THE CORRELATION BETWEEN STUDENTS' SELF-REGULATED LEARNING AND THEIR VOCABULARY MASTERY TOWARD THEIR ABILITY IN WRITING SIMPLE SENTENCE OF SIMPLE PRESENT TENSE AT THE EIGHTH GRADE OF SMP NEGERI 40 PADANG

THESIS

***By* :**

VINNY DESASRI ALFIONITA

1210013121028

ENGLISH DEPARTMENT

THE FACULTY OF TEACHER TRAINING AND EDUCATION

BUNG HATTA UNIVERSITY

2017

THE CORRELATION BETWEEN STUDENTS' SELF-REGULATED LEARNING AND THEIR VOCABULARY MASTERY TOWARD THEIR ABILITY IN WRITING SIMPLE SENTENCE OF SIMPLE PRESENT TENSE AT THE EIGHTH GRADE OF SMP NEGERI 40 PADANG

THESIS

Suubmitted to Fulfill a Partial Requirement for Getting S.1 Degree at English Department of the Faculty of Teacher Training and Education, Bung Hatta University

By :

VINNY DESASRI ALFIONITA

1210013121028

ENGLISH DEPARTMENT

THE FACULTY OF TEACHER TRAINING AND EDUCATION

BUNG HATTA UNIVERSITY

2017

ACKNOWLEDGEMENTS

Bissmillahirrohmanirrohim

Alhamdulillahi robbil ‘alamin, the researcher expresses her highest gratitude to Allah subhanahu wa ta’ala for blessing, love, opportunity, health, and mercy to complete this thesis entitled “***The correlation between students’ self-regulated learning and their vocabulary mastery toward their ability in writing simple sentence of simple present tense at the eighth grade of SMP Negeri 40 Padang”***. This research submitted to fulfill a partial requirement for obtaining S1 degree from English Department, Faculty of Teacher Training and Education, Bung Hatta University. Shalawat is also addressed to Prophet Muhammad shallalahu ‘alaihi wa sallam who had delivered the truth to human beings in general and Muslim in particular.

In writing this thesis, a lot of people have provided motivation, advice, support, and even remark that helped the researcher. In this valuable chance, the researcher aims to express her gratitude and appreciation to all of them. First, she presents her sincere appreciation to her advisors. They are Drs. H. Adzanil Prima Septy, M.Pd. Ph.D as the first advisor and Dra. Fatimah Tanjung, M.Hum as the second advisor who helped her patiently in completing this thesis by giving suggestions, guidance’s, and correction.

The researcher also would like to express her gratitude and appreciation to Drs. Khairul Harha, M.Sc. and Drs.Yusrizal, M.Si., as the Dean and the Vice Dean of the Faculty of Teacher Training and Education of Bung Hatta University, to Dra. Ernati, M.Pd.,as the Head of English Department, Dra. Lisa Tavriyanti, M.Pd., as the Secretary of English Department and also to all of lecturers who have taught and guided the

researcher during her study at this department. Her thankfulness also goes to her best friends; Fharoza, Albahru Ilmi, Gusriza, Nindy, Helisa, Rika Maharani and Dewi Sri Rahayu for giving support and best memories. The researcher also thanks to all her lecturers and friends in English Department whose names cannot be mentioned here one by one.

Then the researcher's deepest appreciation goes to her beloved sister, brother and parents; Asrul and Rina who have given her full support to complete her study and for their love and care which cannot be paid by any material in this world.

Finally, the researcher hopes this thesis could contribute to better process of teaching and learning English in the future. She realizes that this thesis is not perfect yet. Therefore, she welcomes any criticisms and suggestions from the readers.

Padang, January 2017

The Researcher

ABSTRACT

Alfionita, Vinny Desasri (2017) : The Correlational between Students' Self-regulated Learning and their Vocabulary Mastery toward their Ability in Writing Simple Sentence of Simple Present Tense at the Eighth Grade of SMP Negeri 40 Padang.

