

**THE CORRELATION BETWEEN SELF-REGULATION AND STUDENTS'
SPEAKING SKILL AT THE FIFTH SEMESTER OF THE ENGLISH EDUCATION
PROGRAM AT THE STATE ISLAMIC INSTITUTE OF KERINCI**

A THESIS



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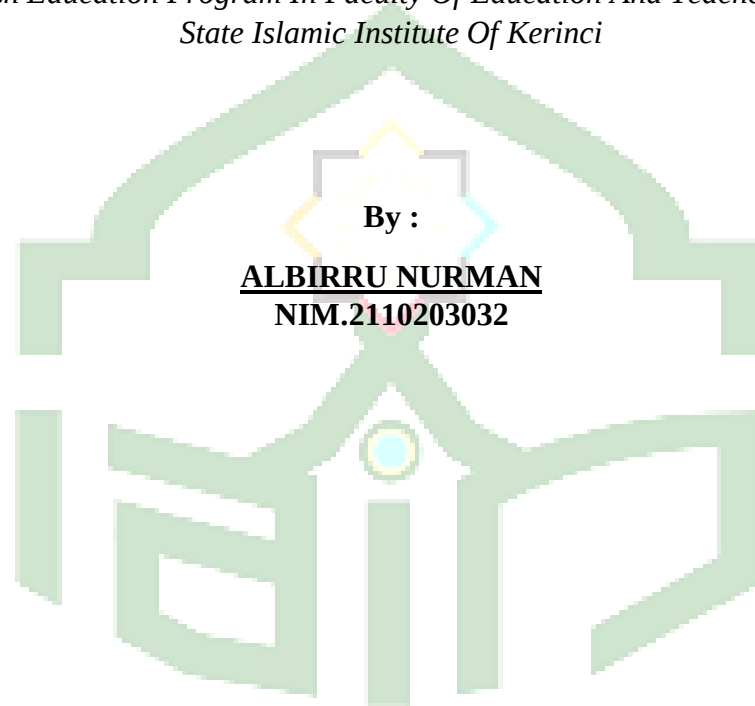
**INSTITUT AGAMA ISLAM NEGERI
K E R I N C I**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF KERINCI
2026**

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STUDENTS' SPEAKING SKILL AT THE FIFTH SEMESTER OF THE
ENGLISH EDUCATION PROGRAM AT THE STATE ISLAMIC
INSTITUTE OF KERINCI**

A THESIS

*Submitted as a partial fulfilment of The Requirement For Undergraduate Degree
at English Education Program In Faculty Of Education And Teacher Training
State Islamic Institute Of Kerinci*



By :

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**INSTITUT AGAMA ISLAM NEGERI
K E R I N C I**

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ACADEMIC YEAR 2025/2026**

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Sungai Penuh,April 2026

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di
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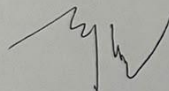
Assalamulaikum Wr, Wb.

Dengan hormat, setelah membaca dan mengadakan perbaikan seperlunya, maka kami berpendapat bahwa skripsi mahasiswa **Albirru Nurman, NIM 2110203032** yang berjudul **THE CORRELATION BETWEEN SELF-REGULATION AND STUDENTS SPEAKING SKILL AT THE FIFTH SEMESTER OF THE ENGLISH EDUCATION PROGRAM AT THE STATE ISLAMIC INSTITUTE OF KERINCI** dapat diajukan untuk dimunaqasahkan guna memperoleh Sarjana Pendidikan (S.Pd.) Jurusan Tadris Bahasa Inggris fakultas Fakultas Tarbiyah Dan Ilmu Keguruan Institut Agama Islam Negeri Kerinci. Maka dengan ini kami ajukan skripsi tersebut, kiranya diterima dengan baik.

Demikian disampaikan, semoga bermanfaat bagi agama, bangsa dan negara.

Wassalamualaikum Wr. Wb.

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The research hereby declares that thesis entitled " the correlation between students' self-regulation and their speaking skills at the fifth semester of the English Education Program at the State Islamic Institute of Kerinci ", is the research original work, which the best researcher knowledge and belief, does not contain any material that has been published pr written by someone else before, nor any material that has been legally accepted for use in any other educational institution, except in cases where appropriate credit is given in the thesis. The researcher sincerely acknowledges any input from people with whom they have collaborated at State Islamic Institute of Kerinci or other settings.

Additionally, the researcher states that intellectual substance of this thesis is entirely original, with the exception of any acknowledgement of outside aid with project design and idea as well as

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This thesis which entitled of "THE CORRELATION BETWEEN SELF-REGULATION AND STUDENTS' SPEAKING SKILL AT THE FIFTH SEMESTER OF THE ENGLISH EDUCATION PROGRAM AT THE STATE ISLAMIC INSTITUTE OF KERINCI" by Albirru Nurman, with students' number 2110203032 has been examined in the viva voce help by Faculty of Education and Teacher Training at State Islamic Institute of Kerinci on 2026 This thesis is submitted as a partial fulfillment of the requirements for undergraduate Degree at English Education Program Faculty of Education and Teacher Training State Islamic Institute of Kerinci. Sungai Penuh, 2026

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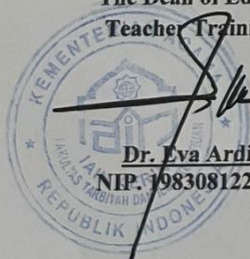
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ABSTRACT

Albirru Nurman, 2026: **“The Correlation Between Self-Regulation and Students’ Speaking Skill at the Fifth Semester of the English Education Program at the State Islamic Institute of Kerinci in the Academic Year 2025/2026”**

Advisors: **1. Dr. Suhaimi, S.Pd, M.Pd**
 2. Herayati, M.Pd

Keywords: ***Self-Regulation, Speaking Skill, Correlation, Pearson Product Moment***

This research aimed to investigate the correlation between students’ self-regulation and their speaking skills at the fifth semester of the English Education Program at the State Islamic Institute of Kerinci in the academic year 2025/2026. The study used a quantitative approach with a correlational design. The population consisted of 20 students, and all students were taken as the sample using total sampling. The instruments used in this research were a self-regulation questionnaire and a speaking test. The data were analyzed using descriptive statistics and inferential statistics through the Pearson Product Moment correlation in SPSS. The findings showed that students’ self-regulation was generally in the high category. Most students demonstrated strong ability in goal setting, self-monitoring, self-evaluation, effort regulation, and help-seeking. Meanwhile, the results of the speaking test indicated that most students were in the good category, with scores ranging from 70 to 88. Furthermore, the result of the Pearson correlation analysis showed a correlation coefficient of $r = -0.220$ with a significance value of $p = 0.351$. This indicates that there is no significant correlation between students’ self-regulation and their speaking skills. The findings suggest that students’ speaking performance is influenced by various factors beyond self-regulation, such as vocabulary, grammar, pronunciation, and confidence. Therefore, improving speaking skills requires not only good self-regulation but also consistent speaking practice and effective language learning strategies.

ABSTRAK

Albirru Nurman, 2026: “Korelasi antara Regulasi Diri dan Kemampuan Berbicara Mahasiswa Semester Lima Program Studi Pendidikan Bahasa Inggris di Institut Agama Islam Negeri Kerinci Tahun Akademik 2025/2026”

Pembimbing:
1. Dr. Suhaimi, S.Pd, M.Pd
2. Herayati, M.Pd

Kata Kunci: *Self-Regulation, Kemampuan Berbicara, Korelasi, Pearson Product Moment*

Penelitian ini bertujuan untuk menyelidiki korelasi antara regulasi diri mahasiswa dan kemampuan berbicara mereka pada semester lima Program Studi Pendidikan Bahasa Inggris di Institut Agama Islam Negeri Kerinci tahun akademik 2025/2026. Penelitian ini menggunakan pendekatan kuantitatif dengan desain korelasional. Populasi terdiri dari 20 mahasiswa, dan seluruh mahasiswa dijadikan sampel dengan menggunakan teknik total sampling. Instrumen yang digunakan dalam penelitian ini adalah kuesioner regulasi diri dan tes berbicara. Data dianalisis menggunakan statistik deskriptif dan statistik inferensial melalui korelasi Pearson Product Moment dalam SPSS. Hasil penelitian menunjukkan bahwa regulasi diri mahasiswa secara umum berada pada kategori tinggi. Sebagian besar mahasiswa menunjukkan kemampuan yang kuat dalam penetapan tujuan, pemantauan diri, evaluasi diri, pengaturan usaha, dan pencarian bantuan. Sementara itu, hasil tes berbicara menunjukkan bahwa sebagian besar mahasiswa berada pada kategori baik, dengan rentang nilai antara 70 hingga 88. Selanjutnya, hasil analisis korelasi Pearson menunjukkan koefisien korelasi sebesar $r = -0.220$ dengan nilai signifikansi $p = 0.351$. Hal ini menunjukkan bahwa tidak terdapat korelasi yang signifikan antara regulasi diri mahasiswa dan kemampuan berbicara mereka. Temuan ini menunjukkan bahwa performa berbicara mahasiswa dipengaruhi oleh berbagai faktor selain regulasi diri, seperti kosakata, tata bahasa, pelafalan, dan kepercayaan diri. Oleh karena itu, peningkatan kemampuan berbicara tidak hanya memerlukan regulasi diri yang baik, tetapi juga latihan berbicara yang konsisten serta strategi pembelajaran bahasa yang efektif.

DEDICATION AND MOTTO

Dedication

With love, respect, and deep gratitude, I dedicate this thesis to

My beloved parent, My father Markasman and My mother Nur Aini

My beloved brother's, Fatkhan Rizki Nurman and Naufal Hanif Nurman

My beloved Aufa Salsabila

Special mention to my brother's and sister's, Candra Kurniawan, Nirhasina and BEC family

And all my big family, friends, and everyone whom I cannot mention one by one

Thank you for your endless support, prayers, and encouragement. May Allah SWT bless us all.

Amin...

Motto :

نَسْتَعِينُ وَإِيَّاكَ

“You alone we worship, and You alone we ask for help”

(Al-Qur'an Surah Al-Fatihah: 5)

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First of all, the researcher would like to express for thanks to Allah SWT who give me power and blessing to finish this scientific writing (Thesis). This thesis is entitled: “the correlation between students’ self-regulation and their speaking skills at the fifth semester of the english education program at the state islamic institute of kerinci in the academic year 2025/2026”.

Shalawat and salam the researcher says to the last and the greatest prophet of Muhammad SAW who had given her life moral improvement and mercy to all of universe. The researcher gratefully acknowledges his deep indebtedness to Dr. Suhaimi, S.Pd, M.Pd and Herayati, M.Pd as her advisors in finishing this thesis who have given much assistance, have guided and encouraged his to conduct gratitude to the all of lecturing in Department of English Faculty of Tarbiyah and Teahcher Training IAIN Kerinci. This thesis is made to fulfill requirement for achieving the degree of Bachelor of Education in Department of English Faculty of Tarbiyah and Teacher Training IAIN Kerinci.

