

The Correlation between Self Regulated and Self Concept in Learning on Student's Reading Achievement

Febri Wulandari
University of Islam Malang, Indonesia
E-mail address: refee.wulandys@yahoo.com

Abstract

This study is intended to find out whether self-regulate and self-concept in learning correlate with student's reading achievement. The researcher used 57 students of MTs. Khairuddin Gondanglegi, Malang as the subject. The instrument of this research used questionnaire of self-regulate and self-concept in learning and reading test. The design of this research is quantitative research. The researcher used correlation research with multiple regression analysis to analyze this data. The finding of the research is self-regulate and self-concept in learning has no significant correlation on student's reading achievement. The recommendation for further researchers is the result of this research can be used by the further researchers as a consideration to conduct further research in different aspects such as English skill, research areas, and also research design.

Key Words: self-regulated, self-concept in learning, reading achievement

In millennial era, English plays an important role in developing technology, science, and communication in the world. Then, in science, English also applied in the school curriculum whether in public or private school. Now day, the students entered high order thinking skill or HOTS questions. The students must be creative, critic, collaborative, and communicative actively toward something. It can be concluded that reading skill takes a big portion of all skill. Based on the data of *Ujian Nasional* (UN) or final examination of Junior High School students, 100% of the test is about reading comprehension. One of the successes of *Ujian Nasional* (UN) is reading skill. The students need to read and know well the intention of every text and questions of the test so that they can answer the questions easily.

Generally, in learning English, students have different way to learn. Also, they have strategies to achieve the success of learning. Then, in order to support the learning process and to overcome problem in learning English, students have self-regulated in their mind. They have their own ways to learn something. Self-regulated in learning is an approach to making learners autonomous in such a way that they are motivationally, behaviourally and metacognitive active and able to take responsibility for their own learning and problem-solving, Schunk and Zimmerman in Jafarigohar and Morshedian (1986). Self-regulated in learning will be used by the students when they face the difficulties in learning. It will help them easier to find the key or answer from teacher. To get their need, they will manage themselves well.

Brook (1979:138) defined the self-concept as someone's perception and feeling toward themselves psychologically, socially, and physically. Then, self-concept is also influenced by some factors as the experience, competence, and self-actualization. Here, the students' belief toward themselves is the key factors in the

successful of student's achievement. The characteristic, identities, and the mental though are also influenced students' way to concept something.

Realizing the result of final exam in every semester, the researcher found that self-regulated and self-concept in learning is two important things both of the teachers and students. Meanwhile, the English teacher is facing some problems. A common problem faced by the teacher at MTs. Khairuddin was never knows the students regulation in meeting the test and how they try to overcome the problem. The teacher can apply in the classroom to help the students in facing the test. Then, by having good self-regulated and self-concept in learning, it will help the students to face the difficulties in reading. The students can solve their problems and try to find the way to fix them easily. In reading, Self-regulated and Self-concept are expected to work together and help the students to get the good score in English. Also, it's expected to make the students more active and to criticise information in the text.

From the previous studies above, the researcher found out the research gap. The research gap was the variables used. Both of the previous studies used self-regulated and self-concept in learning with another variable. First, Self-regulated connects to students' motivation and learning habits. The second, self-concept connects to English achievement. To know the correlation both of Self-regulated and Self-concept the researcher interest to investigate it on reading achievement in her research.

This study is intended to answer these questions, first "Is there any significant correlation between self-regulated in learning and student's reading achievement?", second, "Is there any significant correlation between self-concept in learning and student's reading achievement?", third "How do self-regulate and self-concept in learning correlate to student's reading achievement?". The first objective of this research is to to find out whether self-regulated in learning correlate significantly on reading achievement, second to find out whether self-concept in learning correlate significantly on reading achievement, third to find out whether self-regulate and self-concept correlate with student's reading achievement.

Method

This research is quantitative research. The researcher used correlation research. Creswell (2012:338) stated that, "Correlation research is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary constitutently". So that this research was different from experimental research design because it did not have any treatment and manipulation of the variables. To analyze the data, the researcher used multiple regressions using Regression Analysis by helping of SPSS 22.00. This research investigated the predictor variables X1 (self-regulated), X2 (self-concept), and criterion variable Y (reading achievement). The populations of the research were all of VIII grade students of MTs. Khairuddin Gondanglegi-Malang in 2018/2019 academic years. The total target population was approximately 150 students. The total of sample is 57 students where, VIII B 30 students and VIII C 27 students.