Advisors : 1. Drs. Adzanil Prima Septy, M.Pd., Ph.D
2. Dra. Fatimah Tanjung, M.Hum

This research was aimed to find out a correlation between students' self-regulated learning and their vocabulary mastery toward their ability in writing simple sentence of simple present tense at the eighth grade of SMP Negeri 40 Padang. The hypothesis of this research was that whether there was a significant correlation between students' self-regulated learning and their vocabulary mastery toward their ability in writing simple sentence of simple present tense at the eighth grade of SMP Negeri 40 Padang.

The number of population was 101 students. The researcher used convenience sampling technique. To choose the sample, the researcher took the sample who are conveniently available participate in this study. Thirty students became sample of try out, and thirty students became sample of real test.

The researcher gathered the data by using self-regulated learning questionnaire, vocabulary mastery test and writing test. To analyze the data the researcher used the Pearson Product Moment Formula and Multiple Correlation Formula.

After analyzing the data, the researcher found that, the self-regulated learning at the eight grade of SMP Negeri 40 Padang was moderate (73.33%), their vocabulary mastery was moderate (70%) and their writing was moderate (76.67%). For the coefficient correlation, first the value of coefficient correlation between students' self-regulated learning and their ability in writing simple sentence of simple sentence of simple present was no significant ($t_{counted}$ 1.867 < t_{table} 2.048). Second, the value of coefficient correlation between students' vocabulary mastery and their ability writing simple sentence of simple present was a significant ($t_{counted}$ 2.3 > t_{table} 2.048). Third, the value of coefficient of correlation between students' self-regulated learning and their vocabulary mastery toward their ability in writing simple sentence of simple present tense was a significant ($f_{counted}$ 17.56 > f_{table} 3.35) α 0.05 and the degree of freedom (df) n-k-1 (27).

Therefore, the relationship between three variables self-regulated learning, vocabulary mastery, and writing simple sentence of simple present tense was significant. It means that the alternative hypothesis stating "there is a significant correlation between students' self-regulated learning and their vocabulary mastery toward their ability in writing simple sentence of simple present tense at the eighth grade of SMP Negeri 40 Padang" was accepted. It can be concluded that there was a significant correlation between students' self-regulated learning and their vocabulary mastery toward their ability in writing simple sentence of simple present tense at the eighth grade of SMP Negeri 40 Padang.

TABLE OF CONTENT

ACKNOWLEDGEMENT ..... **i**

ABSTRACT ..... **iii**

TABLE OF CONTENT ..... **iv**

LIST OF TABLES ..... **ix**

LIST OF DIAGRAMS ..... **x**

LIST OF LISTS ..... **xi**

LIST OF APPENDICES ..... **xii**

CHAPTER 1: INTRODUCTION **1**

1.1 Background of the Problem 1

1.2 Identification of the Problem 6

1.3 Limitation of the Problem 7

1.4 Formulation of the Problem 7

1.5 Research Questions 8

1.6 Hypotheses 8

1.7 Purposes of the Research 9

1.8 Significance of the Research 10

1.9 Definition of Key Terms 11

CHAPTER II: REVIEW OF RELATED LITERATURE **12**

2.1 Writing 12

2.1.1 Definition of Writing 12

2.1.2 Concept of Writing 13

2.1.3 Kind of Writing 13

2.2 Simple Sentence 15
2.2.1 Definition of Sentence 15
2.2.2 Kind of Sentence 15
2.3 Simple Present Tense 17
2.3.1 Definition of Simple Present Tense 17
2.3.2 Characteristics of the Simple Present Tense 19
2.3.3 Form of the Simple Present Tense 20
2.4 Vocabulary 23
2.4.1 Definition of Vocabulary 23
2.4.2 Important of Vocabulary 23
2.4.3 Type of Vocabulary 25
2.5 Self-regulated Learning (SRL) 34
2.5.1 Definition of SRL 34
2.5.2 Aspects of SRL 36
2.5.3 Factors of SRL 38
2.5.4 Strategies of SRL 40

CHAPTER III: RESEARCH METHOD 44

3.1 Research Design 44
3.2 Population and Sample 45
3.3 Instrumentation 47
3.3.1 Questionnaire on Self-regulated Learning 47
3.3.2 Vocabulary Test 51
3.3.3 Writing Test 56

