



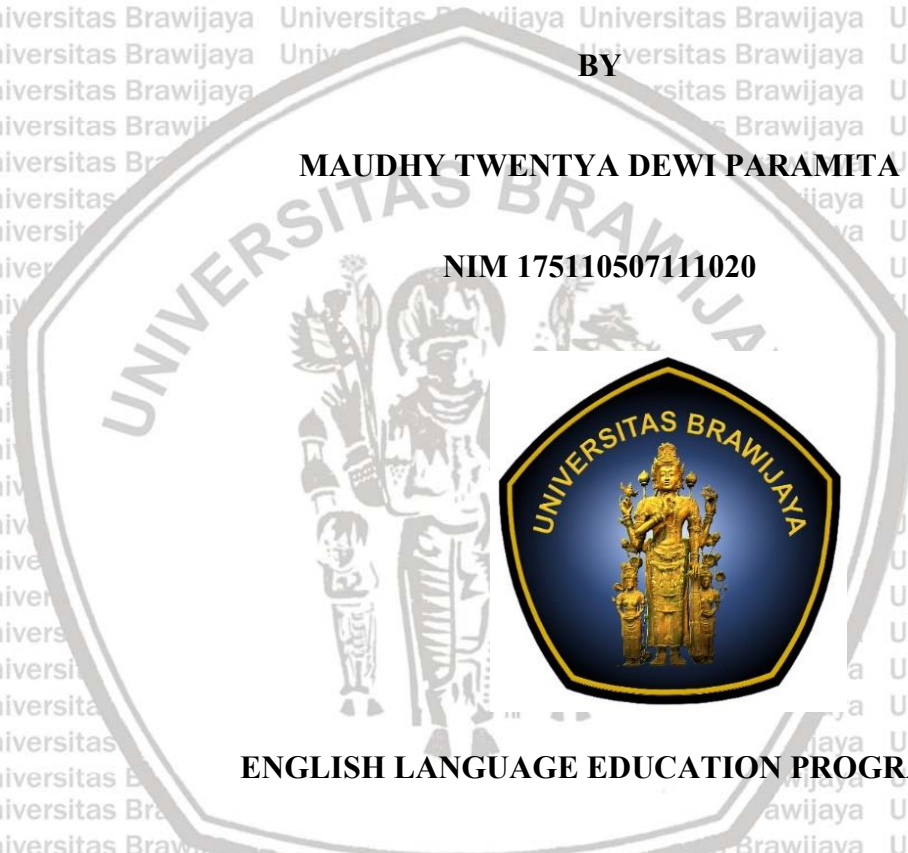
**Correlations among Internet Based Epistemic Beliefs (I-BEB),
Online Self Regulated Learning (OSEL) and Listening Achievement**

UNDERGRADUATE THESIS

BY

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ENGLISH LANGUAGE EDUCATION PROGRAM

DEPARTMENT OF LANGUAGE EDUCATION

FACULTY OF CULTURAL STUDIES

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Dengan ini menyatakan bahwa skripsi Sarjana berjudul *Correlations among Internet Based Epistemic Beliefs (IBEB), Online Self Regulated Learning (OSEL) & Listening Achievement* atas nama MAUDHY TWENYA DEWI PARAMITA telah disetujui oleh Dewan Penguji sebagai syarat untuk mendapatkan gelar *Sarjana Pendidikan*.

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undergraduate thesis hopefully can be beneficial for any readers in the educational field.

Malang, 15th July 2021

The writer



Abstract

Paramita, M. 2021, **Correlations among Internet Based Epistemic Beliefs (I-BEB), Online Self Regulated Learning (OSEL) and Listening Achievement.** English Language Education Program. Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Dr. Ive Emaliana, M.Pd.

Keywords: Internet Based Epistemic Beliefs, Online Self-Regulated Learning, Listening Achievement

Epistemic beliefs are closely related to cognition and academic achievement because it can build up motivation in learning depend on the beliefs of knowledge and knowing. Epistemic beliefs as a particular type of knowledge specifically related to the internet. Based on Emaliana & Rahmiati 2020 that's generally considered that epistemic beliefs are the most influential factor to learning strategies and also online learning engagement This study examines the correlation between Internet Based Epistemic Beliefs (I-BEB), EFL Students' Online Self-Regulated Learning (OSEL) and their listening achievement in English learning. A total of 100 students in Intercultural Listening class, Universitas Brawijaya participated in the study.

