SELF-REGULATED LEARNING OF HIGH ACHIEVEMENT STUDENTS AT ENGLISH EDUCATION PROGRAM FBS UNM

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ABSTRACT

This research aimed at giving descriptive accounts of self-regulated learning used by high achievement students and helping to recognize the high achievement students plan, monitor, control, and evaluate their learning activities at English Education Study Program Faculty of Languages and Literature State University of Makassar. This research applied descriptive qualitative research taking the seventh semester students of English Education Study Program as the purposive samples. The data were collected through semi structure interview. The results of data analysis showed that the students who were being self-regulated learning because they planned, controlled, monitored, and evaluated their learning performances. In the planning phase, the students were setting the goals, planning out the strategies, and organizing the learning materials. In the monitoring phase, the students were taking into account family involvement and classroom environment. In the controlling phase, the students asked their parents, lecturers, or classmates regarding their academic performances. Then in the evaluating phase, the students did self-reflection.

***Keywords: self-regulated learning, high achievement* students**

INTRODUCTION

Learning achievement is always concerned to the education. It is the result of students learning to construct knowledge that they obtain from a daily learning activity. Hence, it profoundly depends on the ability of students to figure materials out at the process of learning in the classroom. If the students understand deeply materials, they could have great opportunities to attain high scores in the classrooms. The scores achieved by students are often connected with their academic achievement.

Broadbent and Poon (2015) stated that the academic achievement can be generally defined as the accumulative score of students in an online or conventional assignment or exam and it is written in the form of numerical points. It could also be stated that the academic achievement is students' attainment during formal classes at school or university. Regarding this research, the context of students' achievement is the students of English Education at Faculty of Languages and Literature of State University of Makassar who have obtained Grade Point Academic (GPA) ranged from 3.51 to 4.00 are qualified "cumlaude" according to the academic rule of State University of Makassar (Section 36, Subsection 2, 2015).

The attainment of those academic scores above implicitly shows that students have different learning strategies in learning English as a foreign language. He has a way to constructs his learning strategies for developing the learning system which absolutely affects his learning achievement as well. As the Implication, Humour and Al hmouz (2013) learning strategies used among high achievers and low achievers are different. The high achiever may have a tight commitment to learn more, match in time, or regulate their own learning rather than the low achiever ones. Additionally, the high ones are able to synchronize their prior knowledge with new knowledge and to implicitly apply them in their real life as a result. Additionally, Zimmerman (2008) stated that some academic matters in both productive and receptive skills, communicational strategies use in social interaction, lack of self-attribution and motivation may affect the low achievers to gain good learning achievement than the higher ones. Learning strategies, in short, put the English students in different way to learn English module.

Some factors influence the difference of learning strategies used by high and low achievers namely; self-awareness, self-efficacy, self-esteem, self-control, self-concept, and self-regulated learning. One of those prominent factors discussed in education sphere is self-regulated learning used by students. Basically, the concept of self-regulated learning is how the students regulate themselves by using cognitive, metacognitive, motivation, and management strategies. Then, Zimmerman (1986) stated in contemporary terms that students can be described as self-regulated to the degree that they are metacognitively, motivationally, and behaviorally active participants in their own learning process. Therefore, self-regulated learning is inseparable with students' achievement particularly for foreign language learners.

There are several components of self-regulated learning to pursue students to learn namely students learning intensity, environment, motivation, and self-efficacy, peer learning, time management, rehearsal, critical thinking, effort regulation, and elaboration. As the result, there is a consensus among the researchers that the students who possess all the components of self-regulated learning have effective learning. Furthermore, Rose and Harbon (2011) state that many students are inability to control their emotions, manage commitment, and control boredom and procrastinating when study foreign language. Therefore, the students who have no control approximately gain the low academic score. Unlikely, those indications occur as well at English Education of Faculty of Language and Literature of State University of Makassar (UNM) especially the sixth semester students.

RESEARCH METHOD

This research employed descriptive research in qualitative approach. It describes self-regulated learning of high achievers in their study. According to Gay *et al*. (2006:159) descriptive research is useful for investigating a variety of educational problems and issues. Therefore, descriptive research is a set of scientific processes to gain data related to the phenomena or issues in educational sphere. Based on this statement, the found data later was interpreted in such comprehensive narrative and visual (non-numerical) data in order to gain insights into a particular phenomenon of the interest.