3.4 Technique of Gathering Data 61

3.4.1 Data on Self-regulated Learning..... 61

3.4.2 Data on Vocabulary..... 62

3.4.3 Data on Writing Simple Sentence 62

3.5 Technique of Analyzing Data 63

3.5.1 Data on Students' Self-regulated Learning 63

3.5.2 Data on Students' Vocbulary Mastery 64

3.5.3 Data on Students' Writing Ability..... 65

3.5.4 Calculating Coefficient Correlation between Students' Self Regulated Learning and Their ability in Writing Simple Sentence of Simple Present Tense..... 67

3.5.5 Calculating Coefficient Correlation between Students' Vocabulary Mastery and Their ability in Writing Simple Sentence of Simple Present Tense..... 68

3.5.6 Calculating Coefficient Correlation Between Students' Self Regulated Learning and Their Vocabulary Mastery..... 70

3.5.7 Calculating Coefficient Correlation Between Students' Self Regulated Learning, Vocabulary Mastery and Their Ability in Writing Simple Sentence of Simple Present Tense 71

3.6 Testing Hypothesis..... 73

CHAPTER IV: FINDING AND DISCUSSION..... **75**

4.1 Finding..... 75

4.1.1 Correlation between Students' Self-regulated Learning and Their Ability in Writing Simple Sentence of Simple Present Tense..... 75

4.1.2 Correlation between Students' Vocabulary Mastery and Their Ability in Writing Simple Sentence of Simple Present Tense..... 76

4.1.3 Correlation between Students' Self-regulated Learning and Their Vocabulary Mastery toward Their Ability in Writing Simple Sentence of Simple Present Tense 76
4.2 Testing Hypothesis 77
4.2.1 Testing Hypothesis Coefficient Correlation between Students' Self-regulated Learning and Their Ability to Write Simple Sentence of Simple Present Tense 77
4.2.2 Testing Hypothesis Coefficient Correlation between Students' Vocabulary Mastery and Their Ability to Write Simple Sentence of Simple Present Tense 77
4.2.3 Testing Hypothesis Coefficient Correlation between Students' Self-regulated Learning and Vocabulary Mastery toward their ability in Writing Simple Sentence of Simple Present Tense 78
4.3 Discussion 79
4.3.1 Students' Self-regulated Learning 79
4.3.2 Students' Vocabulary Mastery 82
4.3.3 Students'ability in Writing Simple Sentence of Simple Present Tense 84
4.3.4 Students' Correlation Between Students' Self-regulated Learning And Their ability in Writing Simple Sentence of Simple Present Tense 87
4.3.5 Students' Correlation Between Students' Vocabulary Mastery and Their ability in Writing Simple Sentence of Simple Present Tense 88
4.3.6 Students' Correlation Between Students' Self-regulated Learning and Their Vocabulary Mastery toward their ability in Writing

Simple Sentence of Simple Present Tense 89

CHAPTER V: CONCLUSIONS AND SUGGESTIONS 91

5.1 Conclusion 91

5.2 Suggestions 92

REFERENCES **94**

APPENDICES 99

LIST OF TABLES

Table 1.1 : Students' score in writing Eight Grade Students at SMP Negeri 40 Padang 5

Table 2.1: Three ways to join the clauses of compound sentence 16

Table 2.2: The formula of verbal sentence 21

Table 2.3: the subject verb agreement of verbal sentence 21

Table 2.4: spelling of third person singular forms 22

Table 2.5: The formula of nominal sentence 22

Table 2.6: Pronouns List 28

Table 2.7: Chart verb tenses 30

Table 3.1: Distribution of the Population by Class 45

Table 3.2: The Classification of Instruments 47

Table 3.3: Items of the Self Learning Strategy Questionnaire (SLSQ) 48

Table 3.4: Score Student's Answer 49

Table 3.5: Spesification of Vocabulary Test 52

Table 3.6: The Specification of the Instrument Writing Test 57

Table 3.7 : Criteria of Scoring Writing Test 59

Table 4.1: Percentage of Students' Who have Self-regulated Learning in Good, Moderate, and Bad Level 86

Table 4.2: Percentage of Students' Who have Vocabulary Mastery in High, Moderate, and Low Level 83

Table 4.3: Percentage of Students' Who have ability in Writing Simple Sentence of Simple Present Tense 86

LIST OF DIAGRAMS

Diagram 4.1: Percentage of Students' Who have Self-regulated Learning in Good, Moderate, and Bad Level 81

