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Research Article

The Correlation Among Students' Motivation, Self-Regulated Learning, and English Academic Performance of Non-English Major Students of Private University in East Kalimantan

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A B S T R A C T

English is a global lingua franca and a mandatory subject in Indonesia where learning achievement reflects students' proficiency and success. The purpose of this research was to investigate the correlation between students' motivation and English academic performance, the correlation between students' self-regulated learning and English academic performance, and the correlation between students' motivation and self-regulated learning together toward English academic performance at an East Kalimantan private university. This research used correlational research design. The first semester of non-English students, a total of 276 students, was the subject of study. The information was gathered using a set of questionnaires adopted from (Pintrich & Groot, 1989). The instruments included a questionnaire for collecting data on students' motivation and self-regulated learning strategy, as well as documented results of students' English performance, obtained from the averages of their English Mid-term and Final Exam. The data were analyzed using multiple regression analysis and simple correlations utilizing Pearson Product Moment Correlation. The results showed that: 1) There was a slight significant correlation between students' motivation and English academic performance 2) There was no significant correlation between students' self-regulated learning strategies and English academic performance 3). There was no correlation among the motivation and self-regulated learning strategies towards students' English academic performance.

INTRODUCTION

The language that is most widely used for communication worldwide is English, and it is used by people from all over the world. As highlighted by Li & Zhao (2022), English

has become the primary language used for communication in a variety of contexts across modern life, including business, education, the internet, and leisure. Moreover, (Khamwan, 2023) emphasized that, despite the fact that it is not everyone's native language, English is widely

regarded as a worldwide lingua franca that allows people from all cultures to interact with one another.

English is an essential subject that all students in Indonesia are required to learn from elementary school to higher education. Consequently, students are required to achieve proficiency in English language learning (ELL) in a high level of achievement. As stated in (Amri et al., 2020), learning achievement holds significant importance and is considered a primary objective of a student's educational journey. Additionally, (Fitriwati, 2019) simplified the definition of learning achievement as a goal that is determined by how well students learn, as indicated by their scores. Nevertheless, there are other factors to consider in addition to scores. Therefore, learning achievement refers to the degree of success that students have in learning subjects at school, as indicated by their test results.

Motivation to learn is one of the most important variables influencing students' academic progress. Yulfi & Aalayina (2021) underscored that one of the most important elements influencing pupils' English competence is motivation. In other words, motivation plays significant impact to students' English learning. Furthermore, students may achieve their learning goals if they are motivated. It suggests that the motivation of students to learn English has a significant impact on their performance. For example, motivated students are more likely to work hard during their English language studies.

Furthermore, (Mastur et al., 2021) supported the aforementioned explanation by asserting motivation significantly contributes to the achievement of success in the English language. In other words, students' learning styles may be influenced by their motivation to learn. When students are highly motivated, they will endeavor to acquire knowledge through a variety of methods in order to accomplish success. Motivated students will put in more effort into their studies and focus completely on the process of learning and teaching. On the other hand, pupils who lack motivation to learn English may not practice and develop their language skills to the fullest extent. According to Rahardjo Agus & Pertiwi Supratmi (2020) students who lack motivation and effective learning strategies may exhibit laziness and encounter difficulties learning English. Furthermore, students will also judge the English course as tiresome subject.

Another key factor that significantly affects students' achievement in learning English is their self-regulation learning strategies. One aspect of learning practices that may influence students' academic achievement is self-regulation. Students that applied self-regulated learning strategies were able to participate in the learning process.

Good self-regulation in learning can lead to an increase in English achievement. Conversely, poor self-regulation in learning can result in a decrease in English achievement (Nur Fajriah et al., 2023; Setiani & Wijaya, 2020). In addition, (Wijaya, 2021) argued that EFL students will be able to better control their learning environments, resources, strategies, and time if they learn how to be more self-regulated academics. This will help them meet their learning goals. Furthermore, (Perels et al., 2009) asserted that because expanding knowledge implies learning strategies for obtaining new things throughout life and applying what already knows to different situations, the importance of self-regulated learning follows the increased demands that students face today. As a result, self-regulated learning is a critical competence in this environment. Thus, self-regulated learning is an important competency in this context.