Instrument

In this research, the researcher used test two instruments. Here, the researcher used questionnaire of self-regulated and self-concept in learning. It gave to the students as respondents for collecting information. The researcher used questionnaires adopted

from both of previous studies. There were 5 options containing positive and negative questions so that each question didn't have similar value of options. The researcher used 44 items of Self-Regulated learning and 40 items of Self-Concept questionnaire. Here, there were also 5 options on scale from 1 to 5, such as strongly agree, agree, uncertain, disagree, and strongly disagree as a linkert scale. In reading test, the researcher used summative test to assess the students' reading achievement in the end of second semester. There were fifty questions with four possible answers. The whole questions of the test refer to the indicator of eight grade syllabus.

Validity of Test

Validity test and questionnaire were used to know whether the research instrument would be used was valid or not. In this research, the researcher used the instrument analyzed *Corrected Item-Total Correlation* on SPSS 22.00 to measure the coefficient of the significant value. The result indicates that all of the items for self-regulated and self-concept are valid. Reliability is used to measure the test used as the research instrument. Thus, the researcher used *Cronbach's Alpha* formula from SPSS 22.00 program to measure the internal reliability of the instrument used. The results indicated that the reliability of Self-Regulated was .918; it means that the Self-Regulated was reliable. Besides, the reliability of Self-Concept was .888. In short, we can say that it was reliable too based on the coefficient reliability before.

Data Collection

The researcher started to collect the data by using some steps. These steps are prepared in order to enable the researcher in conducting the research and also to get an accurate data from the students. To collect the data, the researcher prepared a permission letter to the headmaster of MTs. Khairuddin Gondanglegi-Malang, and then prepared well the framework of instruments. This research focused on the students of second semester in 2018-2019 academic years. The researcher did the research on April 2019. After that, the researcher used SPSS 22.00 formula to find out the correlation among those three variables of questionnaire.

Data Analysis

To analyse the data the researcher collecting the students' answer sheet in the form of questionnaire and test. Next, the researcher counts the data by using SPSS 22.0. The researcher scores the questionnaires by giving different score in each number of questions. Because the questionnaire containing positive and negative questions so that each question didn't have similar value of options too. The researcher counts the reading score manually by giving 0-100 scores. Finally, find the correlation between three variables. The researcher presented two analysis, those are descriptive statistical analysis and hypothesis testing.

Results

Before testing hypothesis, The researcher completed the statistical assumption which had to be fulfilled.

Descriptive Statistics Analysis

Table 4.1 Descriptive Statistics

		Self_Regulated	Self_Concept	Reading_Achievement	Valid N (listwise)
N	Statistic	56	56	56	56
Range	Statistic	83,00	79,00	54,00	
Minimum	Statistic	117,00	102,00	24,00	
Maximum	Statistic	200,00	181,00	78,00	
Sum	Statistic	8435,00	7915,00	2762,00	
Mean	Statistic	150,6250	141,3393	49,3214	
	Std. Error	2,64324	2,40390	1,77886	
Std. Deviation	Statistic	19,78021	17,98917	13,31180	
Variance	Statistic	391,257	323,610	177,204	
Skewness	Statistic	,317	-,137	-,078	
	Std. Error	,319	,319	,319	
Kurtosis	Statistic	-,572	-,221	-,803	
	Std. Error	,628	,628	,628	

Based on the statistics descriptive data of X1 (Self- Regulated), it found that the mean of 56 students gained 150,6250 and its standard deviation is 19,78021. Then, the statistics descriptive data of X2 (Self-Concept) in table 4.1, it found that the mean of 56 students gained 141,3393 and its standard deviation is 17,98917. Besides, the result of the statistics descriptive data of Y (Reading Achievement), it found that the mean of 56 students gained 49,3214 and its standard deviation is 13,31180. The standard deviation shows the heterogeneity and the homogeneity of the data.

Normality

Table 4.2 One-Sample Kolmogorov-Smirnov Test

		Self_Regulated	Self_Concept	Reading_Achievement
N		56	56	56
Normal Parameters ^{a,b}	Mean	150,6250	141,3393	49,3214
	Std. Deviation	19,78021	17,98917	13,31180
Most Extreme Differences	Absolute	,079	,063	,110
	Positive	,079	,045	,074
	Negative	-,054	-,063	-,110
Test Statistic		,079	,063	,110
Asymp. Sig. (2-tailed)		,200 ^{c,d}	,200 ^{c,d}	,087 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

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

Table 4.2 showed the value of significance level of Kolmogorov-Smirnov for self-regulated, self-concept and student's reading achievement was .200 .200, and .087. To analyze the data, the probability value must be decided, and the probability value (α) for the normality test of the data is 0.05. The significance level was greater than 0.05. It means that the variable distributed normally.