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2. **Dr. Eva Ardinal, M.A** as dean of of The Faculty Tarbiyah and Teacher Training State Islamic Institute of Kerinci
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It is hoped that this thesis will give contribution to the students and English teachers especially in correlation between students' thinking styles and reading strategies and their reading ability. Criticism from readers for the improvement of this thesis would be very much appreciated for those who love English.

Sungai penuh, 15th April 2026
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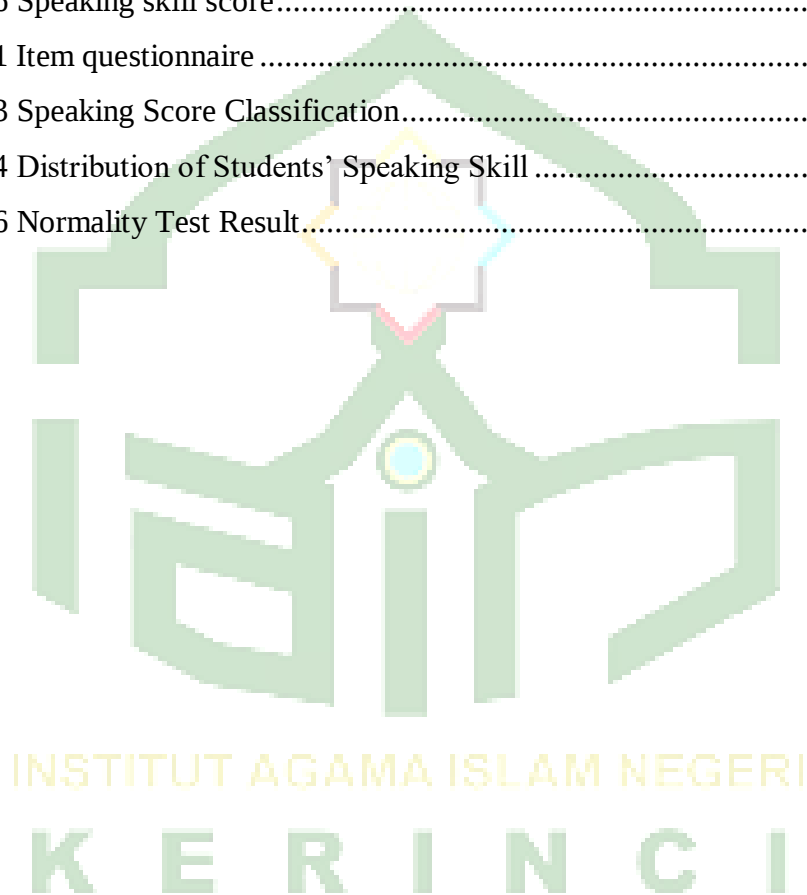
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CHAPTER I

INTRODUCTION

A. Background of the Problems

Emotional intelligence (EI) plays an important role in learning, especially in mastering English speaking skills, individual with great passionate insights can express their thought clearly. According to Ebrahimi (2018), learners with higher levels of emotional intelligence are generally better equipped to manage stress, enhance self-confidence, and engage effectively with learning materials, particularly in language learning environments. One research found that integrating emotional intelligence instruction significantly improved speaking skills among English learners by fostering a supportive, emotionally aware learning atmosphere.

Additionally, a previous research by Mahjoob (2015) on Iranian EFL learners found only a weak correlation between self-regulation and speaking proficiency, focusing on advanced students in a private institute with a broad construct of self-regulation. In contrast, this research examines Indonesian university students at IAIN Kerinci by applying Zimmerman's self-regulation framework and Brown's speaking rubric. This provides a more focused and contextualized analysis of how self-regulation directly influences speaking skills, thus filling the gap left by earlier studies. Additionally, studies on emotional intelligence further highlight its positive relationship with foreign language speaking ability. For example, Esmaeeli (2018) found that Iranian

EFL students with higher emotional intelligence performed better in oral communication, as emotional regulation and interpersonal skills helped them overcome anxiety and fear of failure. Similarly, research in Ukraine demonstrated that incorporating emotionally engaging content in English lessons enhanced students' confidence and improved their speaking skills.

In the process of acquiring a foreign language, learners frequently encounter emotional and psychological challenges that may affect their learning outcomes. Among the various emotional factors involved, self-regulation plays a crucial role in enabling learners to control their emotions, maintain motivation, and sustain engagement throughout the learning process. Self-regulation refers to an individual's ability to monitor, manage, and adjust emotional states, thoughts, and behaviors to achieve learning objectives. Esmaeeli (2018), in a research conducted on Iranian EFL learners, found that emotional intelligence, particularly the dimension of self-regulation, significantly contributed to learners' capacity to overcome negative emotions such as anxiety and fear of failure, which are often barriers to effective language learning.

Speaking skill, as one of the core components of language proficiency, requires not only linguistic competence but also psychological readiness and confidence. Oral communication tasks can provoke anxiety and apprehension, which may inhibit students' willingness to participate in speaking activities. According to Bora (2012), students who possess higher levels of emotional intelligence, particularly in managing their emotions, tend to demonstrate

greater classroom participation and confidence during speaking tasks. Similarly, Andrienko et al. (2020) emphasized that emotionally engaging instructional content can enhance learners' self-confidence and improve their oral performance.

Based on pre-interviews with the fifth-semester students of the English Education Program at the State Islamic Institute of Kerinci, several factors contribute to the students' difficulties in speaking English.

First, low motivation appears to hinder students from actively engaging in speaking activities. Many students show a lack of interest or enthusiasm, which reduces their willingness to participate in oral communication tasks and practice speaking skills consistently.

Second, limited vocabulary restricts students' ability to express their ideas accurately and fluently. When students lack sufficient lexical resources, they often struggle to convey their intended messages and maintain conversations.

Third, grammatical difficulties also affect students' speaking performance, as inadequate mastery of grammatical structures may lead to errors, hesitation, and a breakdown in communication.

Fourth, anxiety is a common emotional barrier that causes students to feel nervous or fearful when speaking in front of others. This anxiety often leads to hesitation, avoidance of speaking opportunities, and reduced confidence during oral tasks. These challenges suggest that, beyond linguistic competence, emotional and psychological factors such as self-regulation may play a crucial

role in influencing students' speaking performance. Therefore, this research seeks to explore self-regulation as one of the potential factors affecting students' ability to speak English effectively.

This research focuses on fifth-semester students in the English Education Program at the State Islamic Institute of Kerinci, examining the relationship between self-regulation and their speaking proficiency. While previous studies such as Ebrahimi et al. (2018) and Esmaeeli, Sabet, and Shahabi (2018) have examined the influence of emotional intelligence, they have not thoroughly explored how self-regulation—the ability to manage and control emotional responses—affects speaking fluency, anxiety, and participation. By focusing on this specific domain, the research aims to provide a deeper understanding of how enhancing self-regulation can improve students' speaking performance in English classes.

B. Identification of The Problems

Based on, pre-interviews with the fifth-semester students of the English Education Program at the State Islamic Institute of Kerinci, several problems affecting students' speaking abilities have been identified:

1. Low Motivation

Many students demonstrate low motivation in participating in speaking activities. They tend to be passive during discussions and presentations, showing a lack of enthusiasm and interest. This reduced motivation leads to fewer speaking practices, which in turn affects their speaking development.

2. Limited Vocabulary

Students often face difficulties expressing their ideas due to a lack of sufficient vocabulary. The limited range of words hinders their ability to communicate fluently and accurately, causing frequent pauses or hesitation during speaking tasks.

3. Grammatical Difficulties

Grammatical weaknesses also contribute to students' speaking challenges. Errors in sentence structure, verb usage, and tenses often lead to confusion, affect fluency, and reduce the clarity of their spoken communication.

4. Speaking Anxiety

Many students in the English Education Program continue to experience high levels of anxiety when asked to speak in English, especially during classroom discussions or presentations. This anxiety often stems from a fear of making mistakes, being negatively evaluated by peers or lecturers, and a general lack of confidence in their language abilities. As a result, students tend to speak hesitantly, avoid participating in speaking activities, or remain silent even when they have ideas to share.

5. The Role of Self-Regulation

The presence of linguistic and emotional challenges is evident among students in the English Education Program, particularly when they are required to speak in English. Many students struggle to express their thoughts fluently due to limited vocabulary, grammar difficulties, and a lack

of confidence. These challenges are often intensified by emotional factors such as anxiety, fear of making mistakes, and low self-motivation. Pre-interview results reveal that some students tend to avoid speaking tasks, hesitate when responding, or become visibly nervous during oral activities. This suggests that the inability to manage emotional responses—such as nervousness and frustration—may hinder their speaking performance. Therefore, it is important to investigate students' emotional self-regulation as a potential factor that contributes to their speaking difficulties and overall language learning outcomes.

C. Limitation of The Problems

This research focuses specifically on examining the correlation of self-regulation on students' speaking skills. While there are multiple factors that may affect speaking performance, such as motivation, vocabulary mastery, grammatical competence, and anxiety, this research is limited to investigating the role of self-regulation as a psychological factor contributing to speaking ability.

D. Research Questions

Based on limitation of the problems, the research questions on this research is :

- a. Is there any correlation between self regulation and speaking skill in the fifth semester of English department students?

E. Purposes of The Research

The main purpose of this research is to investigate whether there is a correlation between self-regulation and speaking skills among fifth-semester students of the English Education Program.

F. Significances of The Research

In this research there are two important meanings of research, namely:

1. Theoretically

This research enriches the body of literature on the relationship between self-regulation and speaking skills. The findings can contribute to a deeper theoretical understanding of non-cognitive factors in language learning.

2. Practical

a) For researchers

This research contributes to understanding how self-regulation influences speaking proficiency.

b) For students

This research encourages students to develop emotional control strategies that support better language performance.

c) For lectures

This research can help lecturers recognize emotional aspects that affect students' speaking abilities and adopt supportive strategies in the classroom.

G. Definition of Key Terms

1. Self-Regulation

Self-regulation is the ability to control one's emotions, thoughts, and behaviors to achieve goals. In this research, it refers to students' ability to manage their emotions during English speaking activities.

2. English Foreign Language (EFL)

EFL refers to the learning of English by non-native speakers in a country where English is not the main language. In this research, it relates to students learning English in an Indonesian context.