Motivation refers to the factors that drive people's actions, desires, and needs. It also determines one's behaviour (Mastur et al., 2021). According to Dörnyei (1998), One of the most crucial elements in determining how successfully someone learns foreign or second language is motivation. On account of this, there has been a lot of study over the last 30 years into what motivation is and how it affects the L2 learning process. Bakar et al. (2022), mentioned that motivation is frequently defined as both the desire to attain goals and the act of preserving that desire. Gardner and Lambert 1972 in Guerro (2015), believed that motivation is a complicated idea that doesn't have a single meaning. He defined a motivated individual as person who sets goals and works hard to accomplish them. Moreover, (Guerro, 2015) also mentioned that interaction with the cultures of the second and target languages also has an impact on motivation. Hence, in light of Gardner's theory, comprehending language learners' Motivation involves a consideration of the social environment and perceptions of L2 communities, as they serve as the fundamental basis.

Motivation is regarded as a crucial requirement for the achievement of successful learning efforts. Furthermore, the value component of student motivation includes students' task goals as well as their perceptions about the activity's worth and interest. Despite the fact that this component has had several names (for example, learning vs. performance goals, intrinsic vs. extrinsic orientation, task value, and intrinsic interest), it is essentially concerned with students' motivation to complete a task. According to the research, Students with a motivational orientation that incorporates mastery, learning, and challenge goals, as well as perceptions that the work is interesting and essential, will participate in more metacognitive activity, employ more cognitive methods, and manage their effort more effectively (Pintrich & Groot, 1990).

Mustopa et al. (2020), proposed self-regulated learning indicate to an individual's ability to effectively strategize, supervise, regulate, assess, and adapt their approach to academic situations in order to attain success in the learning process. Self-regulated learning is defined as an active process which help students to manage their behavior, motivation, as well as their mental processes (Inan, 2013). Additionally, (Setiani & Wijaya, 2020) mentioned that self-regulated learning deal with the deliberate and conscious process of strategically planning and managing one's cognitive, emotional, behavioral, and environmental factors in order to attain academic success. According to Zimmerman (2002), the term "self-regulation" refers to the process of generating one's own ideas, feelings, and actions, which are then planned out and regularly modified in order to achieve one's particular objectives. Pintrich & Groot (1990), proposed that self-regulated learning involves three essential elements. First is metacognitive techniques used by students to organize, track, and adjust their cognitive processes. The second is how well students manage and exert control over their academic work in class. Third, the real cognitive techniques that students employ to absorb, retain, and comprehend the information.

Some previous studies have conducted research on this topic. First, a study from Wardani et al. (2023), revealed that peer learning was the most dominant SRL strategy, while time and study environment were the least utilized. Interestingly, there was a low negative correlation ($r = -0.276$) between SRL strategies and grammar achievement, indicating that students with higher grammar scores tended to use fewer SRL strategies. While the study provided valuable insights, such as the benefits of peer learning for grammar mastery and the need for educators to encourage collaborative environments, it also had limitations, including a small sample size, reliance on quantitative methods, and insufficient exploration of why higher-achieving students use fewer strategies. Furthermore, its findings are specific to Indonesian undergraduate students studying grammar and may not be universally applicable or generalizable across other contexts or language skills.

The second research from (Widiyawati et al., 2020) revealed higher motivation levels are associated with better academic performance. It offers valuable insights into the role of motivation, emphasizing intrinsic factors over extrinsic ones and providing actionable suggestions for students and educators to enhance learning outcomes. However, the study's scope is limited to a small sample from one school, which may restrict the generalizability of its findings, and it does not explore this discrepancy in depth or account for other influencing factors, such as teaching methods or environmental conditions, that could also affect academic achievement.

The thirs research from (Bakar et al., 2017) indicated revealed strong positive correlations, with self-efficacy belief ($r=0.761$) being the most significant predictor of academic performance, followed by motivation and learning strategies. The findings emphasized that students with high self-regulation skills, particularly self-efficacy, achieved higher GPAs. Despite its insightful findings, the study is limited by its focus on correlation rather than causation and its sample population, which may not generalize across broader contexts..