Heteroscedasticity

Table 4.3 Heteroscedasticity

Model	Standardized Coefficients		t	Sig.
	Beta			
1	(Constant)		-,240	,811
	Self_Regulated	,170	1,227	,225
	Self_Concept	,066	,476	,636

a. Dependent Variable: RES2

The finding should be no heteroscedasticity. Based on the table 4.3 above, the significance level of variables were greater than 0.05. The significance of Self-Regulated and Self- Concept were .225 and .636. Because the significance level of variables showed greater than 0.05, it means that there was no heterokedastisitas.

Hypothesis Testing

The Correlation between Self-Regulated in Learning and Student's Reading Achievement

Table 4.4 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,174 ^a	,030	,012	13,22957

a. Predictors: (Constant), Self_Regulated

The result of the computation of two variables symbolized by R (Multiple Correlation Coefficient) was .174. Meanwhile, the proportion of predictors' contribution to the criterion variable was symbolized by R square. The contribution of self-regulated was .030. It means that 3,0 % was influenced by other predictor variables. In other words this indicated that 97 % variance of the students' reading achievement was attributed to the combined variance of their self-regulated.

Table 4.5 ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	295,046	1	295,046	1,686	,200 ^b
	Residual	9451,168	54	175,022		
	Total	9746,214	55			

a. Dependent Variable: Reading_Achievement

b. Predictors: (Constant), Self_Regulated

The F value was 1.686 and the significance of this F value was .200. It means that the significance level was greater than 0.05 (level of significance of this research). To conclude, the F value was not significance at 0.05 level of significant. This finding then accepted null hypothesis (H₀) and rejected alternative hypothesis (H_a). In other words, there is no significant correlation between self-regulated in learning and student's reading achievement.

The Correlation between Self-Concept in Learning and Student's Reading Achievement

Table 4.6 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,015 ^a	,000	-,018	13,43295

a. Predictors: (Constant), Self_Concept

The result of the computation of two variables symbolized by R (Multiple Correlation Coefficient) was .115. Meanwhile, the proportion of predictors' contribution to the criterion variable was symbolized by R square. The contribution of self-concept was .000. It means that 0 % was influenced by other predictor variables. In other words this indicated that 100 % variance of the students' reading achievement was attributed to the combined variance of their self-concept.

Table 4.7 ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2,227	1	2,227	,012	,912 ^b
	Residual	9743,987	54	180,444		
	Total	9746,214	55			

a. Dependent Variable: Reading_Achievement

b. Predictors: (Constant), Self_Concept

val

The F value was .012 and the significance of this F value was .912. It means that the significance level was greater than 0.05 (level of significance of this research). To conclude, the F value was not significance at 0.05 level of significant. This finding then accepted null hypothesis (H₀) and rejected alternative hypothesis (H_a). In other words, there is no significant correlation between self-concept in learning and student's reading achievement

The Correlation between Self-Regulated and Self-Concept in Learning on Student's Reading Achievement

Table 4.8 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,183 ^a	,034	-,003	13,33142

a. Predictors: (Constant), Self_Concept, Self_Regulated

The result of the computation of three variables symbolized by R (Multiple Correlation Coefficient) was .183. Meanwhile, the proportion of predictors' contribution to the criterion variable was symbolized by R square. The contribution of self-regulated was .034. It means that 3,4 % was influenced by other predictor variables. In other words this indicated that 96,7 % variance of the students' reading achievement was attributed to the combined variance of their self-regulated and self-concept.

Table 4.9 ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	326,698	2	163,349	,919	,405 ^b
	Residual	9419,516	53	177,727		
	Total	9746,214	55			

a. Dependent Variable: Reading_Achievement

b. Predictors: (Constant), Self_Concept, Self_Regulated

The F value was .919 and the significance of this F value was .405. It means that the significance level was greater than 0.05 (level of significance of this research). To conclude, the F value was not significant at 0.05 level of significance. This finding then accepted null hypothesis (H₀) and rejected alternative hypothesis (H_a). In other words, self-regulate and self-concept in learning has no significant correlation on student's reading achievement.

Discussion

This research aimed to analyze, reveal, and finding the correlation between self-regulated and student's reading achievement of eighth grade students of MTs. Khairuddin Gondanglegi-Malang. The analysis of data was also by using SPSS 22.00.

The Correlation between Self-Regulated in Learning and Student's Reading Achievement

Woolfolk (2008:128) argued that "good self-concept will become the determiner of the person success in doing the duties". If the students have good self-concept, they will also get successfully learning. However, if they do not have good self-concept, they will face difficulties in learning or they cannot solve the problem. Based on the result of this research can be known that the predictor variable of self-regulated did not correlate significantly to student's reading achievement. There are many factors influenced the students reading achievement such as the students' level and sampling error of the subject may be taken less of similarities. Many recent researches found different perspective toward the result on self-regulated learning. One of them was conducted by Dinanjaya (2017). She found that the result shows test anxiety is the strongest contribution on predicting English achievement but it has negative significance. It means that the higher students test anxiety is associated with lower English achievement. The second strongest contribution on predicting English achievement is self-regulation. It has positive significance. It means that the higher self-regulation is associated with higher English achievement.