The researcher used correlational method and had been conducting questionnaire survey with the 100 students of Intercultural listening class, Universitas Brawijaya, Malang to obtain the information for IBEB and OSEL score and their listening achievement, which is taken from their mid-term test score. The researcher adapted the IBEB and OSEL questionnaire from Kammerer, Y., Amann, D. G., & Gerjets, P. (2015). and used two instruments, namely; (1) questionnaire and (3) mid term test score. The data was calculated using SPSS v.25 and Pearson Product moment was used to obtain correlation results.

The results of this study revealed that there was a strong correlation between EFL students' Internet Based Epistemic Beliefs (I-BEB) online self-regulated learning (OSEL) and their listening achievement. The higher the IBEB and OSEL, the better they will achieve. The researcher suggests for Intercultural listening class, Universitas Brawijaya students to increase their motivation in learning listening online through self-regulated learning because knowledge are not only obtained from classroom activities but also other sources like online learning media. Teachers or lecturer can use Learning media such as Youtube or another platform., as online learning is a good solution to achieve effective learning. For future researchers, the result of the study can be used as reference for future research related to the other English skill which brings up educational theories based on OSEL.

Abstrak

Paramita, M. 2021, **Correlations among Internet Based Epistemic Beliefs (I-BEB), Online Self Regulated Learning (OSEL) and Listening Achievement**. English Language Education Program. Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Dr. Ive Emaliana, M.Pd.

Keywords: Internet Based Epistemic Beliefs, Online Self-Regulated Learning, Listening Achievement

Keyakinan Epistemik berkaitan erat dengan prestasi akademik dan kognitif karena dapat membangun motivasi belajar, bergantung pada prinsip kepercayaan dan pengetahuan. Keyakinan Epistemik merupakan suatu tipe ilmu pengetahuan yang secara spesifik berkaitan dengan internet. Menurut Emaliana & Rahmiati 2020, Keyakinan Epistemik berperan penting pada strategi belajar & keterlibatan pembelajaran daring. Studi ini mengamati korelasi antara Internet Based Epistemic Beliefs (I-BEB), EFL Student's Online Self-Regulated Learning (OSEL), dan kemampuan menyimak dalam pembelajaran bahasa Inggris. Sebanyak 100 siswa kelas Intercultural Listening Universitas Brawijaya dilibatkan dalam prosesnya.

Peneliti menggunakan metode korelasi dan melakukan survei kuisioner kepada 100 siswa kelas Intercultural Listening Universitas Brawijaya Malang untuk mengumpulkan informasi tentang skor IBEB & OSEL serta kemampuan menyimak mereka, yang diambil dari nilai Ujian Tengah Semester mereka. Peneliti mengadopsi kuisioner IBEB & OSEL dari Kammerer, Y., Amann, D. G & Gerjets, P. (2015) dan menggunakan dua instrument bernama : (1) Kuesioner dan (2) Nilai Ujian Tengah Semester. Data dihitung menggunakan SPSS v.25. Pearson Produk moment digunakan untuk mendapatkan hasil korelasi.

Hasil penelitian ini mengungkapkan bahwa ada korelasi yang kuat antara pembelajaran mandiri secara online dan pembelajaran online berbasis kepercayaan siswa dan prestasi menyimak mereka. Semakin tinggi pembelajaran berbasis kepercayaan dan pembelajaran mandiri, semakin baik pencapaiannya. Peneliti menyarankan kepada mahasiswa Intercultural listening Universitas Brawijaya untuk meningkatkan motivasi belajar menyimak melalui pembelajaran mandiri karena pengetahuan tidak hanya didapat dari kegiatan di kelas tetapi juga dari sumber lain seperti media pembelajaran online. Guru atau dosen dapat menggunakan media pembelajaran seperti Youtube atau platform lainnya, karena pembelajaran online merupakan solusi yang baik untuk mencapai pembelajaran yang efektif. Bagi peneliti selanjutnya, hasil penelitian ini dapat digunakan sebagai referensi untuk penelitian selanjutnya yang berkaitan dengan keterampilan bahasa Inggris lainnya yang memunculkan teori-teori pendidikan berbasis OSEL

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CHAPTER I

INTRODUCTION

This chapter consists of background of the study, problems of the study, purpose of the study, significance of the study, scope and limitation of study, definition of key terms, and hypothesis. This section will present the examination and states the focal point of the study.

