


THE METACOGNITIVE SELF-REGULATION OF STUDENTS TOWARD ENGLISH LEARNING ACHIEVEMENT AT X1 SMPN 2 DUAMPANUA PINRANG

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: January 24, 2023 Revised: February 14, 2023 Accepted: April 04, 2023 Published: April 30, 2025</p> <p>Keywords: Metacognitive Self-Regulation Self-Motivation English Learning</p>	<p>This study used a quantitative approach. Quantitative research is research that in the process uses a lot of numbers starting from data collection, data interpretation, and display of results. The samples in this study were 58 students of SMP Negeri 2 Duampanua who were sitting in class IX. The formulation of the problem in this study is "How is the students' metacognitive self-regulation on English learning in class XI of SMPN2 Duampanua Pinrang?". Based on the results of the research conducted, the results revealed that between the metacognitive variables of self-regulation and English learning achievement students had a significant positive effect with a significant value of 0.028 greater than 0.05, because the value of T-Table = 5.060 > from the value of F-table = 4.0129. Thus, Ha is accepted and Ho is rejected. Thus, the regression equation used can be applied in data analysis. So it can be concluded metacognitive self-regulation have a role in determining students' English learning achievement of class IX students at SMPN 2 Duampanua Pinrang.</p> <p><i>This is an open access article under the CC BY-SA license.</i></p> 
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INTRODUCTION

Learning activities that students do are generally without good planning for the activities to be carried out, without any monitoring or evaluation of their own learning outcomes whether they have reached a certain target or not. Many students do not yet have the ability to reflect on what they are doing related to these learning activities. As a result, a fairly high dependence on other friends in completing the given task, copying and pasting the work of other friends, or participating in class learning just to fulfill the requirements for taking the exam, are activities that are no longer taboo according to these students..

Chung (2016) said that the attitudes shown by the students mentioned above will certainly have an impact on the learning achievement to be achieved. Because student learning achievement is basically determined by several supporting factors, both external and internal. These conditions indicate that students who have the motivation to achieve good learning achievement when they have awareness, willingness, responsibility, and know how to learn effectively for themselves, and have strategies in self-regulating for learning activities well on the word.

Zimmerman (2017) revealed that students who are metacognitively active, their motivation and behavior in the learning process are students who have self-regulation in learning. One of the individual abilities is self-regulation in metacognitively active learning that has the drive to learn and participate actively in the learning process. The activeness of students in learning shows that these students have high self-regulation strategies in learning. On the other hand, students who are less active and seem passive when in class indicate that these children have low self-regulation strategies in learning.

Based on the explanation above, researcher were interest in researching metacognitive self-regulation on English learning with the title of research, "Students Metacognitive Self-Regulation of Students Toward English Learning at X1 SMPN 2 Duampanua Pinrang" Also the researcher formulated the problem in this study was follow " How does the students metacognitive self-regulation toward english learning at XI SMPN2 Duampanua Pinrang?"

The objectives in this research was to find out How does the effect of students metacognitive self-regulation toward English learning at XI SMPN 2 Duampanua Pinrang. The subject of this study are XI.1 and XI.2, and the total of the sample is 58 students. This research discuss on students' metacognitive a self regulation which is focused on *Self motivation*. This method used was a method that allows students have a plan, a set of goals in learning, are able to organize, monitor, and evaluate the learning process.

RESEARCH METHOD

The approach used in this research is a quantitative approach. This study focuses on calculating the numbers obtained from research results which are then processed to determine the results of the research. Basically a quantitative approach is done in inferential research (in the context of testing hypotheses) and relying on inference results at zero probability to reject the hypothesis. By using the quantitative method, it will be obtained the significance of group differences or the significance of the relationship between the variables studied by the researcher.

To collect or find out data from the sample of this study, the researcher used two instruments questionnaire and documentation. The researcher distributed the questionnaires to all students who were the samples in this study. The students would be directed to fill out or check the questionnaire that was distribute. The researcher using the formula of the Likert scale to analyse the questionnaire and determine the students' metacognitive self-regulation preferences.