Diagram 4.2: Percentage of Students' Who have Vocabulary Mastery in High, Moderate and Low Level..... 83

Diagram 4.3: Percentage of Students' Who have Writing Skill to Write Simple Sentence of Simple Present Tense in High, Moderate and Low Level 86

LIST OF FIGURES

Figure 2.1: Triadic Self-regulated Learning (SRL) 38

Figure 3.1: The correlation between independent variables and dependent variable 45

LIST OF APPENDICES

Appendix 1: Questionnaire for self-regulated learning (SRL) (Try Out) 99

Appendix 2: Students' Score of SRL Questionnaire (Try Out) 101

Appendix 3: Total Square of SRL Questionnaire (Try Out) 102

Appendix 4: The Reliability of the Questionnaire (Try Out) 103

Appendix 5: Vocabulary Test (Try Out) 105

Appendix 6: The Answer Key of Vocabulary Mastery Test (Try Out) 107

Appendix 7: The Students' Score of Vocabulary Test (Try Out) 108

Appendix 8: The Estimating of Reability of Vocabolary Test (Try Out) 109

Appendix 9: The Calculation of Correlational Coefficient of Vocabolary Test (Try Out) 110

Appendix 10: Analyzing of Item Difficulties (Try Out) 111

Appendix 11: The Result of Item Difficulties (Try Out) 112

Appendix 12: Analysis of Item Discrimination (Try out) 113

Appendix 13: Analysis of Item Discrimination (Try out) 114

Appendix 14: The Result of Analyzing Item Difficulties and Item Descrimination Vocabulary Test (Try Out) 115

Appendix 15: Questionnaire for self-regulated learning (Real Test) 116

Appendix 16: Students' Score of Self-regulated Learning Questionnaire (Real- Test) 118

Appendix 17: Calculating of Mean, Standard Deviation and Percentage of Students' Self- reguated Learning (Real Test) 119

Appendix 18: Vocabulary Test (Real Test) 120

Appendix 19: The Answer Key of Vocabulary Mastery Test (Real Test) 122

Appendix 20: The Students' Score of Vocabulary Test (Real Test) 123

Appendix 21: Calculating Mean, Standard Deviation and Percentage of Students' Vocabulary Test (Real Test) 124

Appendix 22: Writing Test (Real Test) 125

Appendix 23: Score for Each Components Their Ability in Writing Skill of Simple Sentence of Simple Present Tense (Predicate Be) (Real Test) first scorer 126

Appendix 24: Score for Each Components Their Ability in Writing Simple Sentence of Simple Present Tense (Predicate Verb) (Real Test First scorer 128

Appendix 25: Total Score for Each Components Their Writing Skill of Simple Sentence of Simple Present Tense (Predicate Be and Predicate Verb) (Real Test) first scorer 130

Appendix 26: Score for Each Components Their Ability in Writing Simple Sentence of Simple Present Tense (Predicate Be) (Real Test) second scorer 131

Appendix 27: Score for Each Components Their Ability in Writing Simple Sentence of Simple Present Tense (Predicate Verb) (Real Test) second scorer 133

Appendix 28: Total Score for Each Components Their Writing Skill of Simple Sentence of Simple Present Tense (Predicate Be and Predicate Verb) (Real Test) second scorer 136

Appendix 29: The Reliability of Real Test in Writing Simple Sentence of Simple Present Tense 137

Appendix 30: The coefficient correlation of students' writing score from two scorer 138

Appendix 31: Students Score to Write Simple Sentence of Simple Present Tense (Real Test) 139
Appendix 32: Calculating of Mean, Standard Deviation and Percentage of Students' Writing Skill of Simple Sentence of Simple Present Tense (Real Test) 140
Appendix 33: The Students' Score of Self-regulated Learning , Vocabulary Mastery and Writing Simple Sentence of Simple Present Tense 141
Appendix 34: Coefficient Correlation Between Students' Self-regulated Learning and Their Abilty in Writing and Simple Sentence of Simple Present Tense 142
Appendix 35: Significant Correlation Between Students' Self-regulated Learning and Their Abilty in Writing and Simple Sentence of Simple Present Tense 143
Appendix 36: Coefficient Correlation Between Students' VocabularyMastery and Their Abilty in Writing and Simple Sentence of Simple Present Tense 144
Appendix 37: Significant Correlation Between Students' Vocabulary Mastery and Their Abilty in Writing and Simple Sentence of Simple Present Tense145
Appendix 38: Coefficient Correlation Between Students' VocabularyMastery and Their VocabularyMastery 146
Appendix 39: Coefficient Correlation Between Students' Self- regulated Learning and Their Vocabulary Mastery Toward Their Abilty in Writing and Simple Sentence of Simple Present Tense 147
Appendix 40: Significant Correlation Between Students' Self- regulated