1.1 Background of the Study

In Indonesia, English has been taught as foreign language. Those who learn English in Indonesia are commonly called as EFL (English Foreign Language). EFL is an Interesting Online learning system which offer comfort and Flexible for a student (Rahmiati & Emaliana, 2020). EFL has a different factor to contribute an aptitude, motivation, learning strategies and beliefs. Based on Emaliana & Rahmiati 2020 on the previous research titled “ EFL students’epistemic beliefs, learning strategies , and online learning engagement: exploring Possible Relationships ” find that’s generally considered that epistemic beliefs are the most influential factor to learning strategies and also online learning engagement. Based on Emaliana (2017), Epistemic beliefs are closely related to cognition and academic achievement because it can build up motivation in learning depend on the beliefs of knowledge and knowing. Epistemic beliefs as a particular type of knowledge specifically related to the internet. Based on Kammerer et al, 2015 found that there are two dimensions about internet as a knowledge resource used on how the one comes to know

something (Braten et al, 2005). Some students looking for the answer in the internet and some of the students think the information from the expert is complete and accurate. Based on kammerer et al, 2015 he stated that the students believed that the internet is reliable knowledge resource that contains correct and detailed from the experts.

Therefore, Internet based Epistemic beliefs used by the students with strong beliefs would achieve the complete and accurate answers using the reliable knowledge resource. Based on Kammerer et al, 2015 journal found that stroms and braten 2010 stated that, Self regulatory strategies and the prior knowledge describe the use of the reason during the web search between beliefs on the internet and it should be checked in case of the other information. Due to the online learning students can take the course to be beneficial. Learning strategies to achieve listening achievement by applying self regulated learning strategies would be responsible if they are given some instructions. The learning process more effective for students listening achievement because of Self regulated learning. The initiative and intrinsic motivation used by the students would achieve a succesfull particular academic. (Dorris & Martin 2018) stated that many online learning environments which support and offer the new technology would frequently take advantages of learning opportunities.

In order to meet expected academic achievements. Self regulated students sort out apply self-regulated learning strategies. All learners responses collectively to given

instructions, yet, students whose initiative and intrinsic motivation are present prone to achieve particular listening achievement success. The factor that makes the learning process more effective using the role of self regulated learning is important to their achievement (Fauzi & Widjajanti, 2018). Online learning is one of the results of technology development in which carry some possible benefits and flexibility to the students. It has been widely utilized to advance understudies in academic discourse for knowledge construction (Rahmiati & Emaliana, 2019). Online learning give teachers and learners practical resources to get the information in handy manners and build an interesting learning process to adjust student's ability.

Listening stimulate awareness of the language first as the receptive skills to establish in human being. From four skills, listening skill does not acquire as much recognition as others (Owolewa & Olu, 2017). listening acts as primary skill for language expertise. Listening Comprehension skills help in language learning and reduce their understandable input (Ahmadi, 2016). acknowledging the factors of listening problems are crucial in order to facilitate an upstanding process of learning.

Correlation between EFL Students' OSEL, Internet based Epistemic Beliefs and listening achievement is worth researching due to several gaps of the study. Lin Chiu et al (2016) entitled Exploring the roles of education and Internet search experience in student's ' Internet-specific epistemic beliefs results. The results showed that years of education were positively correlated to the uncertainty and source of Internet-based knowledge as well as justification of Internet-based knowing. The secondary study

Ching Lee et al (2014) titled 'Exploring the structural relationships between high school students' Internet-specific epistemic beliefs and their utilization of online academic help seeking which result Students believe regarding Uncertainty, complexity, and Self-source of Internet-based knowledge influenced their actions of solving academics tasks on the internet. The third study Kammerer et al (2015) titled 'When adults without university education search the Internet for health information: The roles of Internet-specific epistemic beliefs and a source evaluation intervention, showed that beliefs concerning the justification by multiple sources were positively related to the time spent on reliable objective web pages and to the likelihood to make a post-search decision that was in accordance with the objective pages.