According to some previous studies that has been conducted, there are still a little contribution revealing the relationship among motivation, self-regulated learning strategies and English academic performance. Furthermore, studies about self-regulated learning that the students employ to achieve English academic performance are still lacking and far between, specifically at the undergraduate level in the non-English department study program. This led the researcher to discover that there was a gap in the previous studies, particularly with regard to the subject group under investigation and the variable. Therefore, these study objective are to fill the gap in the current studies by conducting research using non-English major students from one of the private universities in East Kalimantan as the research subjects.

According to the aforementioned explanation, the research questions of this study are;

1. Is there any correlation between students' motivation and students' English academic performance of the non-English major students of a private university in East Kalimantan?
2. Is there any correlation between students' self-regulated and students' English academic performance of the non-English major students of a private university in East Kalimantan?
3. Is there any correlation between students' motivation and self-regulated with students' English academic performance of the non-English major students of a private university in East Kalimantan?

METHOD

1. *Research Design*

This study employed a correlational research design. This study consisted of a dependent variable and three independent variables. The independent variables were; Students' motivation (X1), students' self-regulated learning strategies (X2), and the combination of students' motivation and self-regulated learning strategies (X3) are the independent variables. On the other hand, the dependent variable in this study was the students' English Academic Performance (Y).

2. Participants

This research involved 276 first-semester of non-English major students of private University in East Kalimantan in academic year 2023/2024. The students represented three majors: International Relations (85 students, Male = 34, Female = 51), Public Health (99 students, Male = 14, Female = 85), and Technic Information (92 students, Male = 67, Female = 25). To select the sample, random sampling was employed to accurately represent the population of this research (Creswell, 2012). To obtain a representative sample of the population from the three study programs, a total of 100 samples were selected, determined based on the proportion of students in each study program relative to the total population. Additionally, gender distribution was also considered, with a composition of 60% female students and 40% male students. The mean age of sample group in this research was 18.75 years (range = 17-24). Table 1 provides the demographic details.

Table 1 Demographic results related to the sample

Majors	Male	Female	Total
International Relation	16 (47%)	18 (53%)	34
Public Health	6 (17%)	30 (83%)	36
Technic Information	18 (60%)	12 (40%)	30
Total	40 (40%)	60 (60%)	100

3. Research Instruments

The research used two instruments. First instrument was a questionnaire for collecting the data of students' motivation and self-regulated learning strategies. The second instrument was document results of students' English performance, collected from the average of students' English Mid-term, and Final Exam.

The questionnaire of students' motivation and self-regulated learning strategies was adopted from (Pintrich & Groot, 1990) namely Motivated Strategies for Learning Questionnaire (MSLQ), presented in Indonesian version. The questionnaire was translated into *Bahasa* to make it easier for students to answer the questionnaire since the participant was non-English major students. The translated questionnaire was certified by one of English language center in East Kalimantan. It comprises 44 items scored using a 7-point Likert-scale, ranging from (1) "not all true of me" to (7) "very true of me". The motivation questionnaire encompassed three distinct motivational factors: self-efficacy, intrinsic value, and test anxiety, totaling 22 items. The self-regulated learning strategies questionnaire included; cognitive strategy use, and self-regulation, also totaling 22 items. The detailed breakdown of the students' motivation and self-regulated learning strategies questionnaire is as followed:

Table 2 The detail of Motivated Strategies for Learning Questionnaire (MSLQ)

Types	Indicator	Items	Total Items
Motivational	Self-Efficacy	2,7,10,11,13,15,20,22,23	9
	Intrinsic Value	1,5,6,9,12,17,18,21,25	9
	Test Anxiety	3,14,24,27	4
Self-Regulated Learning Strategies	Cognitive Strategy Use	30,31,33,35,36,38,39,42,44,47,53,54,56	13
	Self-Regulation	32,34,40,41,43,45,46,52,55	9
Total Item Questions			44

Source: (Pintrich & Groot, 1989)

4. Data Collection

The researchers in charge of this study made requests for assistance from faculty members in a variety of departments prior to distributing the questionnaires. With permission granted, Google Forms was used to disseminate the questionnaires, with each lecturer overseeing the process. The purposes and importance of the examination were explained to the students, and they were requested to thoroughly complete the questionnaires. Subsequently, the students' English academic performance scores were collected from their mid-term and final exam results. In total, 186 students participated in this research, with 100 responses identified as suitable for further analysis. The data then screening, organized and describe into Excel before being analyzed using SPSS.