Learning and Their VocabularyMastery Toward Their Abilty

in Writing and Simple Sentence of Simple Present Tense 148

Appendix 41 : Letter of Permission 149

CHAPTER 1

INTRODUCTION

In this chapter, the researcher discusses the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, research questions, the formulation hypotheses, the purpose of the study, the significance of the study, and the definition of the key terms.

1.1 Background of the Problem

Language is very important tool of communication use to communicate between two or more people in carrying out their daily activities and has main role. In globalization era as the when people in the world are living “force” the people indirectly to learn English as an internasional language. According to McKay (2010), suggest that through the phenomena of the English-globalization connection, the notion of incentive is among the “many pull factors that entice learners to learn English”. She observesEnglish is used both in a global sense for international communication between countries and in a local sense as a language of wider communication within multilingual societies. English becomes one of the important subject that students should learn at school in Indonesia.

In learning English, like many other languages there are four skills that should be mastered by the students. They are listening, speaking, reading, and writing. According to Bromley (2007), writing is a means of expressing or communicating in print, which involves the interaction of cognitive and physical factors. One of the readers is students. Writing is one of the most

important language skills which students should master. As we know, writing becomes an alternative way to share our mind, feelings and so on. Sometimes, people do not have the ability to speak well but they can share their thought and feelings by writing. In the other words, writing is a very important role in many contexts of life especially in school because almost everyday the students will write ideas to complete their tasks. The students should be able to write sentence, paragraph, and essay. They should consider about some aspect and components of writing in order to make their writing become meaningful and good.

Based on the interview with teacher at SMP Negeri 40 Padang, the students studied writing simple sentence. Simple present tense is a sentence to express an action, activities that happending now, or the activities that happen repeatedly, habitual activities (Lado, 2008:8). The simplest form of simple sentence can consist of one subject and one verb (Luke, 2013). Unfortunately, many students always find difficulties in writing a sentence. It is because English has its own rules of grammar and vocabulary mastery.

In English we also know about language components. There are some language components such as vocabulary, grammar and pronuncation. To make a good writing, students should master in grammar and vocabulary. As a language component, grammar has important role in every language aspects especially in writing. Students are expected to write a good grammatical sentences to express their idea. According to Harmer in Pranata (2013:19),grammar is a set of rule that defines how words (part of word) are combined orchanged to form acceptable units ofmeaning within a language. Based on Ur (2006:4) says grammar may be roughly defined as the way a language manipulates and combines words (or bits

of words) in order to form units of meaning. There are 16 grammars in English, such as: simple present tense, simple past tense, simple future tense,etc.

The students should have knowledge about grammar one of them in simple present tense to have a good ability in writing. Simple present tense is used for an action that happens regularly or is a permanent situation that we usually do. It can be a habit or fact. Eastwood in Pranata (2013:14) states that simple present tense is used for expressing the repeated actions, thought, feelings, states, permanent facts and routine. In fact there are many students who still do not master it. They still confuse to make a sentence that is grammatically acceptable. There is a factor that make the students do not master it that is their vocabulary mastery.

Vocabulary is one of the languange compenents that is more important that others. The reason is that in English we should learn four skills, and without having sufficient strorade of vocabulary it is impossible to master such four skills in English. According to Barnhart (2008:697), vocabulary is stock of words used by person, class of people, profession, etc. Vocabulary is the total number of words in a language. In English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a vital role in all language skills (i.e. listening, speaking, reading, and writing (Nation,2011)). In a word vocabulary has important role in language. It is a part of language components that should be learned in order to be good at English.

