	Students	Pre-Test		
		Correct Answer	Score (X1)	(X1)2
1.	S.H	83	46	2116
2.	J.A	135	75	5625
3.	H.R	130	72	5184
4.	NH	123	68	4624
5.	R.F	119	66	4356
6.	A.L.N	109	60	3600
7.	R.R	25	13	169
8.	H.E	120	66	4356

9.	S.D.A	175	97	9409
10.	A.A	164	91	8281
11.	M.B.Z	146	81	6561
12.	R	146	81	6561
13.	A.M	131	72	5184
14.	N.A	130	72	5184
15.	F	112	62	3844
Total			$\Sigma X=1022$	$\Sigma X^2=75054$

Based on the score above, it can be classified into four level classification as follows :

Table 4.4 The Students' Classification Score, Frequency and Percentage control class of Pre-Test

NO	Classification	Score	Frequency	Percentage (%)
1.	Excellent	90-100	2	13%
2.	Good	80-89	2	13%
3.	Fair	65-79	7	47%
4.	Poor	≤ 64	4	27%
Total			15	100%

Based on the table above, it can be seen that the results of increasing students' vocabulary skills in the control class group are that two students are in the excellent classification, two students are in the good classification, seven students are in the Fair classification, four students are in the Poor classification. The total pre-test score in the control class is 1022. It can be seen that most of the experimental class students have low vocabulary mastery. Because most of the students got a bad class classification. The following is the calculation process to

determine the average value and standard deviation based on the calculation of student scores in the pre-test table 4.4.

Firstly, the researcher calculated the mean score of the pre-test in experiment class :

$$x = \frac{\sum x}{N}$$

$$x = \frac{1022}{15}$$

$$x = 68$$

So, the mean score (X1) of pre-test in experiment class is 68.

Based on the results of the pre-test, the data shows that the average pre-test score is 63. From the analysis, it can be seen that most of the 15 students' vocabulary mastery is still low because most of the students got bad grades.

Next, the researcher calculated the standard deviation of the pre-test in the control class:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{75054 - \frac{(1024)^2}{15}}{15-1}}$$

$$SD = \sqrt{\frac{75054 - \frac{1044}{15}}{14}}$$

$$SD = \sqrt{\frac{75054 - 70}{14}}$$

$$SD = \sqrt{\frac{7434}{14}}$$

$$SD = \sqrt{531}$$

SD = 23.

Thus, the standard deviation (SD) of the pre-test in group experiment class is 23.

After determining the mean (X1) of the pre-test was 68 and the standard deviation (SD) of the pre-test was 23, it was seen that the increase in students' vocabulary mastery was in the low category.

- a) The students' score vocabulary mastery after the implementation of self-regulated learning in the experimental class. and students score vocabulary post-test class control.

The researcher gave a post-test to determine the students' vocabulary mastery after being given treatment through the application of self-regulated learning. In this section, the researcher shows the students' scores in the post-test in the experimental group, the treated class and the control class without treatment, to compare whether self-regulated learning has an effect on students' vocabulary mastery. the average score and percentage level of students' vocabulary in the post-test. Meanwhile, the students' scores on the post-test will be presented in the following table:

Table 4.5 The students' score in Post-Test in the experiment class.

NO	Students	Post-Test		
		Correct Answer	Score (X2)	(X2) ²
1.	R.A	130	72	5184
2.	S	139	77	5929
3.	R.A.S.D.W	144	80	6400
4.	M.P	155	86	7396

5.	K.J.R	160	89	4984
6.	P.S	170	94	8836
7.	R.A.F	150	83	4399
8.	D.S	165	92	8464
9.	A.Z.F	150	83	4399
10.	K.J	130	72	5184
11.	A.G.B	155	86	7396
12.	A.A.R	145	81	6561
13.	N.H	142	79	6241
14.	F.R	167	93	8649
15.	S.H	169	94	8836
Total			$\Sigma X=1261$	$\Sigma X^2=98.858$

Table 4.6 The Students' Classification Score in post-test in the experiment class :

NO	Classification	Score	Frequency	Percentage (%)
1.	Excellent	90-100	4	27%
2.	Good	80-89	7	46%
3.	Fairy	65-79	4	27%
4.	Poor	≤ 64	0	0%
Total			15	100%

The table above showed the students' classification score and the rate

percentage of frequency in post-test in class experiment. four students in excellent classification, seven students in good classification, and four students in fair classification, and also no one student in poor classification. It means that the using of self-regulated learning is able to improve students' English vocabulary mastery. And the total score in post-test is 1261. It proved that there were increases of students' score in post-test. The following are the process of calculating to find out the mean score and standard deviation based on the calculation of students' score in post-test the table

$$x = \frac{\sum x}{N}$$

$$x = \frac{1261}{15}$$

$$x = 84$$

Thus, the mean score (X2) of post-test in experiment class is 84.

Based on the post-test results, the data shows that the post-test average score is 84. From the analysis, it can be seen that almost of the experimental class students have very good and good scores. This shows that the application of self-regulated learning can improve students' mastery of English vocabulary.

Post-test standard deviation :

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{98858 - \frac{(1261)^2}{15}}{15-1}}$$

$$SD = \sqrt{\frac{98858 - \frac{1590121}{15}}{14}}$$

$$SD = \sqrt{\frac{98858 - 106008}{14}}$$

$$SD = \sqrt{\frac{7150}{14}}$$

$$SD = \sqrt{511}$$

$$SD = 22.$$

Thus, the standard deviation (SD) of the post-test in experiment class is 22.

Table 4.7 The students' score in Post-Test in the control class.

No	Students	Post-Test		
		Correct Answer	Score (X ₂)	(X ₂) ²
1	S.H	150	83	6889
2	J.A	89	49	2301
3	H.R	94	52	2704
4	N.H	105	58	3364
5	R.F	130	72	5184
6	A.L.N	107	59	3481
7	R.R	150	83	4399
8	H.E	165	92	8464
9	S.D.A	122	68	4624
10	A.A	139	77	5929
11	M.B.Z	155	86	7396
12	R	140	78	6084
13	A.M	110	61	3721
14	N.A	87	48	2304
15	F	100	56	3136
Total			∑X=1.024	∑X²=70.080

Table 4.8 The Students' Classification Score in post-test in the control class :

NO	Classification	Score	Frequency	Percentage (%)
1.	Excellent	90-100	1	7%
2.	Good	80-89	3	20%
3.	Fairy	65-79	4	27%
4.	Poor	≤ 64	7	46%
Total			15	100%

The table above shows the students' classification scores and the percentage level of frequency in the post-test in the control class. One student in the very good classification, three students in the good classification, and four students in the moderate classification, and seven students in the poor classification. These results prove that the control class did not experience an increase in vocabulary mastery, not the same as the experimental class that was given treatment. And the total score on the post- test is 1024. This proves that there is no increase in student scores on the post-test.

The following is the calculation process to determine the average value and standard deviation based on the calculation of student scores in the post-test table:

$$x = \frac{\sum x}{N}$$

$$x = \frac{1024}{15}$$

$$x = 68$$

Thus, the mean score (X₂) of post-test in control class is 68.

Based on the post-test results, the data shows that the post-test mean score is 84.

Post-test standard deviation :

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{70080 - \frac{(1024)^2}{15}}{15-1}}$$

$$SD = \sqrt{\frac{70080 - \frac{1048576}{15}}{14}}$$

$$SD = \sqrt{\frac{70080 - 69905}{14}}$$

$$SD = \sqrt{\frac{175}{14}}$$

$$SD = \sqrt{12}$$

$$SD = 3$$

Thus, the standard deviation (SD) of the post-test in control class is 3.

The results of the study explained that the pre-test and post-test were used to measure students' knowledge obtained in the treatment by applying self-regulated learning in this study. In other words, two determine students' knowledge of vocabulary mastery before and after treatment or pre-test and post-test.