5. Data Analysis

The SPSS software was utilized for statistical analysis. The data were described statistically by using descriptive analysis. Normality tests were performed on the data. Based on the Kolmogorov-Smirnov test results, the scores for all variables showed a normal distribution ($p > .05$).

Table 3 Normality Test

Scale	Sig.
Students' Motivation	.146
Students' Self-Regulated Learning Strategies	.200
English Academic Performance	.133

Raw scores from the questionnaires and English learning performance were converted into standard scores (converted to *T score*). Next, to address the research questions, the correlation among variables were examined using simple correlation and multiple regression. The coefficient of Pearson Product Moment Correlation and r-

value of multiple regression was analyzed and interpreted to see the relationship.

RESULTS AND DISCUSSION

The aim of this study was to see the correlation between students' motivation, self-regulated learning, and English academic performance of undergraduate students at private University in East Kalimantan. The research's key goals were to decide whether there is a correlation between motivation and English academic performance, self-regulated learning and English academic performance, and motivation and self-regulated learning toward English academic performance. Three research questions were developed in consideration of the aims that were presented. The results of the research exhibited a slight positive correlation between students' English academic performance and motivation. However, no relationship was shown between self-regulated learning strategies and English academic performance, nor between self-regulated learning and motivation towards English academic performance.

In order to answer the first research question, a simple correlation was accomplished to investigate the correlation between students' motivation and English academic performance.

Table 4 Correlation Between Students' Motivation and English Academic Performance

		English Academic Performance Elements		
		English Academic Performance	Mid-Term	Final Exam
Motivational	Pearson Correlation	.202*	.307**	.039
	Sig. (2-tailed)	.044	.002	.701
	N	100	100	100

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

The statistical analysis revealed a slight significant correlation between students' motivation and English academic performance ($r = .202$, $p = .044$). In detail, students' motivation demonstrated a significant correlation to mid-term ($r = .307$, $p = .002$). Therefore, a positive increase in students' motivation reflected a significant increase in the mid-term. However, students' motivation exhibited no correlation to final exam ($r = .039$, $p = .701$). Thus, a positive increase in students' motivation indicated only a slight positive increase in students' English academic performance.

These results are alike with the work of (Mastur et al., 2021) which indicated a correlation between motivation and English proficiency. The correlation between students' motivation to study and their performance scores is positive, indicating that higher levels of motivation are associated with higher scores. Many studies have analyzed the correlation of students' motivation and English academic performance, consistently finding a positive correlation between them. These studies regularly show a positive correlation between students' motivation to learn and their English academic performance of undergraduate students and significant correlation between students' motivation to learn and their English academic performance of higher school students (Bakar et al., 2017; Purwanti et al., 2019). Widiyawati et al., (2020) demonstrating that greater levels of motivation result in higher English academic performance. This supports the idea that students who are highly interested and motivated in their studies tend to perform very well in acquiring English academic performance

Similarly, the study revealed that the sub dimension of motivational belief, namely self-efficacy has a positive influence on students' academic performance. The study from (Ozer & Akçayoğlu, 2021) revealed self-efficacy had positive prediction to students' English academic achievement of non-English major at state university in Turkey. Further, the study from (Al-Abyadh & Abdel Azeem, 2022) showed self-efficacy had positive influence to students' academic performance of University students in Egypt and Kingdom of Saudi Arabia (KSA). In line, intrinsic value in motivation also has a positive effect on academic achievement. The study revealed students' intrinsic value played role to students' motivation, and students' motivation had significant relationship to students' academic performance (Abdelrahman, 2020). The elements of motivation which were self-efficacy and intrinsic value, showed a slight significant correlation to the mid-term test. It indicated positive increase in students' self-efficacy and intrinsic value, reflecting a slight positive increase in students' mid-term performance.

To answer second research question, a simple correlation was established to see the correlation between students' self-regulated learning strategies and students' English academic performance. The results revealed different finding from students' motivation.