While from the results of the previous study showed the relationship between OSEL, Internet based Epistemic Beliefs and language learning conceptions, listening achievements, and also metacognitive skills, the relationship between IBEB, OSEL, and listening achievement in Intercultural Listening class taken from the Questionnaire and their mid-term test score has not been clarified yet. This research is worth studying because Internet based epistemic beliefs can build up motivation in learning depends on beliefs of knowledge, and understanding that it is related to cognitive and academic. In addition to this, learners will also come up with different characteristics and epistemic beliefs which are divided into simple and advance. (Emaliana, 2019).

1.2 Research Problem

Based on the background study above, the researcher comes up with a research problem:

1. is there any correlation between Internet Based Epistemic Beliefs and Online self regulated learning?
2. is there any correlation between Internet Epistemic Beliefs and Listening Achievement?

1.3 Purpose of the Study

According to research problem, the aim of this study is to find

1. The significant correlation between Internet based Epistemic Beliefs and Online Self Regulated learning
2. The significant correlation between Internet Epistemic Beliefs and Listening Achievement

1.4 The significance of the Study

This Research is expected to be used to support students as a motivation and improvement in learning English and their self-regulated strategy to achieve better test score. This study may motivate them to utilize for online learning activities in order to encourage students self-regulate learning. For further researcher, the research is expected to be used as references for future related studies.



1.5 Scope and Delimitations of the Study

This study explore their Internet based Epistemic beliefs, OSEL and listening achievement tests score, taken from mid-term score of Intercultural listening subject, English Education Program in Universitas Brawijaya .

1.6 Hypotheses

Hypotheses limited the aim statement in quantitative research, however hypotheses assist a prediction about what researcher look forward to discover (Creswell, John W., 2012, p. 148). In this study, the researcher planning the hypothesis of the study which are:

- 1.. Alternative hypothesis (H1) : the higher the students' Epistemic beliefs level the better their Listening achievement.
2. Alternative hypothesis (H2) : the higher the students' level Listening Achievement the better their Online Self Regulated Learning.

1.7 Definition of Key Terms

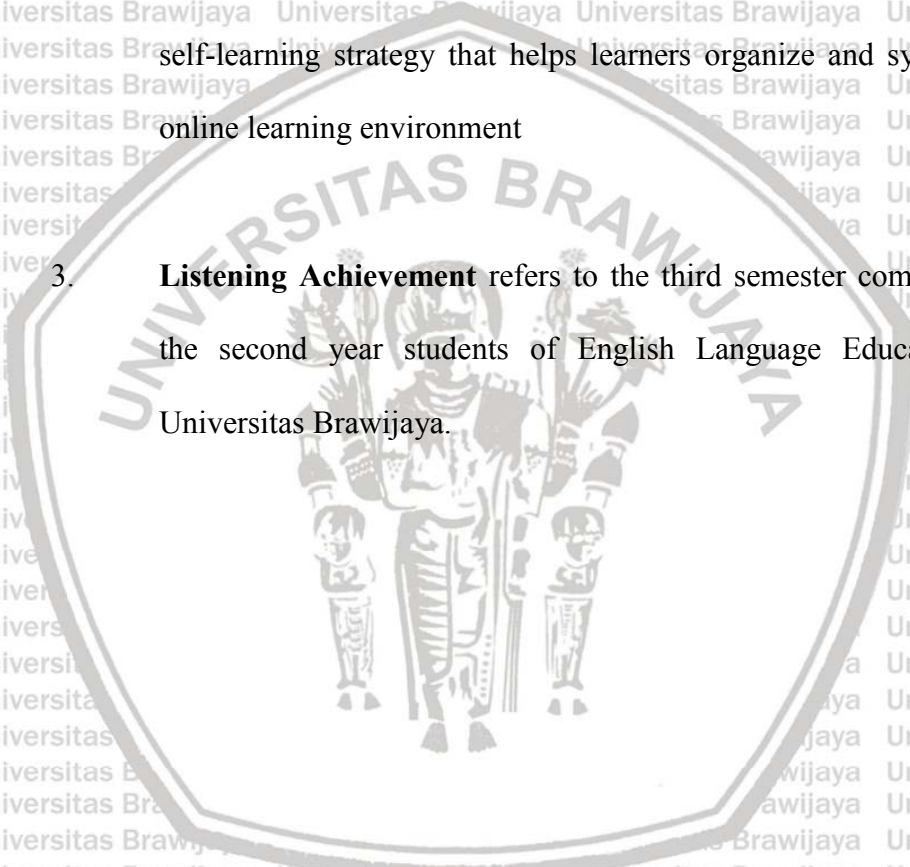
To avoid misreading in defining some phrase, here is the explanation of the words that are mostly used:



1. **Internet based Epistemic Beliefs** Internet based Epistemic beliefs is a way to understand the relationship between the learner's personal perception on learning and Internet-related behaviour and performance.