The comparison of the scores obtained between the pre-test and post-test in the experimental class can be described as follows:

No	Students	The Students' Score	
		Pre-Test	Post-Test
1.	R.A	67	72

2.	S	62	77
3.	R.A.S.D.W	74	80
4.	M.P	36	86
5.	K.J.R	81	89
6.	P.S	53	94
7.	R.A.F	61	83
8.	D.S	87	92
9.	A.Z.F	64	83
10.	K.J	47	72
11.	A.G.B	57	86
12.	A.A.R	57	81
13.	N.H	73	79
14.	F.R	54	93
15.	S.H	66	94
TOTAL		938	1261
MEAN		63	84
MAX		67	100
MIN		0	60

The table above shows that students have increased by getting scores before and after treatment. This proves that students get an increase in their vocabulary mastery through the application of self-regulated learning. The increase can be measured by presenting the minimum and maximum values of the pre-test and post-test.

The minimum pre-test score is 0 and the maximum is 67, besides that,

the post-test score is at least 60 and the post- test score is a maximum of 100. The average pre-test score is 63 and the post-test average value is 84. Prior to the treatment, the students were given treatment. get a very poor category, but after being given treatment using animated videos students get a good category, meaning that there is an increase in students' vocabulary mastery.

Table 4.10 the mean score and standard deviation of pre-test and post-test.

Test	Mean Score	Standard Deviation (SD)
Pre-Test	63	13
Post-Test	84	22

The data in table 4.6 shows that the average value of the pre-test is (X1), while the average value of the post-test increased by 84 (X2). The standard deviation of the pre-test was 13, while the standard deviation of the post-test was 22.

As a result of this item, the post-test mean score is greater than the pre-test mean score. This means that students' vocabulary mastery has increased after the implementation of self-regulated learning in the learning process.

Table 4.11 The Comparison Between Pre-test and Post-test Result in the control class.

No	Students	The Students' Score	
		Pre-Test	Post-Test
1.	S.H	46	83
2.	J.A	75	49

3.	H.R	72	52
4.	N.H	68	58
5.	R.F	66	72
6.	A.L.N	60	59
7.	R.R	13	83
8.	H.E	66	92
9.	S.D.A	97	68
10.	A.A	91	77
11.	M.B.Z	81	86
12.	R	81	78
13.	A.M	72	61
14.	N.A	72	48
15.	F	62	56
TOTAL		1022	1024
MEAN		68	68
MAX		67	100
MIN		0	60

The table above shows that students in the control class did not experience a significant increase after giving the post test. These results can be measured by presenting the minimum and maximum values of the pre-test

and post-test. The minimum pre-test score is 0 and the maximum is 67, besides that, the post-test score is at least 60 and the post-test score is a maximum of 100. The average pre-test score is 63 and the post-test score is at least 100. The average test score is 68. after giving the post test the value obtained by students did not change much.

Table 4.12 the mean score and standard deviation of pre-test and post-test.

Test	Mean Score	Standard Deviation (SD)
Pre-Test	68	23
Post-Test	68	3

b) The percentage of the frequency in pre-test and post-test

The following table showed the percentage of the pre-test and post-test in experiment class:

Table 4.13 The rate percentage of frequency of the pre-test and post-test.

No	Classification	Score	Frequency		Percentage (%)	
			Pre-Test	Post-Test	Pre-Test	Post-Test
1.	Excellent	90-100	0	4	0%	27%
2.	Good	80-89	2	7	13%	46%
3.	Fairy	65-79	4	4	27%	27%
4.	Poor	≤ 64	9	0	60%	0%
Total			15	16	100%	100%

The table data above shows that the percentage of pre-test scores, none of the students got very good scores, two (13%) students got good scores, four (27%) students got fair scores, and nine (60%) students got poor value. While the percentage of post-test scores, four (27%) students got very good scores, seven (46%) students got good scores, four (27%) students got fair scores, and no student got poor scores. This means that the percentage in the post-test of

students who get very good scores is greater than the percentage in the pre-test. This shows that students are able to increase vocabulary after implementing self-regulated learning in the learning process.

The following table showed the percentage of the pre-test and post-test in control class:

Table 4.14 The rate percentage of frequency of the pre-test and post-test

No	Classification	Score	Frequency		Percentage (%)	
			Pre-Test	Post-Test	Pre-Test	Post-Test
1.	Excellent	90-100	2	1	13%	7%
2.	Good	80-89	2	3	13%	20%
3.	Fairy	65-79	7	4	47%	27%
4.	Poor	≤ 64	4	7	27%	46%
Total			15	16	100%	100%

c) T-Test Value

The following was the table to find out the difference of the mean score between pre-test and post-test.

Table 4.15 The worksheet of calculation of the score on pre-test and post-test in experiment class on the improving students' English vocabulary mastery.

No	X1	X2	(X1) ²	(X2) ²	D (X2-X1)	(X2-X1) ²
1	67	72	4489	5184	5	25
2	62	77	3844	5929	15	225
3	74	80	5476	6400	6	36
4	35	86	1225	7396	51	2601
5	81	89	6561	4984	8	84

6	53	94	2809	8836	41	1681
7	61	83	3721	4399	19	361
8	87	92	7569	8464	5	25
9	64	83	4096	4399	19	361
10	47	72	2209	5184	25	625
11	57	86	3249	7396	29	841
12	57	81	3249	6561	24	576
13	73	79	5329	6241	6	36
14	54	93	2916	8649	39	1521
15	66	94	4356	8836	28	784
Total	$\sum X_1=938$	$\sum X_2=1261$	$\sum X^2=61.1098$	$\sum X^2=98.8528$	$\sum D=320$	$\sum D^2=9.782$

In the other to see the students' score, the following is t-test was statistically applied:

To calculate the mean score of the difference between pre-test and post-test scores, it is used following formula:

$$D = \frac{\sum D}{N} = \frac{320}{15} = 21$$

So, the mean score difference was 21.

Finding out the difference by calculating the T-test value by using the following formula:

The calculating the t-test value

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{21}{\sqrt{\frac{9782 - \frac{(320)^2}{15}}{15(15-1)}}$$

$$t = \frac{21}{\sqrt{\frac{9782 - \frac{102400}{15}}{15(14)}}$$

$$t = \frac{21}{\sqrt{\frac{9782 - 6827}{210}}}$$

$$t = \frac{21}{\frac{\sqrt{2955}}{210}}$$

$$t = \frac{21}{\sqrt{14}}$$

$$t = \frac{21}{4}$$

$$t = 5$$

Thus, the t-test value is 5.

Table 4.16 The worksheet of calculation of the score on pre-test and post-test in control class on the improving students' English vocabulary mastery.

No	X1	X2	(X1) ²	(X2) ²	D (X2-X1)	(X2-X1) ²
1	46	83	2116	6889	37	1369
2	75	49	5625	2401	-26	676
3	72	52	5184	2704	-20	400
4	68	58	4624	3364	-10	100
5	66	72	4356	5184	6	36

6	60	59	3600	3481	-1	1
7	13	83	169	4399	70	4.900
8	66	92	4356	8464	26	676
9	97	68	9409	4624	-29	841
10	91	77	8281	5929	-14	196
11	81	86	6561	7396	5	25
12	81	78	6561	6084	-3	9
13	72	61	5184	3721	-11	121
14	72	48	5184	2304	-24	576
15	62	56	3844	3136	-6	36
	$\Sigma X_1=1022$	$\Sigma X_2=1.024$	$\Sigma X^2=75.054$	$\Sigma X^2=70.820$	$\Sigma D=288$	$\Sigma D^2=9.962$

In the other to see the students' score, the following is t-test was statistically applied:

To calculate the mean score of the difference between pre-test and post-test scores, it is used following formula:

$$D = \frac{\Sigma D}{N} = \frac{288}{15} = 19$$

So the mean score difference was 19.

Finding out the difference by calculating the T-test value by using the following formula:

The calculating the t-test value

$$t = \frac{D}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}$$

$$t = \frac{19}{\sqrt{\frac{9962 - \frac{(288)^2}{15}}{15(15-1)}}$$

$$t = \frac{19}{\sqrt{\frac{9962 - \frac{82944}{15}}{15(14)}}$$

$$t = \frac{19}{\sqrt{\frac{9962 - 5530}{210}}$$

$$t = \frac{19}{\frac{\sqrt{4432}}{210}}$$

$$t = \frac{19}{\sqrt{22}}$$

$$t = \frac{19}{5}$$

$$t = 3,8.$$

Thus, the t-test value is 3,8.

d) Test of Significant

To find out whether the mean pre-test score and mean post-test score were significantly different, the researcher used the t-test. The result of the T- test was 3,8. To find out the degrees of freedom (df) the researcher uses the following formula:

$$\begin{aligned} df &= N- 1 \\ &= 15 - 1 \\ &= 14 \end{aligned}$$

For the significant level (α) 5% and $df = 14$, and the table value is 1.761 while the t-test value is 4. This means that the t-test value is greater than the t-table (3,8 1.761). So, it can be concluded that there is an

increase in students' vocabulary mastery after being given treatment using the application of self-regulated learning in the learning process. So, the null hypothesis (H₀) is rejected and the alternative hypothesis (H_a) is accepted.