3. Speaking Ability

Speaking ability is the skill of expressing ideas verbally in English, including fluency, accuracy, and clarity. This study focuses on students' ability to communicate effectively in spoken English.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review Of Related Theories

1. Self-Regulation

a. Definition of Self-regulation

Self-regulation refers to the process by which individuals control their thoughts, emotions, and behaviors to achieve long-term goals. It involves planning, goal-setting, self-monitoring, and the ability to delay gratification. Zimmerman (2000) explains that self-regulated learners are proactive in their learning process, setting goals, monitoring their progress, and reflecting on outcomes. In the context of education, self-regulation is crucial for academic success. Students who can regulate their attention, emotions, and motivation are more likely to engage in tasks and persist through challenges (Schunk & Zimmerman, 2007). Therefore, this research aims to investigate the correlation between self-regulation and students' speaking skills, focusing on how the ability to self-regulate influences learners' oral communication performance.

b. Components of Self-Regulation

Self-regulation is the ability to control one's emotions, thoughts, and behaviors to achieve goals. In this research, it refers to students' ability to manage their emotions during English speaking activities. Zimmerman (2000) proposed a widely accepted model of self-regulation in learning that includes three phases: Forethought, Performance Control, and Self-Reflection, which

help guide students' behavior and motivation during learning tasks such as speaking in English.



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B. Review Of Related Theories

2. Self-Regulation

b. Definition of Self-regulation

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1. Forethought Phase

This is the preparatory phase where learners plan their approach to a task. It involves:

- a. Goal-setting: Learners define what they want to achieve (e.g., improving speaking fluency).
- b. Strategic planning: Students decide on methods and resources to accomplish their goals (e.g., practicing dialogues or watching English videos).
- c. Self-motivation beliefs: Learners' confidence (self-efficacy), task value, and outcome expectations shape their engagement.

2. Performance Control Phase

This phase occurs during the execution of the task. It focuses on:

- a. Self-monitoring: Observing and tracking one's performance in real-time (e.g., noticing pronunciation mistakes or pauses while speaking).
- b. Use of learning strategies: Applying techniques such as rehearsal, repetition, or using language apps to stay focused and perform better.
- c. Attention focusing: Avoiding distractions and maintaining concentration.

3. Self-Reflection Phase

After completing a task, learners reflect on their performance. This includes:

- a. Self-evaluation: Assessing how well the goal was achieved (e.g., Was I fluent and confident during the presentation?).
- b. Causal attribution: Thinking about the reasons behind success or failure (e.g., “I was nervous because I didn’t practice enough”).
- c. Adaptive reactions: Making changes or improvements for future tasks based on reflection.

Zimmerman emphasized that self-regulation is a cyclical process, meaning that reflection influences future forethought and planning. This dynamic loop enables learners to continuously improve their performance, making it especially powerful for developing speaking skills in EFL contexts.

3. Speaking skills in English as a Foreign Language

Speaking According to Brown (2004), speaking as a productive skill in language learning comprises several key components that determine communicative competence. These components are crucial for effective verbal expression in English as a Foreign Language (EFL) settings. They include:

1. Fluency

Fluency refers to the ability to speak smoothly without unnecessary pauses or hesitations. It indicates a speaker's ease in expressing thoughts and maintaining a natural flow of conversation.

2. Accuracy

Accuracy focuses on the correct use of grammar, syntax, and sentence

structure. A speaker with high accuracy uses appropriate linguistic forms that align with standard English conventions.

3. Vocabulary

A rich and appropriate use of vocabulary is essential for conveying precise meanings. Learners need to use both general and topic-specific words to effectively express their ideas.

4. Pronunciation

Pronunciation involves the correct articulation of sounds, stress patterns, and intonation. Clear pronunciation ensures that spoken messages are easily understood by listeners.

5. Comprehension

Comprehension refers to the speaker's ability to understand questions, instructions, or conversations and respond appropriately. It indicates active listening and processing of spoken English.

These components form the foundation for assessing speaking performance and developing speaking instruction strategies in EFL classrooms. Mastery of these areas contributes to learners' confidence and effectiveness in real-life communication scenarios.

C. Previous Studies

Several pieces of research have been conducted to explore the relationship between self-regulation and students' speaking skills in English as a Foreign Language (EFL) contexts. Mahjoob (2015), in "Self-Regulation and Speaking

Proficiency in Iranian EFL Learners," conducted a correlational study with 60 advanced Iranian EFL learners and found a weak but significant relationship between self-regulation and speaking proficiency. High-achievers performed better in speaking proficiency.

Esmaeeli (2018), in the research titled "The Relationship Between Emotional Intelligence and Speaking Skills of Iranian Advanced EFL Learners," conducted quantitative correlational research among Iranian EFL learners to examine how emotional control speaking performance.

Similarly, Sulistyawati (2018), in the research titled "The Correlation Between Emotional Intelligence and Students' Speaking Ability at the Fifth Semester of English Education Study Program at IAIN Batusangkar," employed a quantitative method with a survey approach to investigate the relationship between emotional intelligence (EI)—with a focus on self-regulation—and speaking ability among Indonesian university students. The research used an EI scale and speaking performance rubric to gather data. The findings showed that self-regulation emerged as the most dominant factor among other emotional intelligence dimensions influencing speaking skills. Students who were able to control impulses and stay focused during speaking tasks tended to perform better.

In more recent research, Pumaleque (2021), in the research titled "The Relationship Between Resilience, Self-Regulation, and Speaking Performance Among EFL Learners in a Latin American Context," adopted a mixed-method approach to examine the correlation between resilience, self-regulation, and

speaking performance among EFL learners in a Latin American context. Quantitative data were gathered through structured questionnaires and oral language tests, while qualitative data were obtained via interviews. The results indicated that learners who were emotionally self-regulated were more capable of coping with anxiety and pressure during speaking activities, which in turn improved their performance. This research emphasized the role of psychological factors in language fluency and confidence during communication.

The previous studies by Esmaeeli (2018), Sulistyawati (2018), and Pumaleque (2021) share several similarities with the present research. All studies emphasize the positive influence of emotional self-regulation on EFL students' speaking performance. They show that learners who manage their emotions—such as anxiety and frustration—tend to perform better in speaking tasks. These studies also used quantitative or mixed-method approaches, combining self-report instruments with performance-based assessments to explore this relationship in various educational contexts. However, this research differs in several key aspects.

While previous research focused on broader constructs such as emotional intelligence (EI) or resilience, the current research specifically isolates self-regulation as the central variable, offering a more focused analysis of its direct correlation with speaking skills. Additionally, unlike the studies conducted in Iran, Indonesia, and Latin America, this research is contextualized within the

English Education Program at the State Islamic Institute of Kerinci, providing localized insights.

D. Conceptual Framework

This research is based on the theoretical foundation that connects self-regulation with students' speaking skills in the context of English language learning. Each variable is grounded in well-established educational and linguistic theories, which collectively form the basis for the hypothesis of this research.

1. Self-Regulation Theory

Self-regulation refers to learners' ability to plan, monitor, control, and reflect on their own learning processes. According to Zimmerman (2000), self-regulation is a cyclical process involving three major phases: forethought (goal setting and planning), performance (monitoring and self-control), and self-reflection (evaluation and adaptation). Learners who are self-regulated tend to take active roles in their academic performance and are capable of adapting their strategies to meet learning goals.

In the language learning context, self-regulation allows learners to:

- a. Set specific learning goals (e.g., improving fluency in speaking),
- b. Monitor their progress (e.g., recognizing frequent speaking errors),
- c. Use strategies for improvement (e.g., practicing pronunciation),
- d. Evaluate outcomes and make adjustments accordingly.

Thus, students with strong self-regulatory skills are likely to be more autonomous, motivated, and consistent in their speaking practice, which may lead to better speaking performance.

c. Speaking Skills in Second Language Acquisition

Speaking is one of the core productive skills in language learning and involves the ability to communicate meaning effectively through speech. Brown (2004) defines speaking as an interactive process of constructing meaning that involves producing, receiving, and processing information. Speaking ability encompasses several components, including fluency, accuracy, vocabulary, pronunciation, and comprehension.

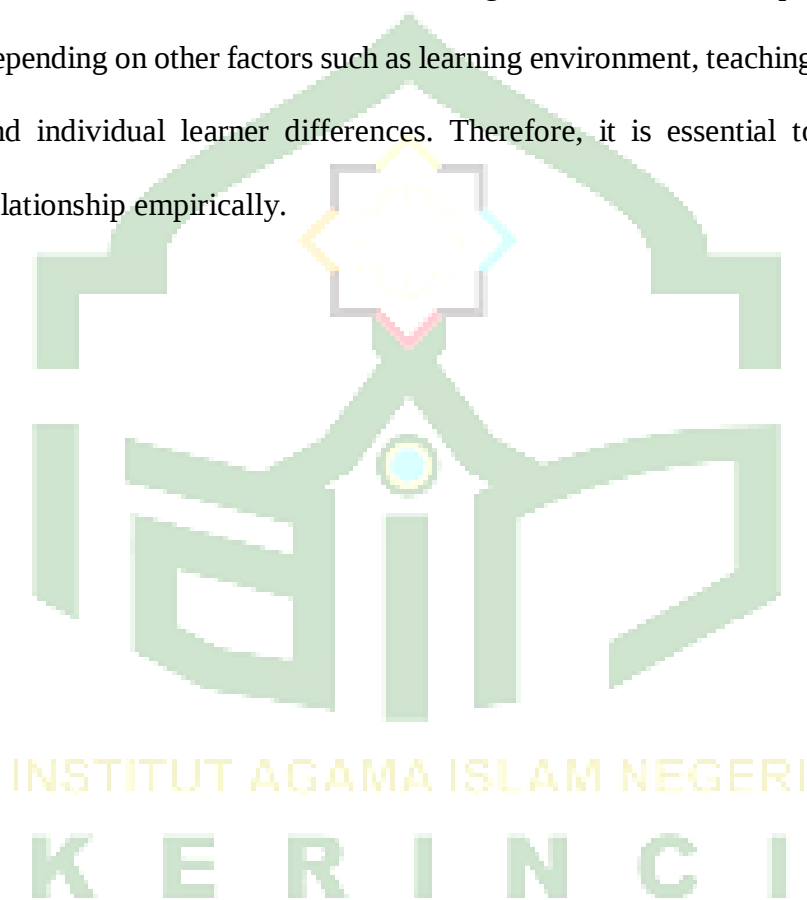
Effective speaking requires not only knowledge of grammar and vocabulary but also psychological readiness, motivation, and confidence—all of which can be influenced by the learner's self-regulatory capacity. Learners who consistently set goals, practice deliberately, and reflect on their mistakes are more likely to show progress in their speaking performance.