Table 5 Correlation Between Students' SRL and English Academic Performance

		English Academic Performance Elements	
		Mid-Term	Final Exam
Self-Regulated Learning	Pearson Correlation	.117	-.002
	Sig. (2-tailed)	.245	.984
	N	100	100

The statistical analysis revealed no significant correlation between students' self-regulated learning strategies and English academic performance ($r = .117, p = .245$). However, self-regulated learning strategies showed a slight significant correlation to mid-term ($r = .207, p = .039$). Conversely, self-regulated learning strategies showed no correlation to final exam ($r = -.002, p = .984$). Therefore, a positive increase in students' self-regulated learning strategies does not influence students' English academic performance.

The statistical analysis showed no significant correlation between students' self-regulated learning strategies and English academic performance. It may be concluded that the students' academic achievement in English did not accurately represent their self-regulated learning strategies. On the contrary, when correlated with the element of students' English academic performance, self-regulated learning strategies showed a slight significant correlation to the mid-term and no correlation at all to the final exam.

These different results might be attributed to factor from students themselves. As mentioned by Pintrich & Groot (1990), students who possess strong self-regulated abilities demonstrate enthusiasm and appreciation for the assignments they complete within the classroom. Based on this statement, the different results between the correlation to the mid-term and the correlation to the final exam in the results of this study may occur due to students' enthusiasm. This is due the mid-term typically cover material from the beginning of the course until the 8th week. Therefore, students may be more enthusiastic and reliant on self-regulated learning strategies during this period as they have just started their college life. However, as the course progresses towards the final exam, students may be less enthusiastic because they simply reviewing what they have already learned. The reliance on self-regulated learning may decrease during this review phase, resulting in the self-regulation not being reflected in their final exam grades.

Contrary to this results, other studies revealed that self-regulated learning strategies have a strong correlation with English academic performance. This indicates that when students have good self-regulation, their academic

achievement is studying English will also increase, and when students lack of self-regulation, their learning achievement will drop (Adıgüzel & Orhan, 2017; İnan, 2013; Nur Fajriah et al., 2023).

Considering students' motivation, self-regulated learning strategies, and English academic performance consist of various elements, a correlational approach was employed to see the correlation among these elements. The calculations showed the following findings:

Table 6 Elements Correlation

		English Academic Performance Elements		
		Mid Term	Final Exam	
Motivation	Self-Efficacy	Pearson Correlation	.336**	.030
		Sig. (2-tailed)	.001	.765
	Intrinsic Value	Pearson Correlation	.223*	.004
		Sig. (2-tailed)	.026	.970
	Test Anxiety	Pearson Correlation	-.045	.043
		Sig. (2-tailed)	.658	.670
Self-regulated learning strategies	Cognitive Strategy Use	Pearson Correlation	.195	.011
		Sig. (2-tailed)	.051	.911
	Self-Regulation	Pearson Correlation	.171	-.022
		Sig. (2-tailed)	.089	.831

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The elements of motivation, specifically self-efficacy and intrinsic value, showed slight significant correlation to mid-term test ($r = .336; r = .223, p = .001; p = .026 < .05$). It indicated that a positive increase in students' self-efficacy and intrinsic value reflected a slight positive increase in students' mid-term performance. On the other hand, the correlation of self-efficacy ($r = .030, p = .765$) and intrinsic value ($r = .004, p = .970$) to the final exam showed no significant correlation because the significant values were $> (.05)$. Similarly, the motivational element of test anxiety showed no significant correlation between students' anxiety test to both the students' mid-term ($r = -.045, p = .658$) and students' final exam ($r = .043, p = .670$). In summary, all elements of motivation did not have a significant correlation with students' final exam, and only self-efficacy and intrinsic value correlated with students' mid-term with a slight significant correlation.

Moving to the elements of self-regulated learning strategies, both cognitive strategy use ($r = .195, p = .051$) and self-regulated ($r = .171, p = .089$) showed no significant correlation to mid-term. Similarly, cognitive strategy use ($r = .011, p = .911$) and self-regulated ($r = -.022, p = .831$) also showed no significant correlation to final exam. In conclusion, all elements of self-regulated learning strategies had no significant correlation with both mid-term and final exam. Cognitive strategy use showed a higher no significant level with a p-value .911 for the final exam, and self-regulated showed a higher no significant level with a p value .089 for the mid-term.