Table 4.17 The test of significant

Variable	T-test	T-table value
Pre-test and Post-test	3,8	1,761

The data above showed that the value of t-test was greater than t-table value. It indicated that there was a significant difference between the results students' pre-test and post-test.

B. Discussion

In this section, the researcher explains about improving the students English vocabulary mastery through Self-regulated learning in the first semester English education of IAIN Parepare. Zimmerman who provides an explanation of self-regulated learning as follows. "Self- regulation as the process we use to active and sustain our thoughts, behavior and emotions in order to reach our goals. When the goals involve learning, we talk about self-regulated learning".²⁴

According to Wolters, C.A., et.al Self-regulated learning covers three areas, namely cognition, motivation, and behavior. Cognition is an area that deals with thoughts or thinking activities. Motivation is an area related to feelings or affection. Behavior is an area that deals with action. These three areas, are psychological functions (psychological functioning).²⁵ Independent learning is a very important thing for students to do in increasing vocabulary, because self-regulated learning really helps students to improve their skills and abilities in mastering vocabulary. Therefore, the researcher conducted this research at IAIN

²⁴ Zimmerman, et.al "Self-Regulation : A Social Cognitive Perspective handbook of Self-Regulation, Research and Applications", Oriando, FLAcademic Press1339, (2000)

²⁵ Wolters, C.A., et.al. "Assesing Academic Self-Regulated Learning, Conference on Indicators f Positive Development : Child Trends," (2003).

Parepare in the first semester students of English education. Researchers took 30 students as a sample of 60 populations. Researchers want to know how to increase students' mastery of English vocabulary through independent learning in the first semester of English education at IAIN Parepare. This research was started on January 11, 2022. In this study, the researcher used a quantitative approach by using tests as an instrument to answer research questions.

In this study, researchers used a test as an instrument in this study. Where this test consists of a pre-test and post-test. The test is a tool or procedure used to find out or measure something in an atmosphere, in a way and with predetermined rules. Learning outcomes test is a group of questions or tasks that must be answered or completed by students with the aim of measuring student learning progress. The researcher made a text in the form of a group of 180 words. Then share the text as a pre-test to find out how far the students' initial mastery of vocabulary is. After the distribution of the pre-test, students can answer or interpret any existing words without using a dictionary or other translation media.

After the researcher knew the extent of the students' vocabulary mastery through the pre-test scores, at the next meeting the researcher would give treatment for six meetings. Where at the first meeting the researcher will explain how to apply self-regulated learning to vocabulary mastery. The next step, after students understand what needs to be done in the application of self-regulated learning, the researcher distributes a collection of vocabulary. Students are directed to make sentences using the vocabulary that has been prepared.

After students make sentences, they find out for themselves where the shortcomings are in their answers and correct what needs to be improved in the sentence. This activity was carried out six times to get the desired result. The post-test was given after the treatment was finished. In this final activity, namely the post-test, researchers will find out to what extent students have increased in vocabulary mastery after giving treatment. The researcher gave the same text at

the beginning of the pre-test, namely a collection of verbs and students answered or translated the word without using a dictionary or other translation media.

Researchers used one month to collect data. After the data was collected, the researcher then gave a score for each student's answer. Based on the assessment using quantitative analysis, the classification of students' scores are excellent with a score of 90-100, good with a score of 80-89, fair 65-79, and poor with a score of <64. Based on the results of data analysis, the average score of students after being given treatment was higher than before being given treatment. The mean pre-test score is 63 while the post-test mean is 84. In addition, the results of the t-test analysis show that the t-test value (3.8) is greater than the t-table value (1.761). That is, the application of self-regulated learning is able to increase the vocabulary mastery of the first semester students of IAIN Parepare. Another reason based on member responses is that most students feel that the application of the learning method is easy to understand and master.

After giving the text, the researcher found several things during the research process related to some problems and obstacles in learning vocabulary. At the time of giving the pre-test, it can be seen from the two groups that the average value is still low. This can be seen in some of the students' answers who are still wrong in writing vocabulary, mistranslating and many students who choose to leave the answers blank. During the research process, the researcher found the reasons why students left their answers blank because of doubt when answering, lack of confidence, and fear if the syllables were written incorrectly. However, some students still answered and filled in the answers even though some of the answers were still not quite right.

The lowest score when giving the pre-test was an average of 63. At the beginning of the distribution of texts, students tended to hesitate in answering. Moreover, students' vocabulary mastery is still at a weak level. Researchers found

students who complained about the number of vocabularies that were distributed, which amounted to 180 which was quite a lot for them.

In the provision of post-test students in the experimental group the class has increased. Some values per person increase after the treatment is given. Students in the experimental group experienced an increase in terms of motivation, cognitive and behavior. This is evidenced because students began to be enthusiastic when giving the material, it was very inversely proportional to the beginning of giving the material. They are enthusiastic when the material they get they can learn in their own way.

After doing the research, the researcher found that the students looked excited at the first meeting when implementing self-regulated learning as one of the methods they could use in mastering vocabulary. So, they follow the learning process enthusiastically.

Based on the researcher's statement in the previous chapter, it was said that most of the students had some problems in mastering vocabulary. This is evidenced by the average score of students on the pre- test which is not good. However, there are several factors that affect students' vocabulary mastery skills after they receive treatment using self- regulated learning.

In the treatment, the researcher gave some vocabulary in which the students would be directed to compose sentences according to their ability without using translate media. the researcher provides an explanation of the application of self-regulated learning, in which in this learning method students play an active role in determining their own learning method.

In the previous research and the present study there are some differences and similarities. The basic similarities between previous research and current research are both studying self-regulated learning in improving students' abilities. Meanwhile, the difference between previous research and current research lies in the object of research, type of research, data collection method, purpose and place of research. The advantages of this research are that the research is an

updated version to complete previous research that examines the same problem. The correlation between the researcher's findings and previous research is the importance of self-regulated learning in knowing and improving students' abilities in mastering vocabulary, where as we know that vocabulary mastery is the main competency that must be mastered in order to easily master the four skills in English, namely speaking, reading, listening, and writing.

As a conclusion in this discussion, the researchers found that the application of the self-regulated learning method could improve the vocabulary mastery of English education students in the first semester of IAIN Parepare. The results of the study are also strengthened by the theory put forward by several experts including Graham & Harris saying "Self-regulation strategy in learning is a cognitive learning approach strategy".²⁶ There is a very significant positive correlation between academic achievement and the use of self-regulation strategies in learning.²⁷ According to Purwanto "Empirical facts show that even though students' abilities are high, they cannot achieve optimal academic achievement, because of their failure to regulate themselves in learning".²⁸ according to Howse et al "several research results show that self-regulation in learning has been used to improve academic achievement".²⁹

²⁶ Graham, S., & Harris, K.R. (1993). Self-regulated strategy development: Helping students with learning problems develop as writers. *The Elementary School Journal*, 94 (2), 169-181

²⁷ Purwanto, P. (2000). Hubungan self regulated learning dengan prestasi belajar. Skripsi. Tidak diterbitkan. Yogyakarta: Fakultas Psikologi UGM.

²⁸ Zimmerman, B.J., & Martinez-Pons, M. (2001). Students differences in self regulated learning: Relating grade, sex, and giftedness to self efficacy and strategy use. *Journal of Educational Psychology*, 82 (1), 51-59.