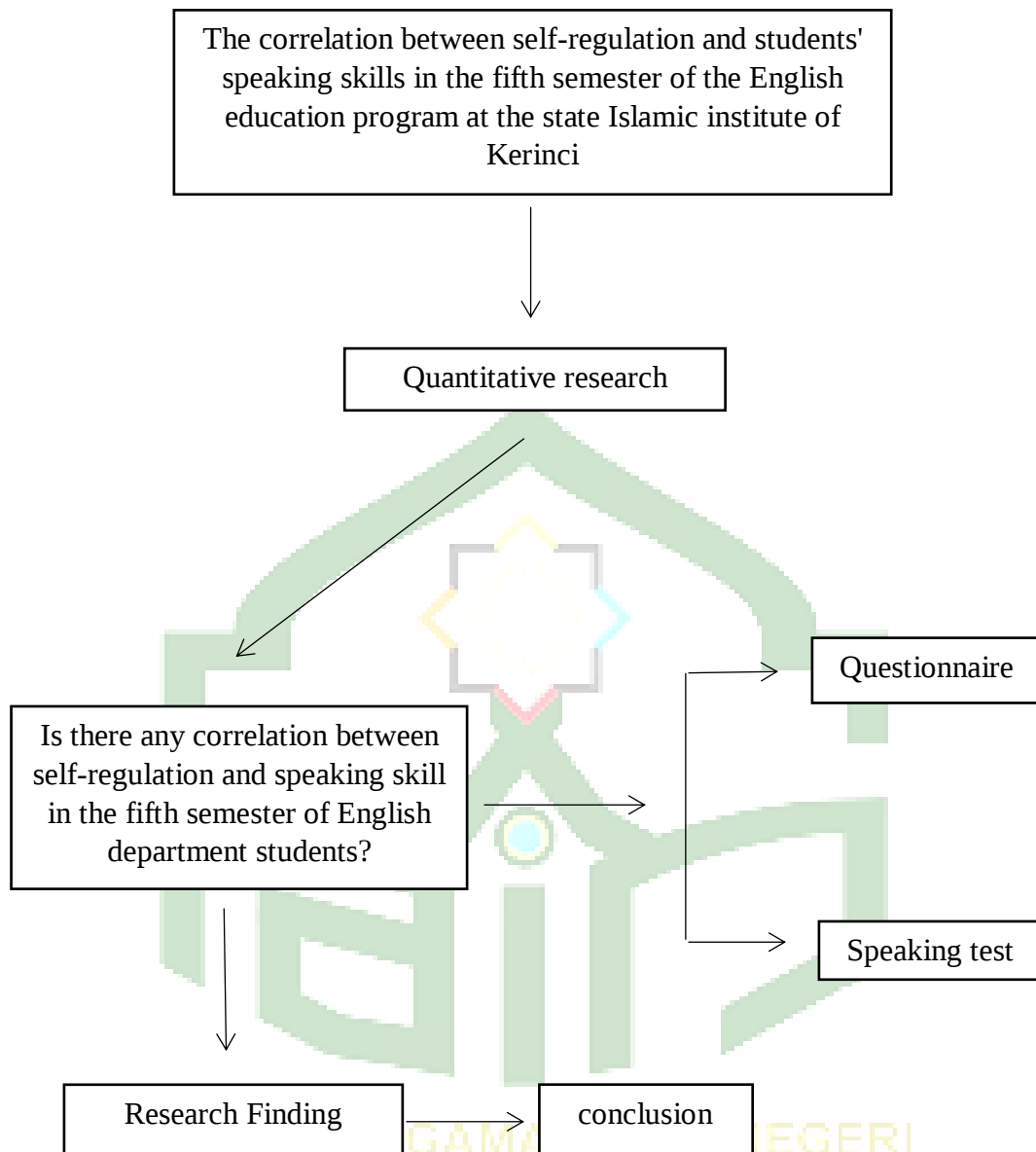
d. The Relationship Between Self-Regulation and Speaking Skills

Theoretically, it is assumed that self-regulation has a positive influence on speaking skills. Learners who engage in self-regulated learning tend to:

- a. Take initiative in practicing spoken language,
- b. Develop personalized strategies to overcome difficulties in pronunciation or fluency,
- c. Remain motivated despite speaking anxiety or failure,
- d. Reflect on feedback and continuously improve.

However, the nature and strength of this relationship may vary depending on other factors such as learning environment, teaching methods, and individual learner differences. Therefore, it is essential to test this relationship empirically.





E. Hypothesis

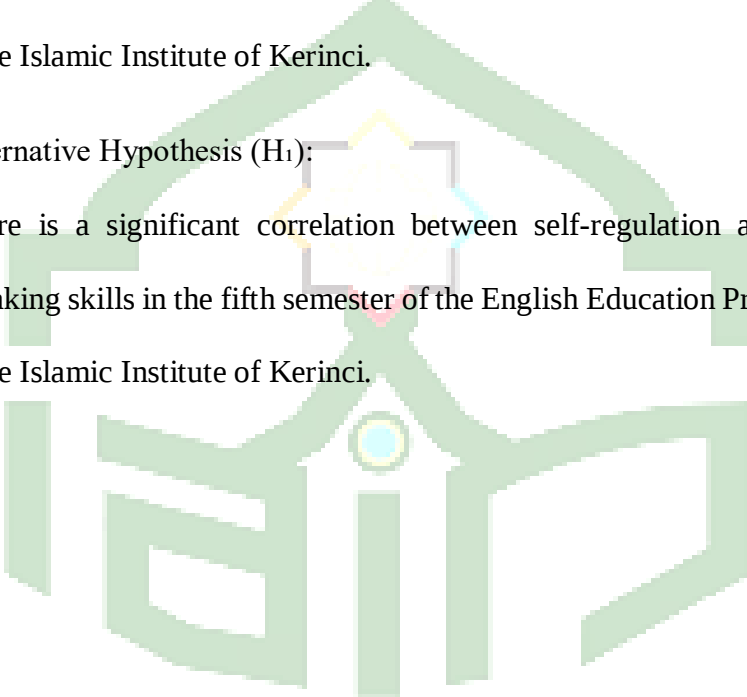
Based on the problem formulation and theoretical framework, the hypotheses of this research are formulated as follows:

- Null Hypothesis (H_0):

There is no significant correlation between self-regulation and students' speaking skills in the fifth semester of the English Education Program at the State Islamic Institute of Kerinci.

- Alternative Hypothesis (H_1):

There is a significant correlation between self-regulation and students' speaking skills in the fifth semester of the English Education Program at the State Islamic Institute of Kerinci.



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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research employs a quantitative correlational design to investigate the relationship between self-regulation and students' speaking skills. A correlational design is appropriate when the purpose of the research is to examine the degree to which two variables are related without manipulating them. According to Creswell (2012), correlational research designs are procedures in quantitative research in which investigators measure the degree of association (or relationship) between two or more variables using statistical data. This design does not involve the manipulation of variables but rather observes naturally occurring variations to determine whether a relationship exists.

In this research, the two main variables are self-regulation (as the independent variable) and students' speaking skills (as the dependent variable). Self-regulation refers to students' ability to manage their thoughts, emotions, and behaviors to achieve learning goals, while speaking skills refer to students' ability to express ideas effectively in spoken English.

The purpose of using this correlational approach is to determine whether a statistically significant relationship exists between students' self-regulatory and their speaking skills. Through this, the research aims to identify whether

students who demonstrate a higher level of self-regulation also tend to perform better in speaking.

To ensure objectivity, the data were collected using standardized instruments, and the analysis was conducted using statistical techniques such as Pearson product moment correlation. This method allowed the researcher to measure both the direction and the strength of the relationship between the two variables.

This design is beneficial for providing empirical evidence that can support educational practices and interventions. For instance, if a strong positive correlation is found, educators and curriculum developers can be encouraged to incorporate self-regulation training as part of their language instruction strategies.

B. Population and Sample

The population in this research includes all the fifth-semester students of the English Education Program at the State Islamic Institute of Kerinci in the 2024/2025 academic year, totaling 20 students. Since the number of students is relatively small and manageable, this study employs total sampling, meaning all members of the population are included as the research sample. According to Arikunto (2010), if the population is fewer than 100, it is recommended to take the entire population as the sample. The fifth semester was chosen because, at this stage, the students have already taken speaking subject in the previous semesters, which provides them with sufficient background knowledge and

experience in speaking to be relevant participants for this research. Therefore, all 20 fifth-semester students participated in this research.

C. Research Variables

There are two variables in this research:

1. Independent Variable: Self-Regulation (X)
2. Dependent Variable: Students' Speaking Skills (Y)

D. Research Instruments

1. Self-Regulation Questionnaire

To measure the students' self-regulation levels, a questionnaire adapted from Zimmerman's (2000) Self-Regulated Learning Interview Schedule (SRLIS) was used by the researcher. The questionnaire included several indicators representing key components of self-regulation, such as goal setting, self-monitoring, self-evaluation, effort regulation, and seeking help and resources.

This self-regulation questionnaire consists of 15 items that are categorized into five key indicators. Goal Setting and Planning is represented by items 1, 2, and 3. Self-Monitoring is represented by items 4, 5, and 6. Self-Evaluation is represented by items 7, 8, and 9. Effort Regulation is represented by items 10, 11, and 12. Seeking Help and Resources is represented by items 13, 14, and 15.

To determine the respondents' tendencies toward the statements in this research questionnaire, a Likert scale is used as the measurement tool. This scale allows the researcher to assess the extent to which respondents

agree or disagree with each statement by assigning numerical values to each response option. These scores are then summed or averaged to obtain a total score that can be further analyzed. The scoring guideline and the formula for calculating the Likert scale are presented below:

Table 3. 1 Likert scale

Scale	Response
5	Strongly Agree
4	Agree
3	Neutral
2	Disagree
1	Strongly Disagree

Each student's total score was calculated by summing the scores of all items. The higher the score, the higher the student's self-regulation ability.

The questionnaire consisted of statements measured using a Likert scale, allowing students to rate their level of agreement with each item. This instrument was intended to identify how well students regulated their emotions, motivation, and learning behaviors during the language learning process.

To calculate the total score for each respondent using a 5-point Likert scale:

$$\text{Total Score} = \sum (\text{Response} \times \text{Weight})$$

Where:

- Response is the number chosen by the respondent (1 to 5).

- Weight corresponds to the Likert scale:

5 = Strongly Agree

4 = Agree

3 = Neutral

2 = Disagree

1 = Strongly Disagree

Table 3. 2 Interpretation of Average Scores

Average Score	Interpretation
4.21 – 5.00	Strongly Agree
3.41 – 4.20	Agree
2.61 – 3.40	Neutral
1.81 – 2.60	Disagree
1.00 – 1.80	Strongly Disagree

Table 3. 3 Self-Regulation Indicators

Indicator	Description
Goal Setting and Planning	The ability to set learning goals and plan strategies to achieve speaking proficiency.
Self-Monitoring	The ability to observe and evaluate one's own learning process during speaking practice.
Self-Evaluation	The ability to reflect and assess personal learning performance after

	speaking activities.
Effort Regulation	The ability to maintain effort, stay focused, and manage distractions during learning.
Seeking Help and Resources	The ability to seek assistance or use learning materials when facing difficulties.