Meta-analysis studies have revealed that anxiety has a negative correlation to students' academic performance. When the level of anxiety decreases, the level of academic performance increases, and vice versa (Teimouri et al., 2019). In line, (D'Agostino et al., 2022) revealed anxiety showed negative relationship to academic performance of public upper-secondary school in Italy. Further, The study from (Ozer & Akçayoğlu, 2021) anxiety had positive prediction to students' English academic achievement of non-English major at state university in Turkey. Subsequently, in this study, students' anxiety test exhibited a moderate level while English academic performance was excellent, therefore it was difficult to show a chance of significant correlation between them. The study implied that even though non-English major students of a private university in East Kalimantan had moderate level of anxiety, they still achieved excellent English academic performance. The discussion implies that if students can improve self-efficacy and intrinsic value, more students can demonstrate better English academic performance.

The third research's objective is to discover whether there is a correlation among motivation and self-regulated learning towards English academic performance among non-English major students at a private university in East Kalimantan.

Table 7 Multiple Regression among Variables

Model	R	Adjusted R Square	Std. Error of the Estimate	Change Statistics			Sig.
				Square	F	df1	
1	.204 ^a	.041	16.71617	.041	2.100	2	.97

a. Predictors: (Constant), Self-Regulated Learning, Motivation

Multiple regression was accomplished to see the correlation among the variables. The result showed that there was no correlation among the motivation and self-regulated learning strategies towards students' English academic performance, as evidenced by the correlation value of r-value of correlation was .204 and sig. F Changes was .128 (>.05).

The result exhibited that there is no correlation among the motivation and self-regulated learning strategies towards students' English academic performance, based on the correlation value of r-value was .204 and sig. F changes was .128 (>.05). This result contradicts the study by Thohirudin et al. (2019), who found a positive correlation between self-regulation and learning motivation together towards students' academic performance.

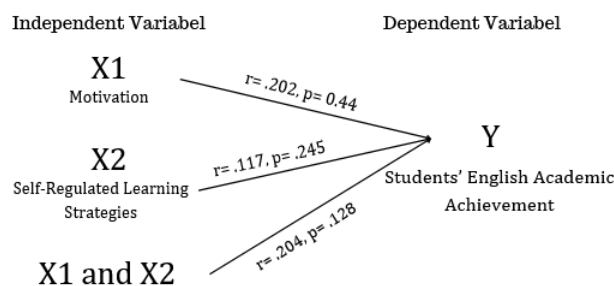


Figure 1 The Correlational Results

CONCLUSION

The results of this study highlight the potential correlation among students' motivation, self-regulated learning strategies and English academic performance. The sample of this current research was drawn from three non-English majors: International Relationship, Public Health, and Technic Information at a private university in East Kalimantan. The findings illustrated that the element of English academic performance, specifically the mid-term, mostly correlated to other elements of motivation and self-regulated learning strategies.

The statistical analysis showed a slight significant correlation between students' motivation and English academic performance. Specifically, students' motivation showed a significant correlation to the mid-term. Therefore, a positive increase in students' motivation reflected a significant improvement in the mid-term. While, students' motivation showed no correlation to the final exam. Consequently, a positive increase in students' motivation reflected only a slight positive improvement in students' English academic performance.

The statistical analysis showed that there is no significant correlation between students' self-regulated learning strategies and English academic performance. However, self-regulated learning strategies showed a slight significant correlation to the mid-term. While, self-regulated learning strategies had no correlation to the final exam. Therefore, a positive increase in students' self-regulated learning strategies do not have an influence on students' English academic performance.

All elements in motivation, including self-efficacy, intrinsic value and anxiety test, do not have a significant correlation to students' final exam. Only self-efficacy and intrinsic value correlate to students' mid-term with a slight significant correlation. Similarly, all elements in self-regulated learning strategies, including cognitive use and self-regulated have no significant correlation to both mid-term and final exam. Multiple regression result indicates that there is no correlation among motivation and self-regulated learning strategies towards students' English academic performance.

It should be acknowledged that there are some limitations to this research. This research only focuses on the correlation between students' motivation, self-regulated learning and their mid-term and final scores in English subjects in the first semester of 2023-2024, involving non-English major students from three majors as the subjects. Future research should concentrate on undergraduate students with more diverse majors. Moreover, the data in this research are limited to the scope of motivational and self-regulated learning strategies with students' English academic performance. Therefore, in future studies, different scales can be used in predicting students' English academic performance.

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