²⁹ Howse, R.B., Lange, G., Farran, D.C., & Boyles, C.D. (2003). Motivation and self-regulation as predictors of achievement in economically disadvantaged

CHAPTER V

CONCLUSION AND SUGGESSTION

A. Conclusion

The results showed that there was a significant difference between students' vocabulary mastery before and after the application of the self- regulated learning method. This is evidenced by the improvement of students, especially in vocabulary mastery and comprehension, which can be seen from the development of the average score from 63 on the pre- test to 84 on the post-test, while the t-test is 43.8 greater than t-table 1, 7261. This means that the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. Comparing the first meeting and the last meeting the students were quite interested in the given method. where the researcher gives freedom and opportunity for students to make sentences where students are free to make sentences according to their understanding. This increase is also supported by the activeness of students in the learning process. Therefore, the independent learning method is able to improve the vocabulary mastery of the first semester students of IAIN Parepare.

B. Suggestion

Based on the research,the researcher gives some suggestion as follow:

1. The teacher has to know many ways to teach English so that, make the learning process will be running well and enjoyable.
2. It is recommended for English teachers to apply the self-regulated.
3. learning method in teaching because it can help students understand and create effective and fun learning and students can determine what they need to do to achieve their respective learning goals.
4. Teachers must pay attention and ask students whether the learning they are learning can be mastered well or they need other ways so that their learning can be accepted in accordance with the learning objectives.

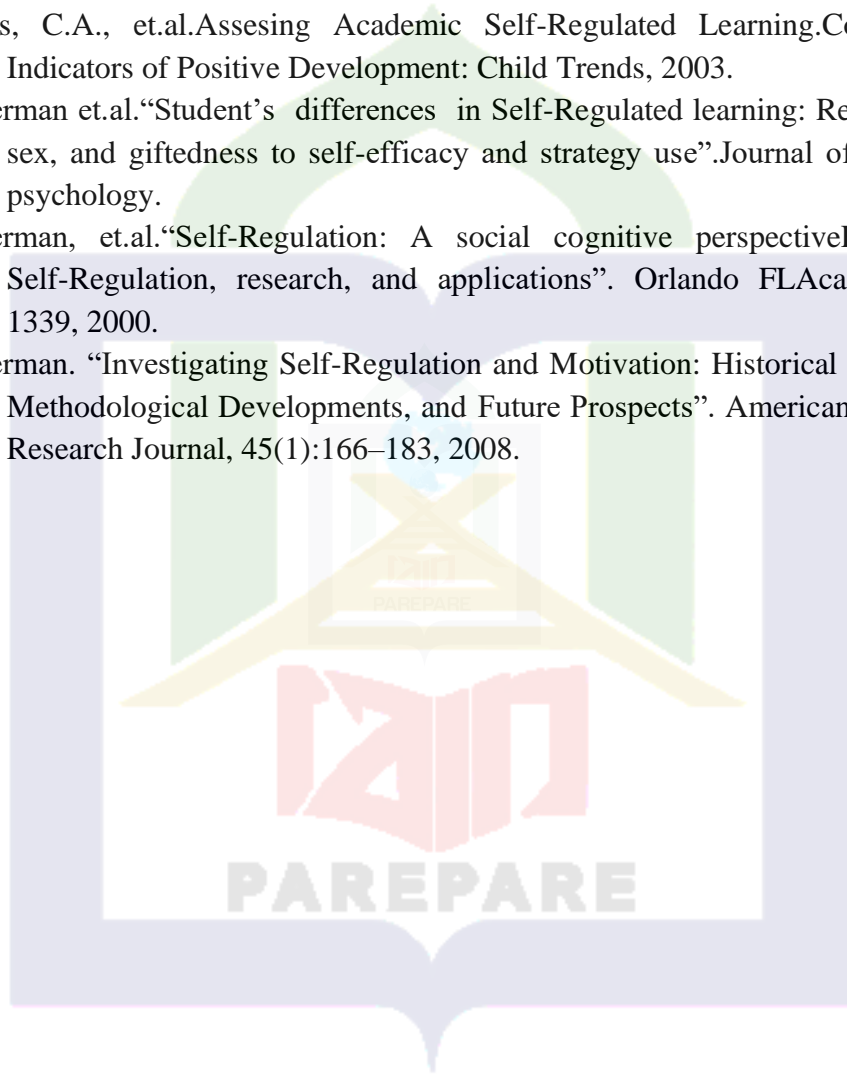
5. We recommend that when carrying out learning the teacher is expected to use learning media so that students more easily understand the material being taught.

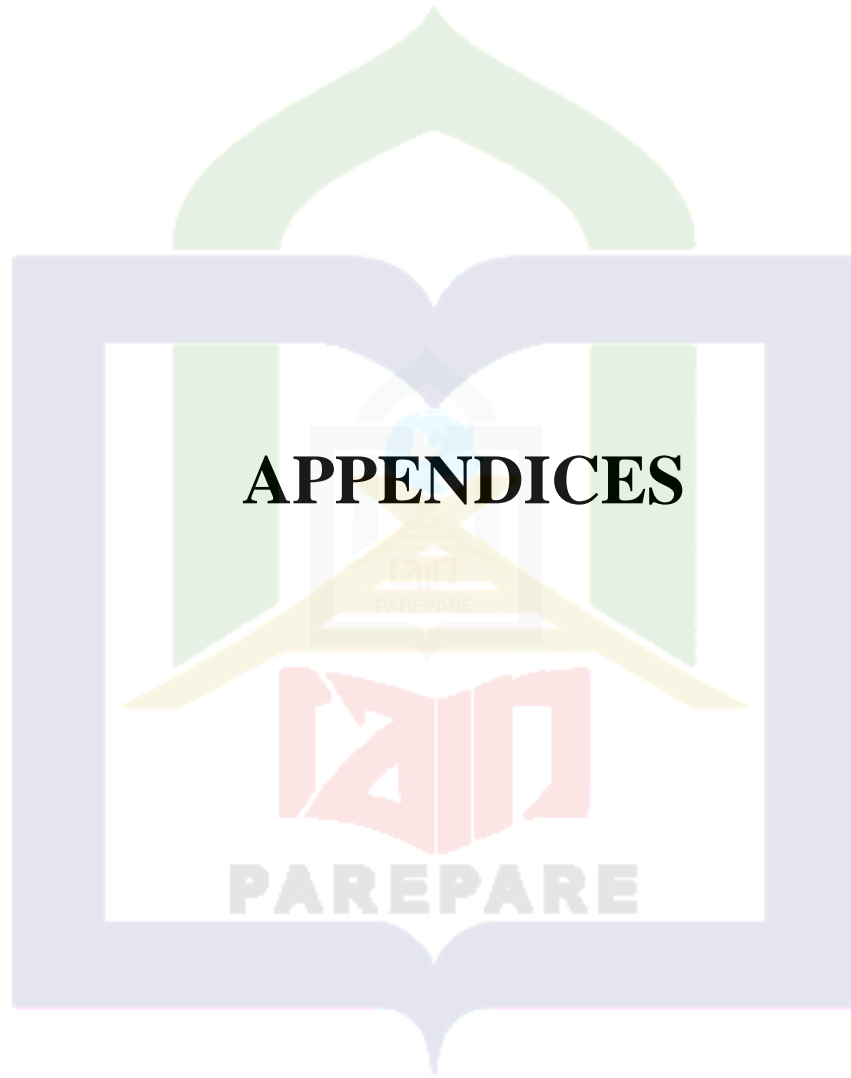


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APPENDICES

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<p align="center">VALIDASI INSTRUMEN PENELITIAN SKRIPSI</p>	

NAMA MAHASISWA : HASMI
 NIM : 17.1300.055
 FAKULTAS/PRODI : TARBIYAH/ TADRIS BAHASA
 INGGRIS
 JUDUL : THE EFFECT OF SELF REGULATED
 LEARNING TOWARD ENGLISH
 VOCABULARY OF FIRST SEMESTER
 ENGLISH EDUCATION OF IAIN PAREPARE.

Based on the Research, the researcher will use the instrument below:

- 1) Pre-test
- 2) Post-test

1. Pre-Test Instrument

- a. In the initial test, namely the pre-test, the researcher will use a text that aims to find out how much student mastery of vocabulary is. where the text is the number of words that students must translate according to their abilities.