Table 3. 4 Questionnaire

No	Statement	1	2	3	4	5
1	I set specific goals in learning English.					
2	I have daily or weekly targets to improve my English skills.					
3	I write learning plans to achieve my learning goals.					
4	I regularly monitor my progress in learning English.					
5	I evaluate the results of exercises or assignments to see my progress.					
6	I pay attention to whether my learning strategies are effective or not.					
7	I assess my ability after completing English tasks.					
8	I can tell whether I have understood the lesson material or not.					
9	I change my learning strategies if my learning outcomes are unsatisfactory.					

10	I keep working to improve my English skills even when it gets difficult.					
11	I don't give up easily when I face challenges in learning English.					
12	I push myself to stay focused even when I feel bored or distracted.					
13	I try to find learning materials (books, videos, apps) to support my English learning.					
14	I ask for help from teachers or peers when I do not understand something.					
15	I join study groups or ask classmates for help to understand difficult topics.					

Before using the questionnaire for data collection, a validity and reliability test was conducted. The reliability was tested using Cronbach's Alpha, with a minimum standard of 0.70 considered acceptable.

2. Speaking Test

To assess students' speaking skills, the researcher conducted a speaking test adapted from Brown (2004). The test evaluated several aspects of speaking performance, including fluency, accuracy, vocabulary, pronunciation, and comprehension.

Table 3. 5 Speaking rubric

Criteria	Scale	Description
Pronunciation	5	Native-like pronunciation
	4	Clear and understandable
	3	Sometimes leads to misunderstanding
	2	Difficult to understand
	1	Unclear pronunciation
Grammar	5	Almost no grammatical errors
	4	Occasional minor errors
	3	Frequent grammatical errors
	2	Errors that affect comprehension
	1	Serious grammar issues, hard to understand
Vocabulary	5	Wide vocabulary range
	4	Adequate vocabulary use
	3	Limited vocabulary
	2	Poor vocabulary use
	1	Severe vocabulary limitation
Fluency	5	Smooth and natural flow
	4	Slightly affected fluency
	3	Noticeable hesitation
	2	Frequently forced into silence
Comprehension	1	Speech is mostly halted
	5	Understands everything easily
	4	Understands almost everything
	3	Understands with repetition
	2	Requires frequent repetition
	1	Cannot understand conversation

Moreover, to get the real score would be meaningful if the students' scores were converted to numerical data on the scale 0–100. For calculating the real score of students, the researcher would use the following formula:

$$\text{Real score} = (\text{Obtained Score} / \text{Maximum Score}) \times 100$$

Table 3. 6 Speaking skill score

No	Score Interval	Category
1	85 – 100	Very Good
2	75 – 84	Good
3	60 – 74	Fair
4	40 – 59	Weak
5	0 – 39	Poor

The speaking test was administered in a controlled setting, where students were asked to perform specific speaking tasks such as tell about hobbies or favorite activities. The results of the speaking test were scored based on the established rubric to obtain an objective measure of students' speaking performance.

E. Technique of Data Collection

In this research, two instruments were used to collect data: a speaking test and a questionnaire. These instruments were used to obtain accurate and measurable data on students' English speaking skills and self regulation in learning.

Two primary techniques are employed to collect data: questionnaires and speaking tests. These instruments are selected to obtain quantifiable data on students' self-regulation and English speaking skills, which are the main variables under investigation. The procedures are designed to ensure objectivity, reliability, and validity in accordance with the principles of quantitative research.

1. Questionnaire

A questionnaire is a set of questions or statements that respondents are asked to answer or complete (Subana & Sudarajat, 2005, p. 136). In this research, the questionnaire was used to gather data on students' self-regulation in learning English. The questionnaire was adapted from Zimmerman's (2000) Self-Regulated Learning Interview Schedule (SRLIS), which included components such as goal setting, self-monitoring, self-evaluation, effort regulation, and help-seeking behaviors.

The instrument was designed using a Likert scale format that ranged from Strongly Disagree (1) to Strongly Agree (5) to assess students' perceptions of their ability to manage their own learning. The items covered various aspects such as planning strategies, motivation control, self-instruction, and reflection.

To ensure the validity of the questionnaire, the instrument was reviewed by experts in educational psychology and language education. A pilot test was also conducted, and the reliability of the instrument was measured using Cronbach's Alpha, with a coefficient of 0.70 or above considered acceptable for internal consistency.

The questionnaire was distributed using Google Forms, which allowed the researcher to efficiently collect responses and ensure accessibility for all participants.

2. Speaking Test

According to Cohen (2007), a test is a method of measuring a person's ability, knowledge, or performance in a given domain. A test is considered reliable when it consistently produces stable results (Arikunto, 2006, p. 86).

To obtain data on students' speaking skills, the researcher administered a speaking test. Students were given structured prompts, such as describing a picture, narrating a short personal experience, or responding to everyday conversational situations. These tasks aimed to reflect real world communication scenarios and encourage spontaneous speaking.

The speaking performance was evaluated using five key criteria adapted from Brown (2004): fluency, accuracy, vocabulary, pronunciation, and comprehension. To ensure objectivity and scoring consistency, two independent raters assessed the students' performance using an analytical scoring rubric. The rubric was adapted from standardized speaking assessment frameworks such as CEFR and TOEFL based rubrics. Prior to the test, both raters participated in calibration sessions to establish inter rater reliability. All students' responses were audio recorded to allow for further analysis and scoring verification.

F. Technique of Data Analysis

In this research, the data are analyzed using the Pearson Product Moment correlation to examine the relationship between students' self-regulation and their English speaking skills. Statistical analysis is conducted using SPSS version 29.0. Prior to conducting the correlation analysis, assumption tests are applied to ensure that the data meet the requirements for Pearson correlation analysis.

1. Assumption Tests

Before analyzing the data using the Pearson Product Moment correlation, assumption tests are conducted to confirm that the data fulfill the necessary statistical conditions. These tests include the normality test and the linearity test.

a. Normality Test

The normality test is conducted to determine whether the data are normally distributed. In this study, the Shapiro-Wilk test is used because it is appropriate for small sample sizes. The criteria for interpretation are as follows.

1. If the significance value is greater than 0.05, the data are normally distributed.
2. If the significance value is less than 0.05, the data are not normally distributed.

b. Linearity Test

The linearity test is conducted to examine whether the relationship between the independent variable, students' self-regulation, and the dependent variable, speaking skill, is linear. The test is carried out using the Test for Linearity in SPSS. The criteria are as follows.

1. If the significance value for deviation from linearity is greater than 0.05, the relationship between the variables is linear.
2. If the significance value for deviation from linearity is less than 0.05, the relationship between the variables is not linear.

2. Correlation Analysis

To examine the relationship between students' self-regulation and their speaking skills, the Pearson Product Moment correlation is employed. This analysis measures the strength and direction of the relationship between the two variables and is conducted using SPSS version 29.0.

The interpretation of the correlation coefficient follows Sugiyono (2014, p. 257), as presented below.

- a. 0.00–0.199: Very low correlation
- b. 0.20–0.399: Low correlation
- c. 0.40–0.599: Moderate correlation
- d. 0.60–0.799: Strong correlation
- e. 0.80–1.000: Very strong correlation

G. Research Procedure

This research followed a structured procedure to ensure the validity and reliability of the collected data and the accuracy of the analysis. The procedure consisted of six main steps: designing the research instruments, validating the questionnaire and speaking rubric, distributing the questionnaire and administering the speaking test, collecting and tabulating the data, analyzing the data using SPSS, and interpreting the findings to draw conclusions.

The first step involved designing the research instruments. Two instruments were developed: a self regulation questionnaire and a speaking rubric. The self regulation questionnaire was constructed based on established theories of self regulated learning, particularly those proposed by Bandura and Zimmerman. It aimed to measure students' ability to manage their emotions, behavior, and learning strategies through a series of Likert scale items. Meanwhile, the speaking rubric was designed to evaluate students' speaking performance based on key indicators such as fluency, pronunciation, grammar, vocabulary, and coherence. The rubric was adapted from established criteria for speaking assessment in language learning contexts.

The second step involved validating the research instruments. To ensure content validity, the instruments were reviewed by experts in English language education who provided feedback on item clarity, relevance, and alignment with the research objectives. A pilot test was also conducted with a small group of students outside the main sample to evaluate the reliability and practicality of the instruments. The reliability of the questionnaire was tested using Cronbach's alpha

in SPSS, with a minimum acceptable value of 0.70 indicating good internal consistency.

The third step involved distributing the questionnaire and conducting the speaking test. The validated self regulation questionnaire was distributed to fifth semester students of the English Education Program at the State Islamic Institute of Kerinci. Students were asked to respond to the questionnaire either in printed form or through an online platform, depending on accessibility. At the same time, the speaking test was administered to the same group of students. Each student was asked to deliver a short speech or participate in a structured speaking activity. The performances were recorded and later evaluated using the speaking rubric.

The fourth step involved collecting and tabulating the data. The completed questionnaire responses were scored using a Likert scale ranging from strongly disagree to strongly agree. Each item score was totaled to obtain a self regulation score for each student. The speaking performances were scored using the speaking rubric, and the results were recorded systematically. All data were tabulated in Microsoft Excel, where each row represented a participant and the columns included scores for both self regulation and speaking performance.

The fifth step involved analyzing the data using the Statistical Package for the Social Sciences. Descriptive statistics, including the mean, standard deviation, minimum, and maximum scores, were calculated for both variables. A normality test using Shapiro Wilk was conducted to determine whether the data were normally distributed. Based on the normality results, Pearson product moment correlation

was used for normally distributed data, while Spearman rank correlation was used for non normally distributed data to examine the relationship between self regulation and speaking skills.

The final step involved interpreting the results and drawing conclusions. The correlation coefficient was interpreted to determine the strength and direction of the relationship between self regulation and speaking skills, while the p value was used to assess the statistical significance of the correlation. The findings were discussed in relation to existing literature, and conclusions were drawn regarding the influence of self regulation on students' speaking skills. The research also provided pedagogical implications and suggestions for future research in the field of English language education.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Finding

This research examined the correlation between self regulation and students' speaking skill among fifth semester students of the English Education Program at the State Islamic Institute of Kerinci in the 2025/2026 academic year. The research was conducted from October 16, 2025 to December 16, 2025. The participants consisted of 20 students. All students completed the speaking test and the self regulation questionnaire.

1. Descriptive analysis

a. Students self-regulation

The result of the questionnaire for students, self-regulation can be seen in and the recapitulation analysis on students' self-regulation on 5 semester of the English education program of the state Islamic institute of Kerinci, describe as follow.