Zimmerman and Bandura in Martha (2016:14), studied self-efficacy beliefs and acadamic achievement along with self-regulation, acadamic goals and self-standars and its impact on achievement in writing. Pintrich's in Mezei

(2008:81) states self-regulated learning is that it is an active, constructive process where by learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the environment. These self-regulatory activities can mediate the relationships between individuals and the context, and their overall achievement. Self-regulated learning has to do with *management* of motivation, behavior, and cognition in the school setting. Self-regulated learning has four phases: planning, monitoring, control or management, and reflection/reaction. According to Inan (2013:2), self-regulated learning is defined as a process in which learners regulate their cognition, motivation and behaviour actively. What characterizes self-regulating students is their active participation in learning from the metacognitive, motivational and behaviour point of view (Zimmerman in Bramucci, 2013:5) . Thus self-regulated learning involves more than a straight forward ability to carry out learning responses autonomously (such as self-control) or adapting responses to new circumstances or changing conditions in response to negative feedback (Bramucci, 2013:6). It can be said that self-regulated learning is a process to help students' to manage their mind, behaviour and emotional to get their learning achievement succesfully.

Based on some opinions above, the reseacher concluded that Self-regulated learning has to do with *management* of motivation, behavior, and cognition in the school setting. Self-regulated learning has four phases: planning, monitoring, control or management, and reflection/reaction.

Based on informal interview with Mrs. Reni Andriani, S.Pd., an English teacher at SMP Negeri 40 Padang on 05 October,2016, she said that most of the

students can't do the writing optimally yet. It was very difficult for the students to express their ideas in writing because it is a foreign language. Sometimes they didn't know how to express their ideas, because they didn't have more vocabularies. Their interest in English are also less. Their structures were not good. Both their performance and motivation of writing was low or not satisfied. It indicated that there was the existence of problem in student's writing ability. One of the problem was the students' capability to do writing, whether they were able to write or not. In fact many student did not achieve the KKM in English test especially in vocabulary test and writing simple sentence of simple present tense test. It was indicated by the data from the result of their daily examination of the odd semester 2016. It can be seen in table 1.1.

Table 1.1: Students' score in writing Eight Grade Students at SMP Negeri 40 Padang

No	Name of class	Number of students who achieve KKM	Number of students who not achieve KKM
1	VIII.1	14	20
2	VIII.2	18	16
3	VIII.3	17	16
∑	3 Classes	49	52
Mean		**16**	**17**

Based on the explanation above , the researcher wanted to know whether there is a significant correlation between students' self-regulated learning and their vocabulary mastery toward their ability in writing simple sentence of simple present tense at the eight grade of SMP Negeri 40 Padang. The researcher was interested in conducting a study about it, entitled *"The correlation between students' self-regulated learning and their vocabulary mastery toward their*

ability in writing simple sentence of simple present tense at the eighth grade of SMP Negeri 40 Padang".

1.2 Identification of the Problem

Writing is a very important role in many contexts of life especially in school because almost everyday the students will write ideas to complete their tasks. Bromley (2007) writing is a means of expressing or communicating in print, which involves the interaction of cognitive and physical factors.

Writing plays an important role for students who are in the process of learning a language. In the junior high school, students are required to learn to write different sentences. In English has four sentences, there are simple, compound, complex, and compound-complex. Glencoe and Hill in Wirman (2016: 4) state that a simple sentence has one complete subject and complete predicate. A compound sentence has two or more simple sentences or main clauses. A complex sentence contains a main clause and one or more subordinate clauses. A compound-complex sentence has more than one main clause and one or more subordinate clauses.

According to Davidson in Arba'in (2011:16) simple present tense is used to talk about something that is happening at around about the time of speaking or about situation that will only last for a limited period of time. He also explains that simple present tense is used rather than the present continuous tense to describe actions that are happening at the time. As one of language feature to write a simple sentence, the students are required to master it. If they cannot master it, it will be difficult for them to write a simple sentence.

According to Barnhart (2008:697), vocabulary is stock of words used by person, class of people, profession, etc.In a word vocabulary has important role in language. It is a part of language components that should be learned in order to be good at English.

According to Woltres (2006:3), Self-regulated learning is an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the environment.