VOCABULARY

1	Activity	:	91	.....	: Tentang
2	Actually	:	92	Accept	:
3	.....	: Alamat	93	Agree	:
4	.....	: Pendaftaran	94	.....	: Setuju
5	Adult	:	95	Alone	:
6	Ability	:	96	Although	:
7	Able	:	97	.....	: Setelah
14	.....	: Lagi	98	Change	:
15	.....	: Lagi	99	Chance	:
16	Answer	:	100	.....	: Kota
17	.....	: Siapapun	101	Close	:
18	Anytime	:	102	Cut	:
19	Always	:	103	.....	: Membersihkan
20	Animal	:	104	.....	: Tantangan
21	Anymore	:	105	Calm	:
22	Attention	:	106	Classmate	:
23	Audience	:	107	.....	: Warna
24	.....	: Jauh	108	Cold	:
25	Around	:	109	Delivery	:
26	Art	:	110	.....	: Bahaya
27	.....	: Bertanya	111	Deat	:
28	.....	: Cantik	112	Diary	:
29	Become	:	113	.....	: Kamus
30	.....	: Karena	114	Difference	:
31	Before	:	115	.....	: Kotor
32	Begin	:	116	Deal	:
33	Behind	:	117	Difficult	:
34	.....	: Manfaat	118	.....	: Mimpi
35	Believe	:	119	.....	: Mengendarai
36	Bad	:	120	Duty	:
37	.....	: Diantara	121	Easy	:
38	Best	:	122	.....	: Makan
39	.....	: Istirahat	123	Effort	:
40	Bring	:	124	Even	:
41	Buy	:	125	Every	:

42	.....	: Tetapi	126	End	:
43	Beyond	:	127	Ego	:
44	Big	:	128	.....	: Musuh
45	Call	:	129	.....	: Terutama
46	.....	: Dapat	130	Event	:
47	Care	:	131	.....	: Memperbaiki
81	Everything	:	132	Infinity	:
82	.....	: Menikmati	133	Justice	:
83	Enough	:	134	.....	: Pekerjaan
84	Exactly	:	135	Late	:
85	.....	: Kesalahan	136	Later	:
86	Experience	:	137	Laugh	:
87	Fall	:	138	Law	:
88	Far	:	139	Leader	:
89	.....	: Merasa	140	.....	: Mendengar
90	Feeling	:	141	Learn	:
91	Fly	:	142	Keep	:
92	.....	: Mengikuti	143	Kind	:
93	Fast	:	144	.....	: Pengetahuan
94	Future	:	145	Lie	:
95	.....	: Kebebasan	146	Like	:
96	.....	: Teman	147	Little	:
97	Finally	:	148	Manner	:
98	Fun	:	149	Market	:
99	Good	:	150	.....	: Membuat
100	.....	: Hadiah	151	.....	: Masalah
101	Goal	:	152	Many	:
102	Grow	:	153	.....	: Pernikahan
103	Habit	:	154	Meet	:
104	Happy	:	155	.....	: Pesan
105	Hard	:	156	Maybe	:
106	.....	: Sehat/Kesehatan	157	Near	:
107	Hold	:	158	.....	: Butuh
108	.....	: History	159	Never	:
109	Help	:	160	New	:
110	.....	: Bagaimana	161	.....	: Resmi
111	Identify	:	162	Often	:

112	.....	: Jika	163	Once	:
113	Important	:	164	.....	: Catatan
114	Inside	:	165	Only	:
115	.....	: Gambaran	166	Notice	:
116	Interview	:	167	.....	: Sama
117	Illustration	:	168	Section	:
154	Off	:	169	.....	: Menjual
155	Opportunity	:	170	Share	:
156	.....	: Atau	171	Take	:
157	.....	: Memesan	172	.....	: Berbicara
158	Old	:	173	.....	: Terima kasih
159	Party	:	174	.....	: Berfikir
160	Pay	:	175	Vote	:
161	Prepare	:	176	Visit	:
162	.....	: Tanggapan	177	View	:
163	Return	:	178	Until	:
164	.....	: Kaya	179	.....	: Ingin
165	Right	:	180	.....	: Tunggu

b. After giving the worksheet students will answer or interpret each word without using translation or dictionary media.

2. Post-Test.

Then the final test, namely the post test, the researcher will measure the extent to which the vocabulary mastery obtained by the students after the pre -test. Where in this final test the researcher still uses the same text, then the researcher instructs the students to translate each empty word from the text by giving a duration of 20 minutes, for example as follows :

VOCABULARY

1	Ask	:	8	Everything	:
2	:	: Cantik	9	.....	: Menikmati
3	:	: Menjadi	10	Enough	:
4	.....	: Karena	11	Exactly	:
5	Before	:	12	.....	Kesalahan

6	Begin	:	13	Experience	:
7	.....	: Dibelakang	14	Fall	:
8	Benefit	:	48	Far	:
9	Believe	:	49	.....	: Merasa
10	.....	: Selalu	50	Feeling	:
11	Again	:	51	Fly	:
12	Can	:	52	.....	: Mengikuti
13	.....	: Sama	53	Fast	:
14	Section	:	54	Ingin	:
15	.....	: Menjual	55	.....	: .....
16	Share	:	56	.....	: .....
17	Take	:	57	.....	Kota
18	.....	: Berbicara	58	Close	:
19	.....	: Terima kasih	59	Cut	:
20	.....	: Berfikir	60	.....	: Membersihkan
21	Vote	:	61	.....	: Tantangan
22	Visit	:	62	Calm	:
23	View	:	63	Classmate	:
24	Until	:	64	.....	: Warna
25	Cold	:	65	End	:
26	Delivery	:	66	Activity	:
27	.....	: Bahaya	67	Actually	:
28	Deat	:	68	.....	: Alamat
29	Diary	:	69	.....	: Pendaftaran
30	.....	: Kamus	70	Adult	:
31	Difference	:	71	Ability	:
32	.....	: Kotor	72	Able	:
33	Deal	:	73	Easy	:
34	Difficult	:	74	.....	: Makan
35	:	: Mimpi	75	Effort	:
36	:	: Mengendarai	76	Even	:
37	Duty	:	77	Every	:
38	Manner	:	78	Ego	:
39	Market	:	79	.....	: Musuh
40	.....	: Membuat	80	.....	: Terutama
41	.....	: Masalah	118	Event	:
42	Many	:	119	Care	:

43	:	: Pernikahan	120	Especially	:
44	Meet	:	121	Bad	:
45	:	: Pesan	122	.....	: Diantara
46	Maybe	:	123	Bring	:
47	Near	:	124	Buy	:
48	.....	: Butuh	125	.....	: Tetapi
49	Never	:	126	Beyond	:
50	New	:	127	Big	:
51	.....	: Resmi	128	Call	:
52	Often	:	129	But	:
53	Once	:	130	Late	:
54	.....	: Catatan	131	Later	:
55	Only	:	132	Laugh	:
56	Notice	:	133	.....	: Teman
57	Off	:	134	Finally	:
58	Law	:	135	Fun	:
59	Leader	:	136	Good	:
60	.....	: Mendengar	137	.....	: Hadiah
61	Learn	:	138	Goal	:
62	Keep	:	139	Grow	:
63	Kind	:	140	Habit	:
64	.....	: Pengetahuan	141	Happy	:
65	Lie	:	142	Hard	:
66	Like	:	143	.....	: Sehat/kesehatan
67	Little	:	144	Interview	:
68	Listen	:	145	Illustration	:
69	Opportunity	:	146	.....	: Memperbaiki
70	.....	: Atau	147	Infinity	:
71	.....	: Memesan	148	Justice	:
72	Old	:	149	.....	: Pekerjaan
73	Party	:	150	After	:
74	Pay	:	151	.....	: Jawaban
75	Prepare	:	152	.....	: Siapapun
76	.....	: Tanggapan	153	Anytime	:
77	Return	:	167	Hold	:
78	.....	: Kaya	168	.....	: Sejarah
79	Right	:	169	Help	:

80	Room	:	170	.....	: Bagaimana
81	Open	:	171	Identify	:
82	.....	: Tentang	172	.....	: Jika
83	Accept	:	173	Important	:
84	Agree	:	174	Inside	:
85	.....	: Semua	175	.....	: Gambaran
86	Alone	:	176	Animal	:
87	Although	:	177	Anymore	:
88	.....	: Setelah	178	Attention	:
89	Future	:	179	.....	: Persetujuan
90	.....	: Kebebasan	180	.....	: Menulis