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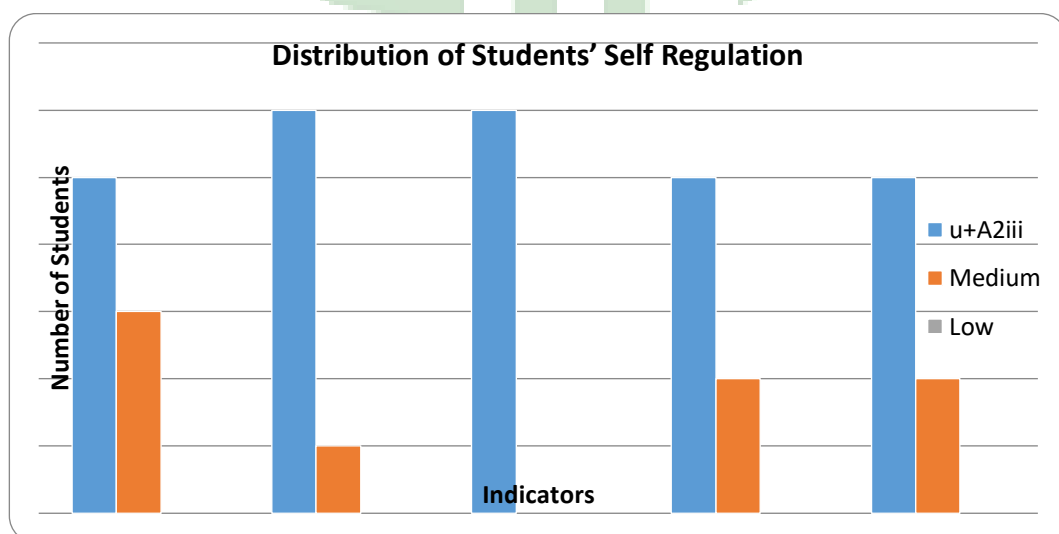
Table 4. 1 Item questionnaire

Indicator	High	Medium	Low
Goal Setting (S1)	14	6	0
Self-Monitoring (S2)	12	7	1
Self-Evaluation (S3)	15	4	1
Effort Regulation (S4)	17	3	0
Help Seeking (S5)	18	2	0

Students' self regulation levels were classified into high, medium, and low categories based on mean score intervals.

Based on Table, *Appendix – 58, 60.* indicates that students demonstrate high self regulation across all indicators. Most students are classified at the high level in goal setting, self monitoring, self evaluation, effort regulation, and help seeking. None of students are classified at the low level in any indicator

These results indicate that students generally show strong control over their learning process. They actively set goals, monitor progress, regulate motivation, and seek support when facing difficulties. Therefore, it can be concluded that the overall level of students' self regulation is mostly high, reflecting positive learning behavior and effective management of English learning activities.



Based on the data obtained show that most students demonstrate a high level of self regulation in learning English, (high = 17, medium = 3, low = 0). The analysis was conducted using five indicators: goal setting, self monitoring, self evaluation, effort regulation, and help seeking.

The analysis of students' self-regulation was conducted based on five indicators: goal setting, self-monitoring, self-evaluation, effort regulation, and help seeking. The classification of students' self-regulation levels was determined using the established score intervals, *Appendix – 59*.

In the first indicator, In the first indicator, goal setting (S1), 14 students were categorized in the high level, while 6 students fell into the medium category. No students were classified in the low category. Based on the score classification, the high level refers to scores ranging from 3.67 to 5.00, the medium level ranges from 2.34 to 3.66, and the low level ranges from 1.00 to 2.33. This result indicates that most students were able to set clear learning goals and determine specific targets when learning English.

For the second indicator, self-monitoring (S2), 12 students demonstrated a high level of self-monitoring, while 7 students fell into the medium category and 1 student was categorized at the low level. This finding suggests that the majority of students actively monitored their learning progress, although a small number of students still showed limited awareness in tracking their learning performance.

In the third indicator, self-evaluation (S3), 15 students were categorized at the high level, while 4 students fell into the medium category and 1 student was categorized at the low level. This result shows that most students regularly evaluated their learning outcomes and reflected on their performance after completing learning activities.

In the fourth indicator, effort regulation (S4), 17 students demonstrated a high level of effort regulation, while 3 students fell into the medium category. No students were categorized in the low level. This indicates that most students were able to maintain motivation and continue learning even when they experienced difficulties.

In the fifth indicator, help seeking (S5), 18 students were classified in the high category and 2 students in the medium category. No students fell into the low category. This suggests that students were generally willing to seek assistance from teachers or peers when encountering difficulties in learning English.

Overall, the distribution across all indicators shows that the high category consistently dominated. This pattern indicates that students generally demonstrated strong self-regulation abilities in learning English, including setting learning goals, monitoring their progress, evaluating their performance, maintaining effort during challenges, and seeking help when necessary.

b. Speaking test

Speaking The speaking test was administered to measure students' speaking skill. The test focused on pronunciation, fluency, vocabulary, grammar, and comprehension. Each student performed an oral task based on the assigned topic. The raters scored the performance using a standardized speaking rubric.

Table 4. 2 Speaking Score Classification

No	Score Interval	Category
1	85 – 100	Very Good
2	75 – 84	Good
3	60 – 74	Fair
4	40 – 59	Weak
5	0 – 39	Poor

After scoring and data processing, the results of students' speaking performance are summarized below.

Total score represents the sum of scores from Rater 1 and Rater 2 across all five speaking aspects. *Appendix - 61* . The final mean score was obtained by dividing the total score by the number of ratings. The final speaking score was converted to a 0–100 scale using the formula $(\text{Mean} \div 5) \times 100$.

Table 4. 4 Distribution of Students' Speaking Skill

Category	Score Interval	Number of Students
Very Good	85–100	2
Good	75–84	12
Fair	60–74	6
Weak	40–59	0

Poor	0–39	0
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Table 4.5 summarizes the individual speaking scores presented in Table *Appendix - 61* by grouping students into speaking skill categories based on their final scores. The speaking test was administered to measure students' speaking skills. The assessment focused on five aspects of speaking performance: pronunciation, grammar, vocabulary, fluency, and comprehension. Each student performed an oral speaking task based on the assigned topic. Two raters evaluated the performance using a standardized speaking rubric to ensure scoring consistency.

Based on the scoring procedure, each rater assessed five speaking aspects using a scale from 1 to 5. The scores from both raters were combined to obtain the total score. The mean score was then calculated by dividing the total score by the number of ratings. Finally, the mean score was converted into a final score on a 0–100 scale using the formula $(\text{Mean} \div 5) \times 100$.

Table *Appendix - 61* presents the detailed speaking scores of the students based on the evaluation of the two raters.

Based on the data presented in Table students' speaking scores range from 70 to 88. The highest speaking score is 88, achieved by Student 1, while the lowest score is 70, obtained by several students including Student 2, Student 13, Student 15, and Student 19. Most students obtained scores between 76 and 82, indicating generally good speaking performance.

To provide a clearer overview of students' speaking skill, the scores were grouped into five categories according to the classification presented in Table 4.3. The distribution of students' speaking skill is summarized in Table 4.4.

Based on Table *Appendix - 58*, two students (10 percent) are classified in the Very Good category with scores between 85 and 100. The majority of students, twelve students (60 percent), fall into the good category with scores ranging from 75 to 84. Meanwhile, six students (30 percent) are categorized in the Fair level with scores between 60 and 74. No students fall into the Weak or Poor categories.

This distribution indicates that most students demonstrate relatively strong speaking performance. Students in the Very Good category show clear pronunciation, smooth fluency, appropriate vocabulary use, and acceptable grammatical control. Their responses are well organized and easily understood.

Students in the Good category also demonstrate effective speaking ability. Although minor problems such as hesitation, limited vocabulary, or occasional grammatical errors may appear, their overall communication remains clear and understandable.

Students categorized in the Fair level show noticeable difficulties in several aspects of speaking. These difficulties may include limited vocabulary, less accurate pronunciation, or slower fluency. However, their main ideas can still be understood by listeners.

Overall, the speaking test results show that students' speaking skills are generally at a good level. The fact that no students fall into the Weak or Poor categories indicates that students possess an adequate foundation in speaking English. These results provide a useful basis for further analysis of the relationship between students' self regulation and their speaking skills in the subsequent statistical analysis.

A. Results of Statistical Assumptions

1. Normality Test

The Kolmogorov–Smirnov normality test was conducted using SPSS version 29. The results are presented in the following table.

Table 4. 3 Normality Test Result

Variable	Sig.	Decision
Self-Regulation	0.200	Normal
Speaking Skills	0.154	Normal

The normality test was conducted to determine whether the research data were normally distributed. This research applied the Kolmogorov Smirnov test using SPSS version 29. The results of the normality test are presented in Table 4.4.

Based on Table 4.6, the significance value for self regulation is 0.200, while the significance value for speaking skills is 0.154. Both significance values exceed 0.05. This indicates the data for both variables are normally distributed. Therefore, parametric statistical analysis is appropriate for further analysis.

2. Linearity Test

The linearity test was conducted to examine whether the relationship between the independent variable and the dependent variable was linear.

The test was performed using the ANOVA Test of Linearity in SPSS.

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups (Combined)	11002.483	19	579.078	1.193	0.318
Linearity	239.437	1	239.437	0.493	0.487
Deviation from Linearity	10763.046	18	597.947	1.232	0.292
Within Groups	16508.350	34	485.540		
Total	27510.833	53			

The results show the significance value for deviation from linearity is 0.292. This value is greater than 0.05. This indicates there is no significant deviation from a linear pattern. Therefore, the relationship between the variables is linear.

Although the significance value for linearity is 0.487 and the combined between groups significance value is 0.318, the key criterion in the linearity test is the deviation from linearity value. Since this value exceeds 0.05, the linearity assumption is fulfilled. The data are appropriate for further correlation analysis.

B. Hypothesis Testing (Pearson Product-Moment)

The following hypotheses were tested:

H₀: There is no correlation between self regulation and speaking skills.

H_a: There is a significant correlation between self regulation and speaking skills.

The result is shown in the table below.

Table 4.7 Pearson Product Moment Correlation

Variables	r-value	Sig. (2-tailed)
Self Regulation × Speaking Skills	-0.220	0.351

As shown in Table 4.7, the correlation coefficient between self regulation and speaking skills is $r = -0.220$. According to Sugiyono's classification, a correlation coefficient between 0.20 and 0.399 indicates a low correlation. The negative direction of the coefficient indicates an inverse relationship between the two variables. This means that changes in students' self regulation scores tend to be associated with opposite changes in their speaking skill scores, although the relationship is weak.

The significance value obtained from the analysis is 0.351. This value is higher than the predetermined significance level of 0.05. Statistically, this indicates that the correlation between self regulation and speaking skills is not significant.

C. Discussion

The results of this research show the relationship between students' self regulation and their speaking skills is not statistically significant by the findings, H_0 : There is no correlation between self regulation and speaking skills is accepted and H_a : There is a significant correlation between self regulation and speaking skills is rejected.

The Pearson correlation analysis produced a correlation coefficient of $r = -0.220$ with a significance value of 0.351. This value exceeds the significance level of 0.05. The findings indicate self regulation does not show a meaningful relationship with speaking performance among the students involved in this research.