The participant of this research was the sixth semester students which comprised class A and B year 2017 at English Education Program, Faculty of Languages and Literature, State University of Makassar. Each class was three females and males' students who had high GPA by using purposive sampling technique. According to Gay et al (2006: 113) purposive sampling is the process of selecting a sample that is believed to be representative of a given population. It means that the researcher purposively selected the participants.

In analyzing the data, the researcher used descriptive analysis to analyze students respond by semi structure interview. Miles and Huberman (1994) assumed that there are four steps in analyzing the data. They are as follows:

1. Data collection

   The researcher collected the data through interviewing the students who had high GPA.

2. Data reduction

   It refers to the process whereby the mess of qualitative data on the researcher may obtain for instance, interview transcript. The researcher reduced and organized the data by coding or writing summaries or discarding irrelevant data.

3. Data display

   After reducing the data, the next step was data display; the researcher analyzed and described the data qualitatively. Data display referred to the process of draw conclusions from the mess of data. Miles and Huberman suggested that a good display of data, in the form of tables, chart, networks, and another graphical format was essential. This was a continual process, rather than just one to be carried out at the end of the data collection.

4. Conclusion

   The last step is conclusion drawing/verifying; the researcher concluded the result of data analysis. The analysis allowed the researcher to begin to develop conclusion regarding the research. This initial conclusion was verified, that their validity was examined through references to the exiting field notes or further data collection.

FINDINGS AND DISCUSSION

Based on the findings, it was found in general how the high achievement students were being self-regulated learning, as follows: (1) they plan their learning activities; (2) they monitor their learning performances during the courses; (3) they control their learning performances during the courses; and (4) they evaluate their learning performances during the course.

1. Planning

Based on the findings from the six respondents, the researcher found multiple ways and reasons how and why the high achievement students planned their learning activities during the courses and vice versa. The high achievement students are the students who (1) set their goals for the tasks; (2) plan out the strategies; (3) organize their learning materials, and (4) study pace. These four findings were based on the evidence.

According to Zimmerman (2000) planning activities lead the high achievement students to set the target, determine the strategies, and to maximize all the supporting materials. In addition, Zimmerman (2000) pointed out that the planning phase of self-regulation includes beliefs, attitudes, and processes that help students analyse specific learning tasks, develop a strategic plan to maximize success, and summon the motivation of the high achievement students.

2. Monitoring

Based on the findings from the six respondents, the researcher found multiple ways and reasons how and why the high achievement students monitored their learning activities during the courses and vice versa. To monitor students learning performances, they (the high achievement students) benefit (1) family involvement and (2) classroom environment.

Family involvement is crucial to support students to reach the target studies. According to Adams and Baronberg (2005) family involvement leads the student to positive thinking, positive behavior in their daily life, and comfortable with their life. Indeed, because of family involvement, their academic performances in the class will show positive improvement. This is because the students are well under monitored by their families.

There are overwhelming research results proved that family involvement or parents' involvement influence positively learning performances of students at schools. Becher (1984) pointed out that parents' involvement in children education can enhance potential skills of children such as reading skills. Also, parents' involvement can build a positive connection between parents and school communities.

3. Controlling

Based on the results of the semi structure interview, the six respondents control their learning performances using (1) teachers/lecturers' feedback and (2) peer feedback. The term learning control in this research refers to the students self-controlling to achieve their academic goals. According to Zimmerman (2000), self-control focuses attention on the task, controls motivation and effort, and using the task-specific strategies planned during the forethought phase (planning phase.

Regarding Zimmerman (2000) ideas, the researcher found that teachers' feedback and peer feedback can grab the students' attention and also motivate the students to do the best. More importantly, teachers' feedback literally influences the students to fix their mistakes. This indicated that the students require more effort to fix all their mistakes.

4. Evaluating

Based on the result of semi structure interview conducted by the researcher, it was found that the six respondents do self-evaluation to evaluate their learning performances or progresses during the course. One important point is that the term of evaluation for this research is a set of process implemented by the high achievement students. In addition, evaluation is equivalent with self-reflection phase on Zimmerman cycle loops of self-regulated learning (2000). According to him, self-reflection is a process when the high achievement students judge their performances whether they met a target or not.

CONCLUSION

Regarding the findings and the discussion at the previous chapter, the researcher has come for conclusions that the high achievement students have different methods to be self-regulated learning. Generally, they set their learning goals; they notice the lecturers' feedback; they often compare their current scores with the previous scores; they often compare their scores with their classmates scores; and they ask their parents, lecturers, or classmates to comment their academic progresses during the courses. The high achievement students are being self-regulated learning because they literally set up their goals of learning, control and monitor their academic performances, and being self-reflection toward their performances.

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