SRN IP0000059

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jalan Veteran Nomor 28 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmpstp@pareparekota.go.id

REKOMENDASI PENELITIAN
Nomor : 59/IP/DPM-PTSP/1/2022

Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
3. Peraturan Walikota Parepare No. 45 Tahun 2020 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

MENGIZINKAN

KEPADA
NAMA : **HASMI**
UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
Jurusan : **PENDIDIKAN BAHASA INGGRIS**
ALAMAT : **ULUALE, KEC. WATANG PULU, KAB. SIDRAP**
UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **IMPROVING THE STUDENTS ENGLISH VOCABULARY MASTERY THROUGH SELF-REGULATED LEARNING IN FIRST SEMESTER ENGLISH EDUCATION OF IAIN PAREPARE**

LOKASI PENELITIAN : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

LAMA PENELITIAN : **11 Januari 2022 s.d 11 Pebruari 2022**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
Pada Tanggal : **12 Januari 2022**

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE



Hj. ST RAHMAH AMIR ST, MM
Pangkat : **Pembina, (IV/A)**
NIP : **19741013 200604 2 019**

Biaya : Rp. 0,00

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
- Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPTSP Kota Parepare (scan QRCode)



Balai
Sertifikasi
Elektronik



The process of giving pre-test in the control class :



The process of giving the pre-test to the experimental class :



An explanation of the application of the self-regulated learning method :





PAREPARE



Students check their learning outcomes after the process of giving vocabulary which is answered by making sentences :





Nama : Putri Galsabilla
 Nim : 2120203000203007
 No WA : 002 345 135 007

Rule of This Pre Test :

Do not use dictionary or media to translate while you answering the questions below!

VOCABULARY		VOCABULARY	
1. Activity	: ..aktivitas	25. Around	: ..di sekitar..
2. Actually	: ..sebenarnya	26. Art	: ..seni.....
3. ..address: ✓	: Alamat	27. ...✓.....	: Bertanya
4.✗.....	: Pendaftaran	28. Beautiful..	: Cantik
5. Adult	: ..dewasa.....	29. Become	: ..✗.....
6. Ability	: ..✗.....	30. ..because...	: Karena
7. Able	: ..✗.....	31. Before	: ..Sebelum.....
8.✗.....	: Tentang	32. Begin	: ..✗.....
9. Accept	: ..Terima..	33. Behind	: ..✗.....
10. Agree	: ..setuju.....	34. ...✗.....	: Manfaat
11. ...all.....	: Semua	35. Believe	: ..percaya.....
12. Alone	: ..sendiri.....	36. Bad	: ..Buruk
13. Although	: ..✗.....	37. ...✗.....	: Diantara
14.✗.....	: Setelah	38. Best	: ..terbaik.....
15. ...again...	: Lagi	39. ...✗.....	: Istirahat
16. Answer	: ..jawab.....	40. Bring	: ..✗.....
17. ...✗.....	: Siapapun	41. Buy	: ..membeli.....
18. Anytime	: ..Kapanpun	42. ...✗.....	: Tetapi
19. Always	: ..selalu.....	43. Beyond	: ..✗.....
20. Animal	: ..binatang..	44. Big	: ..besar
21. Anymore	: ..✗.....	45. Call	: ..memanggil
22. Attention	: ..perhatian.....	46. ...✗.....	: Dapat
23. Audience	: ..pendengar	47. Care	: ..perhatian....
24.✗.....	: Jauh	48. Change	: ..berubah.....

49. Chance	: Mengubah...	85. ...	: Kesalahan
50. ...city	: Kota	86. Experience	: X
51. Close	: tutup	87. Fall	: X
52. Cut	: memotong	88. Far	: cepat
53. ...clean up	: Membersihkan	89. ...	: Merasa
54. ...challenge	: Tantangan	90. Feeling	: perasaan
55. Calm	: X	91. Fly	: terbang
56. Classmate	: teman kelas	92. ...follow	: Mengikuti
57. ...color	: Warna	93. Fast	: cepat
58. Cold	: dingin	94. Future	: masa depan
59. Delivery	: Mengirim	95. ...	: Kebebasan
60. ...	: Bahaya	96. ...friend	: Teman
61. Deat	: X	97. Finally	: akhirnya
62. Diary	: X	98. Fun	: seru
63. ...Dictionary	: Kamus	99. Good	: Baik
64. Difference	: X	100. ...	: Hadiah
65. ...	: Kotor	101. Goal	: Tujuan
66. Deal	: X	102. Grow	: Tumbuh
67. Difficult	: X	103. Habit	: Kebiasaan, buruk
68. ...Dream	: Mimpi	104. Happy	: Bahagia / senang
69. ...	: Mengendarai	105. Hard	: susah
70. Duty	: Tugas	106. ...	: Sehat / kesehatan
71. Easy	: Mudah	107. Hold	: X
72. ...eat	: Makan	108. ...	: Sejarah
73. Effort	: X	109. Help	: Tolong
74. Even	: X	110. ...	: Bagaimana
75. Every	: setiap	111. Identify	: X
76. End	: dan	112. ...	: Jika
77. Ego	: X	113. Important	: X
78. ...enemy	: Musuh	114. Inside	: X
79. ...	: Terutama	115. ...	: Gambaran
80. Event	: acara	116. Interview	: wawancara
81. Everything	: semuanya	117. Illustration	: ilustrasi
82. ...	: Menikmati	118. ...	: Memperbaiki
83. Enough	: cukup	119. Infinity	: X
84. Exactly	: X	120. Justice	: keadilan
		121. ...	: Pekerjaan
		122. Late	: terlambat
		123. Later	: X
		124. Laugh	: ketawa
		125. Law	: Hukum
		126. Leader	: ketua



KC

Nama : SyahFira
 Nim : 212020388823003
 No WA :

Rule of This Pre Test :

Do not use dictionary or media to translate while you answering the questions below!

VOCABULARY		VOCABULARY	
1. Activity	: Aktivitas	25. Around	: <input checked="" type="checkbox"/>
2. Actually	: Sebenarnya	26. Art	: Lukisan / seni
3. Address	: Alamat	27. Ask	: Bertanya
4. <input checked="" type="checkbox"/>	: Pendaftaran	28. Beautiful	: Cantik
5. Adult	: <input checked="" type="checkbox"/>	29. Become	: Menjadi
6. Ability	: <input checked="" type="checkbox"/>	30. Because	: Karena
7. Able	: <input checked="" type="checkbox"/>	31. Before	: Sebelum
8. About	: Tentang	32. Begin	: Memulai
9. Accept	: Penerimaan <input checked="" type="checkbox"/>	33. Behind	: di belakang
10. Agree	: Setuju	34. <input checked="" type="checkbox"/>	: Manfaat
11. All	: Semua	35. Believe	: Percaya
12. Alone	: Sendiri	36. Bad	: jelek
13. Although	: <input checked="" type="checkbox"/>	37. <input checked="" type="checkbox"/>	: Diantara
14. After	: Setelah	38. Best	: terbaik
15. Again	: Lagi	39. Rest	: Istirahat
16. Answer	: Jawaban	40. Bring	: Membawa
17. Anybody	: Siapapun	41. Buy	: Membeli
18. Anytime	: Setiap waktu	42. But	: Tetapi
19. Always	: Selalu	43. Beyond	: <input checked="" type="checkbox"/>
20. Animal	: hewan	44. Big	: besar
21. Anymore	: <input checked="" type="checkbox"/>	45. Call	: telepon / memanggil
22. Attention	: Perhatian	46. have	: Dapat
23. Audience	: Pendengar	47. Care	: peduli
24. <input checked="" type="checkbox"/>	: Jauh	48. Change	: berubah