2. **Online Self Regulated learning (OSEL)** Online self regulated learning is a self-learning strategy that helps learners organize and sync information in online learning environment

3. **Listening Achievement** refers to the third semester compulsory subject of the second year students of English Language Education Program in Universitas Brawijaya.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the theories of related literature, which are (1) Implementation of Listening for EFL students, (2) Internet Based epistemic beliefs (simple and sophisticated) and (3) Listening Achievement. This chapter also presents previous studies.

2.1 Implementation of Listening for EFL Student

In a high school and elementary students are not learning Listening. In a higher education listening is as a compulsory subject. EFL learners are divided into 2 team, The first one is the English Department Students and the other is Non-English Department. Additionally, English Language Education Program of Universitas Brawijaya has four levels of basic listening , those are Basic Listening, Guided Listening, Intensive Listening, and Listening Comprehension. The levels of listening course might be different for each higher education. in the daily life, English is not often spoken by most of Indonesian EFL students. They only practice their English in EFL classroom. a number of issues in the EFL classroom it can be assumed that the students may experience (Mahmud, 2018). Anxiety were found to inhibit students' performance and motivation since the students tend to avoid any taking chance section. Hence, how epistemic beliefs and listening achievement of the awareness related to the learning strategies are related in learning process in each other of listening class to reduce their speaking problems and the performance of listening in

higher education will successfully fulfill in a required subjects of English Education Program in Universitas Brawijaya.

2.2 Internet Based Epistemic Beliefs

Listening problems which appeared can be affected by students' behavior and even the Internet based epistemic beliefs. Reviewing the past studies, a large body of research has indicated that education may play an important role in the development of individuals' epistemic beliefs, and has suggested that there is a need to assess Internet based epistemic development at different educational levels from middle school to high school and through to middle and late adulthood (Hofer, 2001; Hofer & Pintrich, 1997; Schommer, 1990). In addition, there are two dimensions of nature of knowledge: certainty of knowledge and simplicity of knowledge. They were investigated based on the one-way relationship research method. It means that it only investigated how the EFL students' online self-regulated learning level affected their achievement without considering any result.

2.3 Listening Achievement

Listening Achievement among students is one of the important evaluation indicators for students in order to achieve a good scores, discovery and study of the variables affecting academic achievement would results in better understanding and predicting the variables affecting academic performance. Listening Achievement here defined as the midterm test score of students who were joining Intercultural Listening class in English Language Education Program of Universitas Brawijaya. The strategy instruction during class time and listening practice after class need not be mutually exclusive(Vandergift and Goh, 2012). Teacher could use a strategy instruction and

also listening practice could use carefully designed metacognitive tools to help learners plan and prepare well for listening tasks, check and monitor comprehension, and evaluate strategic efforts in listening process in independent settings. EFL students have for decades practiced extensive listening on their own, but what is needed is teacher support that promotes self-regulated learning (SRL) to ensure that listening development through extensive listening practice is directed and not left to circumstances. from educational psychology and second language learning, it drawing on experiences in general (Oxford, 2011; Pintrich, 2004), the critical role of metacognition in the learning process and provides learners with essential metacognitive tools for self-regulated learning beyond the listening classroom (Vandergrift & Goh, 2012).