RESULT AND DISCUSSION

Based on the results of the research conducted, the results of revealed that between the metacognitive variables of self-regulation and English learning achievement students had a significant positive effect with a significant value of 0.028 greater than 0.05, because the value of T-Test = 5.060 > from the value of T-table = 4.0129. Thus, H_a is accepted and H_o is rejected. Thus, the regression equation used can be applied in data analysis. So it can be concluded that the metacognitive self-regulation have an effect of English learning achievement of class IX students in at SMPN 2 Duampanua Pinrang There are several studies that examine the contribution of metacognitive self-regulation to student learning outcomes in certain subjects. Sugiarto (2013) who examined the contribution of metacognitive self-regulation (aspects of planning learning, monitoring learning progress, and assessing what has been learned) on learning outcomes of Basic Chemistry Concepts basic chemical successively by 2.8%, 11%, and 14%. Another study conducted by Febriani (2017) stated that in the MSR class there was an increase in conceptual mastery of the human sensory system material which was greater than that of students in the non-MSR class, so that there was a significant difference in the post-test scores of MSR class students and students non-MSR, although the pre-test scores of the two classes did not differ significantly. In addition, students with higher MSR questionnaire scores can significantly increase mastery of concepts, so that the MSR questionnaire score has a significant effect of 79% on increasing students' concept mastery scores. Based on this, it can be concluded that Metacognitive Self Regulation has an effect on increasing student scores. g.

Dimiyati and Mudjiono (2010) who argue that it is the students who determine whether or not learning occurs. To act students face problems internally. Internal factors experienced and internalized by students that affect the learning process are as follows: 1) attitude towards learning, 2) learning motivation, 3) learning concentration, 4) processing teaching materials, 5) storing learning outcomes, 6) exploring learning outcomes stored, 7) the ability to achieve or show learning outcomes, 8) students' self-confidence, 9) intelligence and learning success, 10) study habits, 11) student goals. In addition, Syarifuddin (2012) research results also show that the highest increase in metacognitive-self-regulation abilities occurs in the monitoring aspect followed by the evaluation aspect and the lowest increase occurs in the planning aspect. The increase in the monitoring aspect is due to the large number of monitoring activities that arise during learning than the other two aspects. While the low increase in planning aspects is due to the lack of self-motivation of students during learning.

Metacognitive Self-regulated learning also influences students' success in achieving optimal achievement. Even though students have a level of intelligence, personality, motivation, learning strategies, self-efficacy, a supportive home and school environment, without being supported by self-regulated learning, these students will still not be able to complete their learning tasks properly. Many problems can affect the learning process in students students include self-regulation in learning (self-regulated learning). The low self-

regulated learning can result in a lack of students' ability to determine the goals of their learning activities, the ability to motivate themselves to stay focused on their learning activities, as well as the ability to develop ideas and evaluate the results of their own learning activities. This situation will affect the learning achievement obtained by students. Like previous research conducted by Rizki Lestari (2010) that there is a very significant positive relationship between self-regulated learning and learning achievement at SMA Negeri 7 Pontianak. This means that the higher the student's ability to self-regulate in learning, the higher the learning achievement that will be obtained.

Self-regulation is one of the factors that influence a person's success in undergoing the educational process (Susanto, 2006). This success is usually seen from the high achievements achieved. Meanwhile, to achieve high achievement requires achievement motivation. Increased achievement motivation is important because with high self-motivation, students are more able to compete in the world of work or in higher education. As in the research conducted by Nitya Apranadyanti (2010) that there is a positive and significant relationship between self-regulation and achievement motivation in class X SMK Ibu Kartini Semarang. From the results of research conducted by researchers and the results of comparisons from previous researchers, it can be concluded that metacognitive self-regulation has a positive influence on student learning outcomes

CONCLUSION

Based on the results of the research conducted, the results revealed that between the metacognitive variables of self-regulation and English learning achievement students had a significant positive effect with a significant value of 0.028 greater than 0.05, because the value of $T\text{-Test} = 5.060 >$ from the value of $T\text{-table} = 4.0129$. Thus, H_a is accepted and H_o is rejected. Thus, the regression equation used can be applied in data analysis. So it can be concluded that "There is an effect the metacognitive self-regulation of students' English learning achievement of ninth grade students in SMPN 2 Duampanua Pinrang".

In the learning process, a student will get good learning achievement if he is aware, responsible and knows how to learn efficiently. Self-regulation in learning is one of the important approaches in learning, because by doing self-regulation in learning students can control themselves against their shortcomings in learning.

The existence of high self-regulation metacognitive learning, students are expected to be able to show their academic achievements optimally in accordance with their learning potential, so that they are able to compete in global life.

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