49. Chance	: Kesempatan	85. Mistake	: Kesalahan
50. City	: Kota	86. Experience	: Perasaan
51. Close	: Ketup	87. Fall	: Jatuh
52. Cut	: Memotong	88. Far	: Jauh
53. Clean	: Membersihkan	89. Feel	: Merasa
54. X	: Tantangan	90. Feeling	: Perasaan
55. Calm	: Tenang	91. Fly	: Terbang
56. Classmate	: teman teman sekelas	92. Follow	: Mengikuti
57. Color	: Warna	93. Fast	: Cepat
58. Cold	: Dingin	94. Future	: Masa depan
59. Delivery	: Pengiriman	95. Freedom	: Kebebasan
60. Danger	: Bahaya	96. Friend	: Teman
61. Death	: Mati	97. Finally	: Akhirnya
62. Diary	: Catatan	98. Fun	: Menyenangkan
63. Dictionary	: Kamus	99. Good	: Baik
64. Difference	: Perbedaan	100. Gift	: Hadiah
65. Dirty Dirty	: Kotor	101. Goal	: Tujuan
66. Deal	: Adil	102. Grow	: Tumbuh
67. Difficult	: Sulit	103. Habit	: Kebiasaan
68. Dream	: Mimpi	104. Happy	: Senang
69. Drive	: Mengendarai	105. Hard	: Sulit
70. Duty	: Bertugas	106. Healthy	: Sehat / kesehatan
71. Easy	: Mudah	107. Hold	: Memegang
72. Eat	: Makan	108. History	: Sejarah
73. Effort	: Usaha	109. Help	: Tolong
74. Even	: Bahkan	110. How	: Bagaimana
75. Every	: Setiap	111. Identify	: Mencari
76. End	: Selesai	112. If	: Jika
77. Ego	: X	113. Important	: Penting
78. Enemy	: Musuh	114. Inside	: Dalam
79. Especially	: Terutama	115. Imagination	: Gambaran
80. Event	: Acara	116. Interview	: Wawancara
81. Everything	: Segalanya	117. Illustration	: Ilustrasi
82. Enjoy	: Menikmati	118. Improve	: Memperbaiki
83. Enough	: Cukup	119. Infinity	: Tak terhingga
84. Exactly	: Tepat	120. Justice	: Keadilan
		121. Job	: Pekerjaan
		122. Late	: Terlambat
		123. Later	: Nanti
		124. Laugh	: Tertawa
		125. Law	: Hukum
		126. Leader	: Pemimpin

127. Hear	: Mendengar	154. Off	: Mati
128. Learn	: Belajar	155. Open	: Buka
129. Keep	: Mampun	156. Opportunity	: X
130. Kind	: baik	157. Or	: Atau
131. Knowledge	: Pengetahuan	158. ...	: Memesan
132. Lie	: berbohong	159. Old	: tua
133. Like	: suka	160. Party	: acara
134. Little	: sedikit	161. Pay	: X
135. Manner	: tatacara	162. Prepare	: persiapan
136. Market	: pasar	163. ...	: Tanggapan
137. Make	: Membuat	164. Return	: X
138. Problem	: Masalah	165. ...	: Kaya
139. Many	: banyak	166. Right	: benar
140. Married	: Pernikahan	167. Room	: ruangan
141. Meet	: bertemu	168. Same	: Sama
142. Message	: Pesan	169. Section	: X
143. Maybe	: mungkin	170. Sale	: Menjual
144. Near	: dekat	171. Share	: berbagi
145. Need	: Butuh	172. Take	: X
146. Never	: tidak akan	173. Talking	: Berbicara
147. New	: baru	174. Thank you	: Terima kasih
148. Official	: Resmi	175. Think	: Berfikir
149. Often	: X	176. Vote	: memilih
150. Once	: sekali	177. Visit	: mengunjungi
151. extraordinary	: Catatan	178. View	: pandangan
152. Only	: hanya	179. Until	: sampai
153. Notice	: menandai	180. Want	: Ingin

Salah : 33

Benar : 147

$$\text{Score} = \frac{147}{180} \times 100$$

$$= 82$$

Pre-test, KC

	KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIAH
	<small>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</small>
	VALIDASI INSTRUMEN PENELITIAN SKRIPSI

Nama : Arya Gemilang Badoring

Nim : 2120203088203057

No WA : 089 65 9 210014

Rule of This Pre Test :

Do not use dictionary or media to translate while you answering the questions below!

VOCABULARY		VOCABULARY	
1. Activity	: Aktiuitas	25. Around	: Sekitar
2. Actually	: Sebenarnya	26. Art	: Seni
3. Address	: Alamat	27. Any cursor	: Bertanya
4. X	: Pendaftaran	28. Beautiful	: Cantik
5. Adult	: Dewasa	29. Become	: datang
6. Ability	: kemampuan	30. because	: Karena
7. Able	: Sanggup	31. Before	: Sebelum
8. About	: Tentang	32. Begin	: mulai
9. Accept	: menerima	33. Behind	: dibelakang
10. Agree	: Setuju	34. benefit	: Manfaat
11. All	: Semua	35. Believe	: Percaya
12. Alone	: sendiri	36. Bad	: buruk
13. Although	: X	37. X	: Diantara
14. After	: Setelah	38. Best	: terbaik
15. Again	: Lagi	39. X	: Istirahat
16. Answer	: menjawab	40. Bring	: membawa
17. anybody	: Siapunpun	41. Buy	: beli
18. Anytime	: kapanpun	42. But	: Tetapi
19. Always	: selalu	43. Beyond	: X
20. Animal	: satwa	44. Big	: Besar
21. Anymore	: Lagi	45. Call	: telepon
22. Attention	: perhatian	46. Can	: Dapat
23. Audience	: X	47. Care	: Peduli
24. X	: Jauh	48. Change	: Ganti

49. Chance	: kesempatan	85. ...	: Kesalahan
50. City	: Kota	86. Experience	: ...
51. Close	: Tutup	87. Fall	: jatuh
52. Cut	: memotong	88. Far	: Jauh
53. Calm	: Membersihkan	89. ...	: Merasa
54. ...	: Tantangan	90. Feeling	: Perasaan
55. Calm	: membersihkan	91. Fly	: terbang
56. Classmate	: ...	92. ...	: Mengikuti
57. Color	: Warna	93. Fast	: cepat
58. Cold	: ...	94. Future	: ...
59. Delivery	: ...	95. ...	: Kebebasan
60. ...	: Bahaya	96. ...	: Teman
61. Deat	: ...	97. Finally	: Akhirnya
62. Diary	: buku harian	98. Fun	: lucu
63. Dictionary	: Kamus	99. Good	: bagus
64. Difference	: ...	100. ...	: Hadiah
65. Dirty	: Kotor	101. Goal	: Tujuan
66. Deal	: ...	102. Grow	: ...
67. Difficult	: ...	103. Habit	: ...
68. dream	: Mimpi	104. Happy	: senang
69. ...	: Mengendarai	105. Hard	: susah
70. Duty	: ...	106. Healthy	: Sehat / kesehatan
71. Easy	: mudah	107. Hold	: ...
72. Eat	: Makan	108. History	: Sejarah
73. Effort	: ...	109. Help	: membantu
74. Even	: bahkan	110. How	: Bagaimana
75. Every	: setiap	111. Identify	: ...
76. End	: selesai	112. If	: Jika
77. Ego	: ...	113. Important	: ...
78. ...	: Musuh	114. Inside	: ...
79. ...	: Terutama	115. Darwin	: Gambaran
80. Event	: ...	116. Interview	: ...
81. Everything	: ...	117. Illustration	: ...
82. ...	: Menikmati	118. ...	: Memperbaiki
83. Enough	: ...	119. Infinity	: ...
84. Exactly	: ...	120. Justice	: ...
		121. Job	: Pekerjaan
		122. Late	: lambat
		123. Later	: nanti
		124. Laugh	: ...
		125. Law	: ...
		126. Leader	: pemimpin