This result suggests students' speaking performance is influenced by multiple factors beyond self regulation. Speaking ability in a foreign language involves complex skills such as vocabulary knowledge, pronunciation accuracy, grammatical control, fluency, and confidence during communication. These components influence oral performance during speaking tasks (Richards, 2008; Brown, 2004).

The result also indicates that learning regulation alone does not automatically improve speaking ability. According to the social cognitive theory of self regulation, learning outcomes are influenced by interactions between personal factors, behavior, and environmental conditions (Bandura, 1991; Zimmerman, 2000).

Another explanation relates to psychological factors affecting speaking performance. Emotional conditions such as confidence and anxiety often influence oral communication. Research shows emotional intelligence and affective factors play an important role in speaking development among EFL learners (Bora, 2012; Andrienko, Chumak, and Genin, 2020). When students experience anxiety or lack confidence, their speaking performance may decrease even if they apply learning strategies.

Student self regulation refers to the ability of students to manage their own learning process through goal setting, learning control, and self monitoring. In the context of speaking skills, self regulation plays an important role because students who set clear goals, apply appropriate learning strategies, and evaluate their progress tend to improve their performance. Previous studies support this idea. Mahjoob (2015) found that self regulated learners achieve higher speaking proficiency, while Romadlon and Astuti (2022) reported that students with stronger self regulation demonstrate better speaking fluency. These findings highlight that students who actively control their learning, practice consistently, and monitor their progress are more likely to succeed in developing their speaking skills. However, the present research shows different results, indicating that having self regulation alone is not enough.

However, differences in learning context, participant characteristics, and assessment methods may explain the different results. The participants in this research were fifth semester EFL students whose speaking performance may be

influenced more strongly by language proficiency, classroom interaction, and speaking practice opportunities rather than learning regulation strategies alone.

From a pedagogical perspective, these findings indicate speaking ability does not depend only on learning regulation strategies. Effective speaking development requires vocabulary mastery, pronunciation practice, communicative activities, and supportive learning environments (Ajaka, 2020; Richards, 2008). Teachers should combine strategy training with communicative speaking practice to support students' oral development.

Overall, the results indicate self regulation alone does not significantly predict students' speaking skills in this research. Speaking performance appears to depend on a combination of linguistic competence, emotional factors, and learning experiences that interact during the speaking process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research examined the correlation between self regulation and students' speaking skills among fifth semester students of the English Education Program at the State Islamic Institute of Kerinci. The analysis used the Pearson Product Moment correlation test.

The results of the analysis show the correlation coefficient between self regulation and speaking skills is $r = -0.220$ with a significance value of 0.351. The significance value exceeds the level of 0.05. These findings indicate the relationship between the two variables is not statistically significant.

The results suggest students' speaking performance is influenced by various factors beyond self regulation. Speaking ability requires the integration of several linguistic and psychological components such as vocabulary mastery, pronunciation accuracy, grammatical control, fluency, and confidence during communication. Therefore, even when students demonstrate good learning regulation strategies such as planning or monitoring their learning process, these strategies do not automatically lead to higher speaking performance.

Based on these findings, the null hypothesis is accepted and the alternative hypothesis is rejected. This research concludes that there is no significant

correlation between self regulation and students' speaking skills among the participants involved in this research.

B. Suggestions

1. For future researchers.

Future researchers should involve larger samples and different academic levels to obtain broader results. Researchers should also examine other variables related to speaking performance such as motivation, self efficacy, language anxiety, and emotional intelligence. Combining quantitative and qualitative methods may provide deeper insight into factors influencing students' speaking ability.

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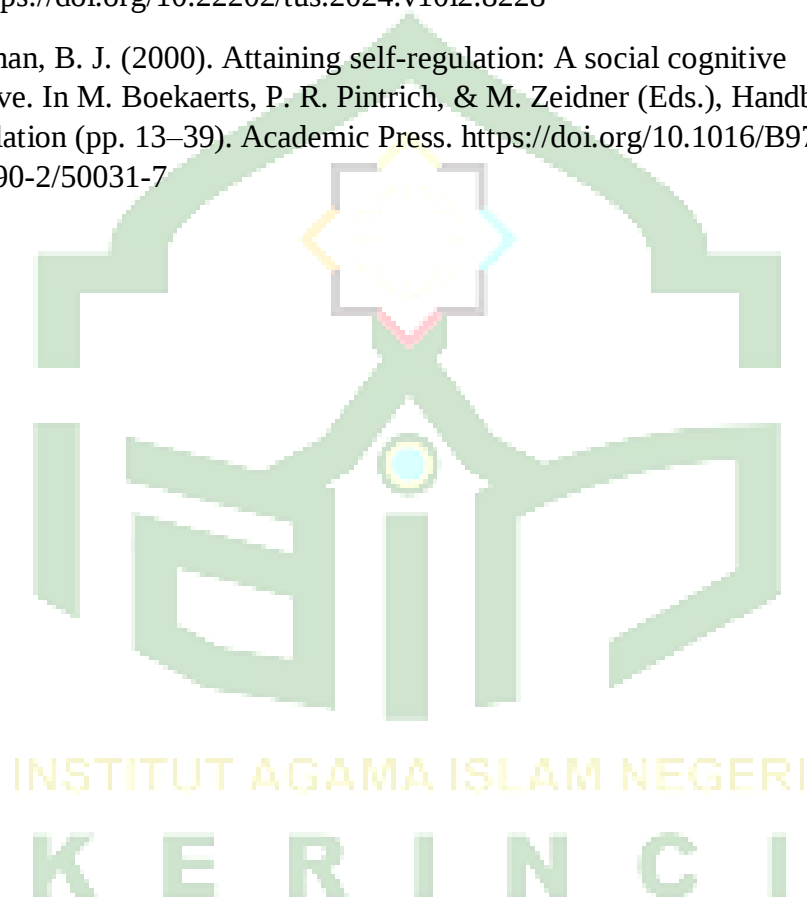
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APPENDIX



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Appendix 1 self Regulation questionnaire

Name	
Nim	
Class	
Previous school	

Here are the instructions for filling out the questionnaire :

1 = strongly disagree

2 = Disagree

3 = Doubt

4 = Agree

5 = Strongly Agree

Give an X to your answer!

No	Statement	1	2	3	4	5
1	I set specific goals in learning English.					
2	I have daily or weekly targets to improve my English skills.					
3	I write learning plans to achieve my learning goals.					
4	I regularly monitor my progress in learning English.					
5	I evaluate the results of exercises or assignments to see my progress.					
6	I pay attention to whether my learning strategies are effective or not.					
7	I assess my ability after completing English tasks.					
8	I can tell whether I have understood the lesson material or not.					
9	I change my learning strategies if my learning outcomes are unsatisfactory.					
10	I keep working to improve my English skills even when it gets difficult.					
11	I don't give up easily when I face challenges in learning English.					
12	I push myself to stay focused even when I feel bored or distracted.					
13	I try to find learning materials (books, videos, apps) to support my English learning.					
14	I ask for help from teachers or peers when I do not understand something.					
15	I join study groups or ask classmates for help to understand difficult topics.					

Appendix 2 Speaking test

Speaking Test

Name	
Nim	
Class	

This rubric is designed to assess students' English speaking skills based on five criteria: Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension.

“Tell about your hobby”

Instructions for Assessors

1. Read the description under each criterion carefully.
2. Evaluate the student's performance in each criterion separately.
3. Assign a score between 1–5, based on the performance description.
4. Use the following scale consistently:

Score Description :

- | | |
|---|-----------------------|
| 5 | Excellent / Very Good |
| 4 | Good |
| 3 | Fair |
| 2 | Poor |
| 1 | Very Poor |

Scoring Procedure

- Pronunciation: Judge how clear and understandable the student's speech is.
- Grammar: Assess accuracy and appropriateness of grammatical structures.
- Vocabulary: Evaluate the range and appropriateness of words used.
- Fluency: Look at the flow, hesitation, and smoothness of speech.
- Comprehension: Measure the ability to understand and respond to questions or conversation.

Example of Application

If a student's pronunciation is clear and understandable but not native-like, give a score of 4.
 If the student frequently hesitates and struggles to continue speaking, give a score of 2 for fluency.

Criteria	Scale	Description
Pronunciation	5	Native-like pronunciation
	4	Clear and understandable
	3	Sometimes leads to misunderstanding
	2	Difficult to understand
	1	Unclear pronunciation
Grammar	5	Almost no grammatical errors
	4	Occasional minor errors
	3	Frequent grammatical errors
	2	Errors that affect comprehension
	1	Serious grammar issues, hard to understand
Vocabulary	5	Wide vocabulary range
	4	Adequate vocabulary use
	3	Limited vocabulary
	2	Poor vocabulary use
	1	Severe vocabulary limitation
Fluency	5	Smooth and natural flow
	4	Slightly affected fluency
	3	Noticeable hesitation
	2	Frequently forced into silence
Comprehension	1	Speech is mostly halted
	5	Understands everything easily
	4	Understands almost everything
	3	Understands with repetition
	2	Requires frequent repetition
	1	Cannot understand conversation

Appendix 3 Main indicators of self regulation

Student	Goal Setting	Self Monitoring	Self Evaluation	Effort Regulation	Help Seeking	Overall Mean	Category
Student 1	3.333333	3	4.666667	3.666667	3.666667	3.666667	High
Student 2	3.666667	4	3.666667	4.333333	3.666667	3.866667	High
Student 3	4	5	4.333333	4.333333	4.666667	4.466667	High
Student 4	2.666667	3	1.666667	4.333333	3.333333	3	Medium
Student 5	4	4	4	4.666667	4.333333	4.2	High
Student 6	4.333333	3	4	4	3.666667	3.8	High
Student 7	4.333333	3.666667	3.333333	3.666667	3.666667	3.733333	High
Student 8	2.666667	2.666667	3.666667	3.666667	4	3.333333	Medium
Student 9	4	2.333333	3.333333	3.666667	4.666667	3.6	High
Student 10	3.666667	3.333333	4	4	4.333333	3.866667	High
Student 11	4	4	4	4	4.333333	4.066667	High
Student 12	4	3	3.666667	3.666667	4.333333	3.733333	High
Student 13	4	4	4	4	4	4	High
Student 14	3	3.666667	3.666667	3.666667	3.666667	3.533333	High
Student 15	3.666667	4.333333	4.666667	3.666667	4	4.066667	High
Student 16	3	3	3	3	3	3	Medium
Student 17	4.333333	4	4.333333	4	4	4.133333	High
Student 18	3.333333	4	4	3.333333	4.666667	3.866667	High
Student 19	3.666667	4	3.666667	3.333333	4.666667	3.866667	High
Student 20	4	4.333333	3	4.333333	4.333333	4	High

