

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter describes the findings and discussion of this research. This chapter outlines the results reached by researchers based on observation and interviews done in response to the issues addressed in this study. The problems include (1) What are Self-Regulated strategies used among first-year students in Learning English? (2) What is the motivation of first-year students at Antasari State Islamic University Banjarmasin in implementing the Self-Regulated learning method?

A. Findings

In this chapter, the researcher observed the SRL strategies used among first-year students in learning English. In the learning process the researcher directly observed the activities of the implementation of the SRL strategies in class. While the interview, the researcher interviewed the first-year English students to obtain data regarding motivation of first-year English students in implementing SRL method. The data are presented in a descriptive form to validate the qualitative analysis. The findings will be presented based on the two research questions submitted as follows:

1. Self-Regulated Strategies used Among First-year Students in Learning English

Following the research result obtained by researchers from field findings through observation and interviews. The data obtained is data that answers the first questions about SRL strategies used among first-year students in learning English, the researcher wanted to know from the 11 strategies, what strategies students might use in class.

Based on the results of the researchers observations there are 5 SRL strategies that students use in class, there are set and change, searching for information, noting important things, repeating and remembering and checking or repeat notes or test. The following is a description of the results of the researcher's observations in the use of SRL strategies with students in class.

a. Set and Change (Organization and Transformation)

Students used set and change as one of the SRL strategies in class. Before the lesson begins, students first organize before making a presentation on the material. Students have select and prepare material selectively. This data is analyzed based on researchers' observations of students during the learning process in class. Before presented, students prepare material selectively and carefully. students prepare material selectively and discussion that has been distributed by the lecturer to each group. This material is usually prepared by the group one week or several days before students begin to present in class. Example of material used in the observation as follow :

b. Searching for Information

Students use searching for information as one of the strategies for using SRL, during the lesson the researcher observed that students during the lesson looked for information that according to students they had not yet understood there were some via the internet where students looked for topics that they felt they had not understood or comprehended, there were also those who discussed with friends to ask about material they have not yet mastered.



Figure 1.1

c. Noting Important Things

Students use one of the SRL strategies, namely noting important things, based on the researcher observations, students before starting class first study the material and make summary in small notes to write important things in the material, apart from that, students also note important things that are being explained on the monitor, the goal is that when students want to study again, they can read using the notes they have written.

d. Repeating and Remembering

Based on the results of the researcher's observations when the class started students also used one of the SRL strategies, namely repeating and remembering, where students repeat the previous material, read the material that has been underlined and make small notes, and also remembering the material that will be discussed again in class that day.

e. Checking or Repeating Notes or Tests

Checking or repeating notes or tests (review notes books, or tests) is also one of the strategies used by students in applying SRL to the learning process, in class students check again and repeat notes that have been summarized into small notes which makes it easier for students to check previous material that has been studied well for improve memory or as a reference for carrying out tests.

2. Motivation of first-year students in Implementing SRL Method

The following finding concerned the motivation of first-year students in implementing SRL method. These findings were obtained from the interview with an English students conducted by the researcher. Based on interview with an English students conducted by the researcher. Based on interviews with a first-year English students about motivation of first-year students in implementing SRL method, the data indicates that the students reported a positive perception of this SRL method. Aspects that indicate positive students perceptions are divided into four aspects, as follow :

a. Self-efficacy

Based on interview data with students, students stated data the SRL method helped them a lot in improving students' academic achievement because the SRL method make students have confidence in their ability to learn in driving their motivation to apply the SRL method, because SRL encourages students to have cognitive abilities and set targets for success n carrying out tasks.

The existence of self-efficacy encourages students to be more motivated in learning, because human motivation is generated cognitively. Through cognitive abilities, a person motivates they and directs his actions based on the information has previously. People form beliefs about what they can do, what they can achieve they achieved. With confidece that they can do it something will motivate them to do something. This is supported by the statement of one student who said “ *because*

i am confident in my ability to learn because of that awareness, i have an obligation to study using the SRL method because i believe that the results of my performance will be satisfactory and can motivate to learn". The other participant agreed that SRL method enhance self-efficacy as said by other students : *"i am confident that i will be able to carry out my duties and carry out my obligations as a student, therefore i am encouraged to carry out my duties"*. This statement represents all student statement that self-efficacy is one aspect that motivate students to learn using the SRL method, because SRL is able to make students organize a series of actions in learning and pay more attention to thir obligations as students.