127. Listen	: Mendengar	154. Off	: mati
128. Learn	: belajar	155. Open	: Buka
129. Keep	: menjaga	156. Opportunity	: X
130. Kind	: X	157. Or	: Atau
131. X	: Pengetahuan	158. X	: Memesan
132. Lie	: berbohong	159. Old	: Tua
133. Like	: suka	160. Party	: X
134. Little	: X	161. Pay	: bayar
135. Manner	: X	162. Prepare	: X
136. Market	: X	163. X	: Tanggapan
137. make	: Membuat	164. Return	: X
138. X	: Masalah	165. rich	: Kaya
139. Many	: banyak	166. Right	: X
140. in X	: Pernikahan	167. Room	: ruangan
141. Meet	: pertemuan	168. same	: Sama
142. X	: Pesan	169. Section	: X
143. Maybe	: mungkin	170. buy	: Menjual
144. Near	: X	171. Share	: X
145. X	: Butuh	172. Take	: mengambil
146. Never	: Perman Tak pernah	173. X	: Berbicara
147. New	: baru	174. Thank	: Terima kasih
148. X	: Resmi	175. Thank	: Berfikir
149. Often	: ketika	176. Vote	: X
150. Once	: X	177. Visit	: X
151. Not X	: Catatan	178. View	: X
152. Only	: hanya	179. Until	: hingga
153. Notice	: X	180. Wait	: Ingin

Salah : 76

Benar : 104

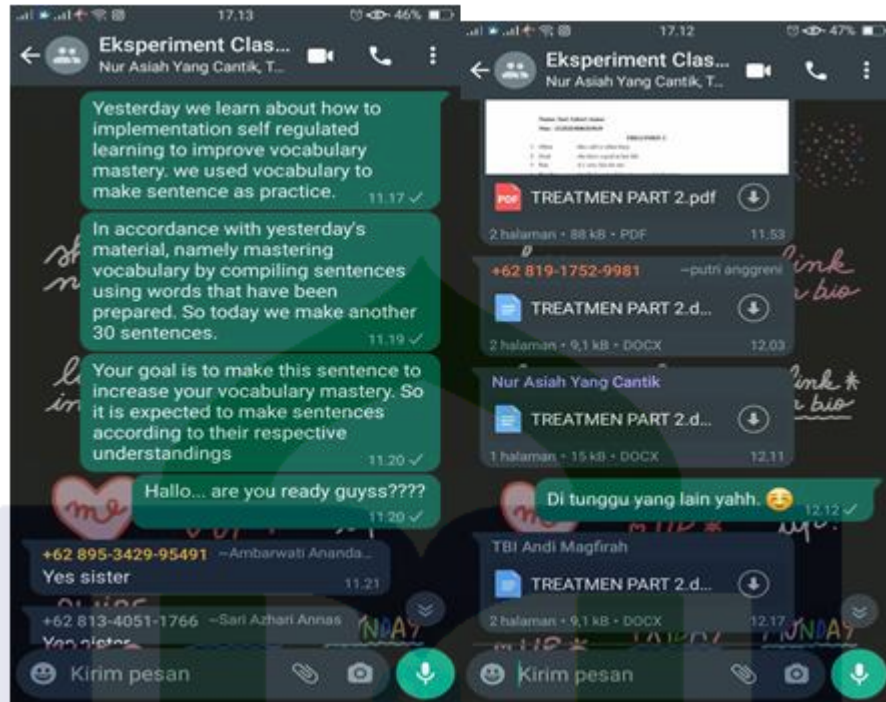
$$\text{score} = \frac{104}{180} \times 100$$

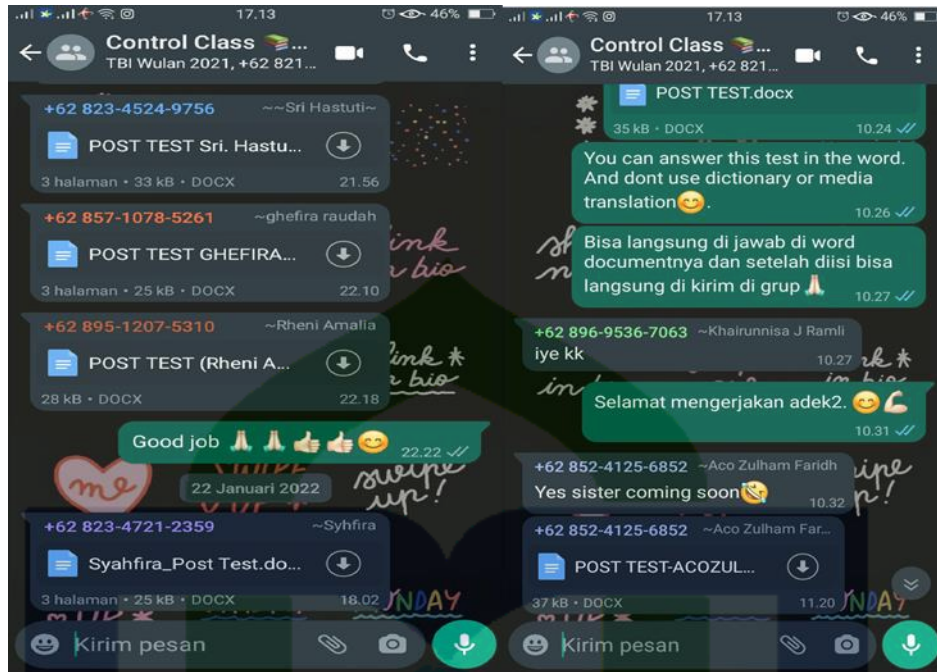
$$= 58$$

Nama: Sari Azhari Annas
 No. wa: 0813205110766
 NIM: 2120203888203029

TREATMENT 1

1. Can : Can I borrow your book?
2. Calm : Calm down friend
3. Always : I always behind you
4. After : after this class, I want to back to
5. Actually : sebenarnya
6. Address : my address in pangkep
7. Lie : the bohony
8. Good : Good afternoon everyone
9. Grow : I am ~~grow~~ grow up
10. Justice : I want justice in my life
11. Inside : Inside this room, I find something bad
12. Listen : I ~~use~~ listen my teacher
13. History : I have many history in my life
14. Important : ~~have~~ my job is very important
15. Fast : I run very fast
16. Little : my little son is cute
17. Make : she make ~~my~~ me feel like crazy
18. Like : I like reading book
19. Keep : keep learning friend
20. Manner : I have manner in my family
21. Kind : she ~~ate~~ was kind
22. Rich : my cousin is rich
23. Take : I want take a picture with you
24. Sell : in a market many people sell a clove
25. New : happy new year
26. Never : I will never let you go
27. Need : I need you by my side
28. Only : the only one for me
29. Off : I'm off my computer
30. Pay : ~~want pay a book~~ I want to pay my debt







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

Alamat : Jl. Amal Bakti No. 08 Sorong Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

**SURAT KETERANGAN TELAH MENELITI
NOMOR : B.917/ln.39.5.1/PP.00.9/02/2022**

Yang bertanda tangan di bawah ini,

Nama : Dr. Muh. Dahlan Thalib, M.A
NIP : 19631231 198703 1 012
Pangkat/Golongan : Pembina TK. II/IV b
Jabatan : Wakil Dekan Bidang Akademik, Kemahasiswaan,
Kelembagaan
dan Kerjasama
Instansi : Institut Agama Islam Negeri Parepare

dengan ini menerangkan bahwa

Nama : Hasmi
NIM : 17.1300.055
Fakultas/Prodi : Tarbiyah/ Pendidikan Bahasa Inggris
Alamat : Uluale, Kec. Watang Pulu, Kab. Sidrap

Benar telah melakukan penelitian di Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare mulai bulan Januari 2022 sampai dengan bulan Februari 2022, dengan judul penelitian **"Improving The Students English Vocabulary Mastery Through Self-Regulated Of IAIN Parepare"**.

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

Parepare, 16 Februari 2022

Wakil Dekan I,



Muh. Dahlan Thalib

CURRICULUM VITAE



Hasmi, the writer was born on October 08th 1999 in Uluale. She is the fourth child in her family. She has two sisters and one brother. Her father's name is Muhammad Zain and her mother's name is Muliana. She began her study on 2004 at SDN 5 Arawa, and graduated on 2011. In the same year, she continued her study at SMPN 1 Watang Pulu and graduated on 2014.

In the same year she continued her study at SMAN 1 Watang Pulu and graduated on 2017. After graduated, she decided to continued her study at State Islamic Collage (STAIN) Parepare, but now become State Islamic Institute (IAIN) Parepare. She took Tarbiyah Faculty and focused on English Education Program. She completed her skripsi on 2022 with the tittle "Improving The Students English Vocabulary Mastery Through Self- Regulated Learning in First Semester English Education of IAIN Parepare".