1.3 Limitation of the problem

Due to the broad scope of this study, the researcher limits her study on students' self-regulated learning (cognition, motivation, and behaviour) , vocabulary mastery (pronouns, nouns, verbs, adjectives, and adverbs), and students' ability in wiritng simple sentence (simple present tense nominal sentence and verbal sentence). The researcher chose the eighth grade students at SMP Negeri 40 Padang.

1.4 Formulation of the problem

Based on the limitation of the problem above, the researcher formulates the problem of the research as follows : *" is there any significant correlation between students' self-regulated learning and their vocabulary mastery toward their ability in writing simple sentence of simple present tense at the eighth grade of SMP Negeri 40 Padang?"*

1.5 Research Questions

Based on the formulation above, the researcher formulates the spesific of questions of this study as follow:

1) How is the correlation between students' self-regulated learning and their ability in writing simple sentence of simple present tense at the eights grade of SMP Negeri 40 Padang?
2) How is the correlation between students' vocabulary mastery and their ability in writing simple sentence of simple present tense at the eighth grade of SMP Negeri 40 Padang?
3) How is the correlation between students' self-regulated learning and their vocabulary mastery toward their ability in writing simple sentence of simple present tense at the eighth grade of SMP Negeri 40 Padang?

1.6 Hyphotesis

Based on formulation of the problem, the hypotheses of this research as folllows:

Alternative hypothesis:

(Ha_1) : There is a significant correlation between students' self-regulated learning with their ability in writing simple sentence of simple present tense at the eighth grade of SMP Negeri 40 Padang.

(Ha_2) : There is a significant correlation between students' vocabulary mastery with their ability in writing simple sentence of simple present tense at the eighth grade of SMP Negeri 40 Padang.

(Ha_3) : There is a significant correlation between students' self-regulated learning and their vocabulary mastery toward their ability in writing writing simple sentence of simple present tense at the eighth grade of SMP Negeri 40 Padang.

Null hypotheses:

(Ho_1) : There is no significant correlation between students' self- regulated learning and their ability in writing simple sentence of simple present tense at the eighth grade of SMP Negeri 40 Padang.

(Ho_2) : There is no significant correlation between students' vocabulary mastery and their ability in writing simple sentence of simple present tense at the eighth grade of SMP Negeri 40 Padang.

(Ho_3) : There is no significant correlation between students' self-regulated learning and their vocabulary mastery toward their ability in writing simple sentence of simple present tense at the eight grade of SMP Negeri 40 Padang.

1.7 Purposes of the Research

1) To find out whether the correlation between students' self-regulated learning and writing simple sentence of simple present tense is significant or not.
2) To find out whether the correlation between students' vocabulary mastery and writing simple sentence of simple present tense is significant or not.

3) To find out whether the correlation between students' self-regulated learning and their vocabulary mastery toward their ability in writing simple sentence of simple present tense is significant or not.

1.8 Significances of the Research

The researcher hopes this research can give advantages to English teacher and students in research. For English teacher, they will know whether there is a significant correlation between students' self-regulated learning and their vocabulary mastery towards their ability in writing simple sentence of simple present tense and this study can be used to help teaching students' self regulate learning and their vocabulary and their ability in writing simple sentense of simple present tense. So, the students can be easier to understand it. For students, they will get information from this research about students' self-regulated learning, vocabulary mastery, and ability in writing simple sentence of simple present tense. Furthermore, it is hoped to give positive influences to students in their English.

The last for the next researcher, this research can be reference for other studing that relate to students self-regulated learning, vocabulary , and writing simple sentence of simple present tense.

1.9 Definition of the Key Terms

To avoid misunderstanding words, the researcher provides the definition of key terms that is used in this research as follows:

1) A correlational research design is a specific type of non-experimental design used to describe the relationship between or among variables.

2) Self-regulated learning is defined as a process in which learners regulate their cognition, motivation and behaviour actively.
3) Vocabulary is a list of words that is used by speaker or writer to give their ideas or opinion.
4) Witing is expressing of our ideas in writing form.
5) Simple sentence is a group of words that contains at least one subject and predicate and it expresses a complete thought.
6) Simple present tense is a sentence to express an action, activities that happending now, or the activities that happen repeatedly, habitual activities.