b. Goals

Based on the results of the interview, goals are also a form of motivation for students to apply the SRL method. Students stated that to apply the SRL method, the thing that motivates students is the presence of SRL. Students can set learning goals and plan the sequence, time, and completion of related activities with the intention of. For example, students determine their study schedule. Students hold the aim for specific learning activities for long-term goals and they aspirations. Therefore, goals are one aspect of foming students motivation in learning using SRL because according to students, with goals, students will be more motivated by their desire to make the best effort in learning.

c. Value

Values are one of the motivational factors in students learning, because having students' values can provide encouragement and motivation to achieve their goals because they can provide learning motivation in achieving the desired learning achievements. This is also in accordance with the opinion of students stated that grades are the reference and goal for students are more motivated to improve their learning achievements in order to get satisfactory grades. Students state that grades have a function as a driving factor for learning, so that students who have the belief that schoolwork is important and assume that school assignments are given to they something useful, functional and valuable, then students will to be

enthusiastic or motivated to learn so as to gain good academic results or achievement according to expectations.

d. Attribution

Based on the results of interviews regarding motivation, students are of the opinion that attribution is one of the motivated factors for students, by linking attribution with students learning motivation, students can understand difficulties or failures from the causes of an outcomes students will learn the causes and further improve their learning performance. Students can easily control their performance in learning if they feel there is something that triggers failure in their academic improvement. Students stated that attribution could help them in motivatng them to learn to get good performance results during their studies.

B. Discussion

Based on the findings explained by the researcher above, the researcher will discuss the SRL strategies used by first-year English students in learning and learning motivation of first-year English students at Antasari State Islamic University Banjarmasin in implementing the SRL, here is the discussion.

1. SRL Strategies Used Among First-year English Students in Learning English

Based on the research results above, the researcher has presented them in an explanation. In the first point SRL strategies used by first-year English students in learning, the researcher gave various statements of students about their opinions regarding SRL strategies used by students in their classes. Answers from students were in the form of answer statements from interviews, by what they had experienced when learning English in the first semester. Then, from the results that have been obtained, it can be concluded that students agree to implement the SRL strategies in English classes.

Based on the results of the answers of students and lecturers as stated in the finding points. Students stated that they use SRL strategies in the classroom, students mentioned several strategies used such as self-evaluation, setting goals and planning, searching for information, noting important things, monitoring self-progress, self-learning environment, repeating and remembering, checking or repeating notes. Based on students' opinions, SRL is quite optimal and beneficial for students in improving their academic achievement and of course makes students more helpful, especially for those who are still new to college because SRL has various strategies (evaluation, set, and change, setting goals and planning, searching for information, note important things, monitoring self-progress, self the learning environment, self consequences after doing tasks, repeating and remembering, seeking social support notes or tests) with the SRL strategy the learning process is more managed and the direction is set by SRL.

2. Learning Motivation of First-year English Students in Learning English

Based on the research results above, the researcher has presented them in an explanation. The first point is about the learning motivation of first-year English students in learning. The researcher asked students various questions from interviews about their opinions about the SRL learning motivation in their classes. The answers from the students were in the form of their opinions and statements based on their experiences in their English classes which took place in the first semester. Then from the the results that have been obtained, it can be concluded that students agree to feel the benefits of this learning, which motivated students to study harder using SRL.

Based on the results of students' answers as stated in finding points. Many students say that SRL is very useful for them, especially in learning English. In which the 4 aspects of learning motiation (self-efficacy, goals, value, and attribution) each have advantages for motivating students. These benefits are what encourage students to be motivated in implementing SRL, because with motivation students can determine the direction of action, namely towards the goals they want

to achieve. Thus motivation can provide direction and activities that must be carried out according to the formulation of the objectives. Based on the results of students who have been interviewed, researchers agree that SRL can improve their learning process because students are helped by this strategy and are confident in their belief in getting good results, because of this students are more ambitious and motivated SRL in learning.

Based on the results of the discussion of the findings above, it can be seen that of the 11 strategies, there are self evaluation, set and change, setting goals and planning, searching for information, noting important things, monitoring self-progress, self the environment learning, self consequences after doing the task, repeating and remembering, seeking social support, and checking or repeating notes or tests, only 5 strategies were used by students in class. The reason is that only 5 strategies can be implemented in SRL activities that can be monitored in class due to limitations in the use of strategies and the strategies used are more effective to implemented in class. This is also because the remaining 6 strategies (self-evaluation, monitoring self-progress, self the learning environment, self consequences after doing task, and seeking social support) tend to be done indirectly outside the classroom or can be done at home or it can be done without having to go to class meanwhile the 5 strategies that students use in class (set and change, searching for information, noting important things, repeating and remembering and checking or repeating notes or tests) can definitely be monitored and can be done both in class and outside of class, because researchers focused on examining SRL strategies implemented in the classroom only.