Appendix 4 sub indicators of self regulation distribution

Indicator	Score Range	High	Medium	Low
S1 (Goal Setting)	High (3.67–5.00) Medium (2.34–3.66) Low (1.00–2.33)	14	6	0
S2 (Self-Monitoring)	High (3.67–5.00) Medium (2.34–3.66) Low (1.00–2.33)	12	7	1
S3 (Self-Evaluation)	High (3.67–5.00) Medium (2.34–3.66) Low (1.00–2.33)	15	4	1
S4 (Effort Regulation)	High (3.67–5.00) Medium (2.34–3.66) Low (1.00–2.33)	17	3	0
S5 (Help Seeking)	High (3.67–5.00) Medium (2.34–3.66) Low (1.00–2.33)	18	2	0

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Appendix 5 Sub indicators of self regulation

Student	Kelas	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	max for	MEAN	LEVEL	
Student 1 A		4	3	4	3	4	3	2	4	5	5	3	4	4	4	4	4	3	3.73	High
Student 2 A		4	3	4	4	4	4	4	4	4	3	4	4	5	3	5	3	3.875	High	
Student 3 B		5	5	2	2	5	5	5	3	5	5	3	5	5	4	5	5	4.3125	High	
Student 4 B		3	3	2	2	4	1	4	2	1	2	5	4	4	4	2	4	2.9375	Medium	
Student 5 A		4	4	4	4	4	4	4	4	4	4	4	5	5	5	4	4	4.1875	High	
Student 6 B		5	4	3	4	3	3	3	4	4	4	4	4	4	4	4	3	3.75	High	
Student 7 B		4	4	4	5	4	4	3	3	3	4	4	3	4	4	4	4	3	3.75	High
Student 8 B		4	2	2	2	2	2	4	3	4	4	4	4	3	4	4	4	4	3.25	Medium
Student 9 B		4	4	4	4	3	2	2	4	2	4	5	4	2	4	5	5	3.625	High	
Student 11A		4	4	3	3	4	2	4	3	4	5	2	5	5	4	4	4	5	3.8125	High
Student 11:8		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4.0625	High	
Student 11A		4	4	4	4	3	3	3	4	4	3	4	4	3	4	4	4	5	3.75	High
Student 11:8		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	High
Student 11A		4	3	3	2	3	4	4	4	4	3	4	4	3	4	4	3	3.5	High	
Student 11A		4	4	4	3	4	4	5	4	5	5	4	4	3	5	4	3	4.0625	High	
Student 11A		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	Medium
Student 11A		5	4	4	4	4	4	4	4	5	4	4	4	4	4	4	5	4.125	High	
Student 11:8		4	5	5	1	5	3	4	4	4	4	4	3	3	5	4	5	3.9375	High	
Student 11A		4	3	4	4	4	4	4	4	3	4	3	4	3	4	5	5	3.875	High	
Student 21B		4	4	4	4	5	4	4	2	3	4	5	5	3	4	5	4	4	4	High

Appendix 6 Speaking test score

Student	R1 Pron	R1 Gram	R1 Vocab	R1 Flu	R1 Comp	R2 Pron	R2 Gram	R2 Vocab	R2 Flu	R2 Comp	total (R1 + R2)	Final Mean	Score (0-100)	Category
Student 1 5	4	5	4	4	5	4	4	4	5	44	4.4	88.0	Very Good	
Student 2 4	3	4	3	4	3	3	3	4	4	35	3.5	70.0	Fair	
Student 3 4	4	3	4	5	4	3	4	4	5	40	4.0	80.0	Good	
Student 4 4	4	3	4	5	4	4	3	4	4	39	3.9	78.0	Good	
Student 5 4	4	3	4	5	4	4	3	4	4	39	3.9	78.0	Good	
Student 6 4	4	4	4	5	4	4	3	4	4	40	4.0	80.0	Good	
Student 7 5	4	4	4	3	5	4	4	4	3	40	4.0	80.0	Good	
Student 8 3	3	4	5	4	3	3	4	5	5	39	3.9	78.0	Good	
Student 9 4	3	4	3	4	4	4	3	4	4	37	3.7	74.0	Fair	
Student 10 5	4	3	4	4	5	4	4	4	3	40	4.0	80.0	Good	
Student 11 5	3	4	4	4	4	3	4	4	5	40	4.0	80.0	Good	
Student 12 4	4	3	4	4	4	4	4	3	4	38	3.8	76.0	Good	
Student 13 3	4	4	4	3	4	4	4	3	4	35	3.5	70.0	Fair	
Student 14 4	5	4	4	5	3	5	4	4	5	43	4.3	86.0	Very Good	
Student 15 3	4	4	3	4	4	3	4	4	3	35	3.5	70.0	Fair	
Student 16 4	4	4	3	4	4	3	4	4	4	39	3.9	78.0	Good	
Student 17 3	3	4	4	4	3	3	4	4	4	36	3.6	72.0	Fair	
Student 18 4	3	5	4	4	5	3	5	4	4	41	4.1	82.0	Good	
Student 19 3	3	4	3	4	4	3	4	3	4	35	3.5	70.0	Fair	
Student 20 3	3	4	4	5	3	3	4	4	5	38	3.8	76.0	Good	

Appendix 7 Normality Test Results

Variable	Sig.	Decision
Self Regulation	0.200	Normal
Speaking Skills	0.154	Normal

Appendix 8 Linearity Test Results (ANOVA)

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups (Combined)	11002.483	19	579.078	1.193	0.318
Linearity	239.437	1	239.437	0.493	0.487
Deviation from Linearity	10763.046	18	597.947	1.232	0.292
Within Groups	16508.350	34	485.540		
Total	27510.833	53			

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Appendix 9 Pearson Product Moment Correlation

K E R I N C I

Variables	r value	Sig. (2 tailed)
Self Regulation × Speaking Skills	-0.220	0.351



CURRICULUM VITAE

DAFTAR RIWAYAT HIDUP

Data Pribadi / Personal Details

Nama/Name : ALBIRRU NURMAN

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Institut Agama Islam Negeri Kerinci	Sampai Sekarang



INSTITUT AGAMA ISLAM NEGERI
K E R I N C I





Questionnaire Self-Regulation penelitian BLUI

Pertanyaan Jawaban 20 Setelan

20 jawaban [Lihat di Spreadsheet](#)

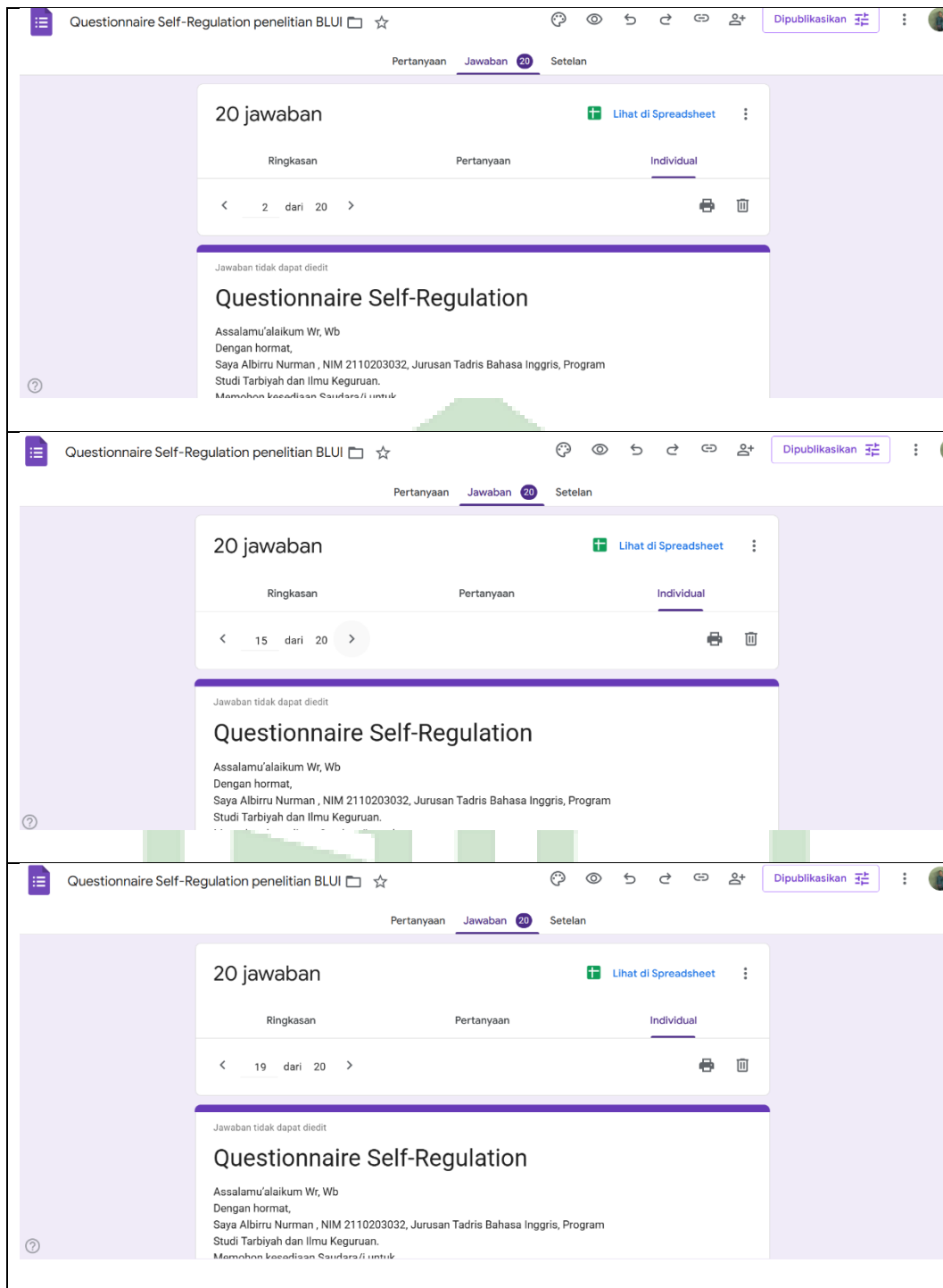
Ringkasan Pertanyaan Individual

1 dari 20

Jawaban tidak dapat diedit

Questionnaire Self-Regulation

Assalamu'alaikum Wr, Wb
Dengan hormat,
Saya Albiru Nurman, NIM 2110203032, Jurusan Tadris Bahasa Inggris, Program Studi Tarbiyah dan Ilmu Keguruan.



Questionnaire Self-Regulation penelitian BLUI

Pertanyaan

Jawaban 20

Setelan

Nama *

Naila adria fakhira

Nim *

2310203005

Kelas *

☐ A

☒ B

Questionnaire Self-Regulation penelitian BLUI

Pertanyaan

Jawaban 20

Setelan

Nama *

Karla Nurpatin Nadila

Nim *

2310203011

Kelas *

☒ A

☐ B

Questionnaire Self-Regulation penelitian BLUI

Pertanyaan

Jawaban 20

Setelan

Nama *

Habi Sabda Ihsan

Nim *

2310203020

Kelas *

☐ A

☒ B