The Correlation between Self-Concept in Learning and Student's Reading Achievement

Priscillawati (2017:18) said that "self-regulated learning (SRL) also related with students 'management and control of their effort on classroom academic task has been proposed as another important component". It was prove by the result of daily activities given by the teacher. The students who get high score will have high self-regulated learning (SRL) because they can control their effort in the classroom academic task. Here, many factors influenced the students reading achievement such as the students' level. The research only focused on the second grade students of junior high school, means that they may have different ability toward doing the test. Based on the result of this research can be known that the predictor variable of self-concept in learning did not correlate significantly to student's reading achievement. In other words, there is no significant correlation between self-concept and student's reading achievement. Based on the result of previous research conducted by Dinanjaya (2017), on self-concept, she found out that the result of the computation of multiple correlation coefficients (R) is 0.443 and the coefficient of determination (R²) is 0.197. This indicates that students 'self-concept has 19.7 % contribution toward their English achievement.

The Correlation between Self-Regulated and Self-Concept in Learning on Student's Reading Achievement

There are many factors influenced the students reading achievement such as the students' level. Due to the research only focused on the second grade students of junior high school, they may have different point of view toward doing the test. The second is that the sampling error of the subject may be taken less of similarities. Then, there are many students absent at that day. Thus, some students also get sick. Based on the result of this research, self-regulate and self-concept in learning has no significant correlation on student's reading achievement. In facts, Self-regulated learning (SRL) and self-concept (SC) are two of important thing for the students. Self-regulated learning (SRL) can help the students create better learning habits and strengthen their study skill (Wolters, 2001), apply learning strategies to enhance academic outcomes (Friedlander, Sadler, Frizzle, & Graham, 2005), monitor their performance (Harris et al, 2005) and evaluate their academic progress (De Bruin Thiede & Camp, 2011). The teachers as students' facilitator should familiar with the factors of the students' ability in their classroom to achieve the teaching learning goals.

The Implication of the Variables to English Language Teaching

Seeing that the result of this research do not give implication to the teaching field, the researcher can be conclude some points. The first point is the limitation of students' level. Due to the research only focused on the second grade students of junior high school, they may have different point of view toward doing the test. The second is that the sampling error of the subject may be taken less of similarities. For example the students in B class and C class are not equal. The third point is the condition of students at that time. Since the research is conducted on Wednesday, there are many students absent at that day. Thus, some students also get sick. In conclusion, in conducting the research the researcher may prepare well for everything in order to avoid this case.

Conclusion

Some conclusion gained from the result of this research. The first conclusion is there is no significant correlation between self-regulated in learning and student's reading achievement. The second, there is no significant correlation between self-concept in learning and student's reading achievement. The third self-regulated and self-concept in learning has no significant correlation on student's reading achievement. Here, some suggestion will be given to the following people such as the students at MTs. Khairuddin Gondanglegi Malang, especially for the eighth grade. The students at the eighth grade, be active in joining the class and enjoy to learn reading skill by correlating their self-concept and self-regulated learning. For English teacher, it is suggested to activate and motivate the students' schemata. For further researchers, the result of this research can be used as a consideration to conduct further research in different aspects. They are English skill, research areas, and also research design. There are many limitations in this research; they can use it as the improvement for the next research.

References

- Cresswell, J. W. 2012. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Boston: Pearson Education
- Dinanjaya, A. 2017. *The Correlation between Students' Motivation, Self-Concept and English Achievement*. Unpublished thesis. Malang: University of Islam Malang.
- Priscillawati, A. 2017. *The Correlation among Students' Motivation, Self-Regulated Learning and English Achievement*. Unpublished thesis. Malang: University of Islam Malang.
- Universitas Islam Malang. 2016. *Pedoman Penulisan Thesis*. Malang: Universitas Islam Malang.
- Wolters, C.A.2011. Regulation of Motivation: Contextual and Social Aspect. *Teacher College Record*, 113 (2):263-283.
- Woolfolk, A. 2009 *Educational Psychology Active Learning Edition*, Terjemahan Helly Prajitno Soejipto. Yogyakarta: Pustaka Pelajar
- Zimmerman, B.J, & Martinez-Pons, M. 1986. Development of a Structured Interview for Assessing Students Use of Self-Regulated Learning Strategies. *American Educational Research Journal*, 23(4), 614-628