2.4 Previous Studies

In this research, the researcher uses 2 previous studies as the main reference to conduct this study. Those are:

1. Exploring the roles of education and Internet search experience in students' Internet-specific epistemic beliefs
2. Exploring the structural relationships between high school students' Internet-specific epistemic beliefs and their utilization of online academic help seeking

The first study was conducted in 2014 by Yen-Lin Chiu et al. The research subjects were At around 1070 students with educational level ranged from

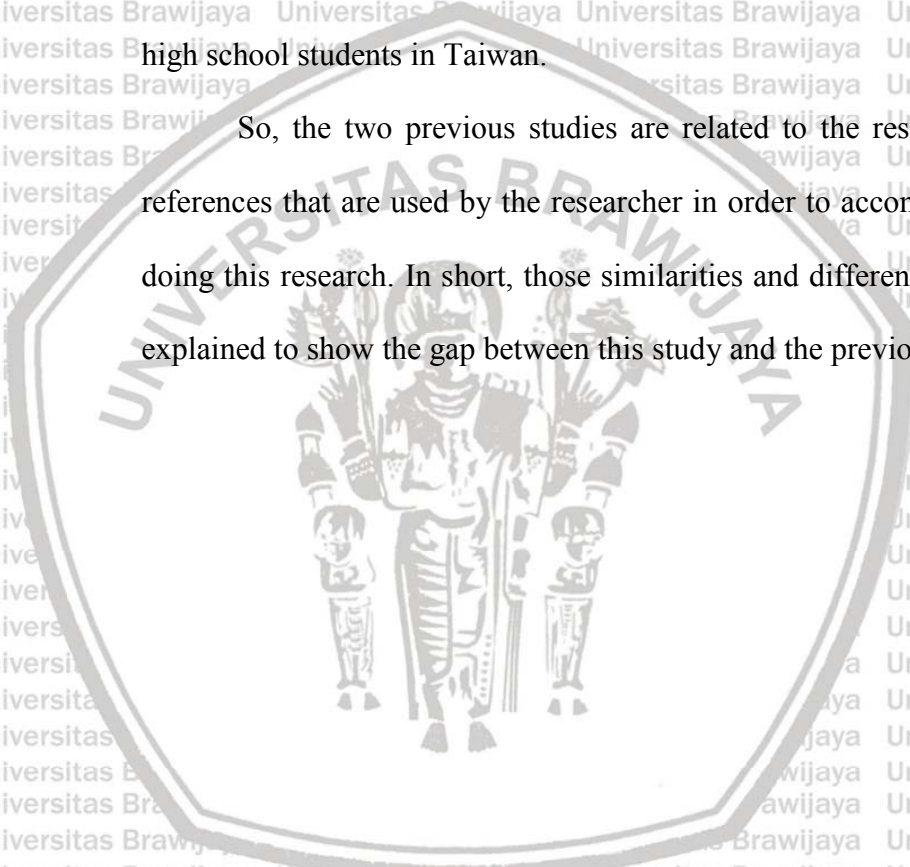
high school to undergraduates. The results showed that years of education were positively correlated to uncertainty and source of Internet-based knowledge as well as justification of Internet-based knowing. while searching for course-related information on the Internet. The Chinese version of the Internet-Specific Epistemic Questionnaire (C-ISEQ) was utilized to evaluate participants' epistemic beliefs regarding the uncertainty, complicity, and source of Internet based knowledge as well as the justification of Internet-based knowing.

In deciding the Wen-Ching Lee et al (2019) study as the supporting previous study, the researcher linked Internet based epistemic beliefs s to explore the role of education and Internet search experience in students' Internet-specific epistemic beliefs while searching for course-related information Thus, it can be concluded that this previous study can support the present study due to its similarities and relations.

The second Journal Exploring the structural relationships between high school students' Internet-specific epistemic beliefs and their utilization of online academic help seeking by Wen-Ching Lee a et al. This researcher implemented an examined in an Internet-based rather than in a traditional learning environment (classroom). The research subjects were questionnaire by 342 Taiwanese high school students (Grade 10-12). Questionnaires the ISEB survey (including Uncertainty, Complexity and Self-Source of Internet-

based knowledge as well as Justification for Internet-based knowing) and the OAHs questionnaire (containing Information Search, Formal Query and Informal Query in online information searching contexts). The purpose of this study was to examine the structural relationships between the Internet-specific epistemic beliefs (ISEB) and the online academic help seeking (OAHs) of high school students in Taiwan.

So, the two previous studies are related to the research as the main references that are used by the researcher in order to accomplish the ideas in doing this research. In short, those similarities and differences above are also explained to show the gap between this study and the previous studies



CHAPTER III

This chapter describes the procedures of finding the answers to the research problems. It covers research design, data and source of data, research instrument, data collection, data analysis and validity of the study.

3.1 Research Design

Several steps were being done in conducting research, which is called research design. It is in line with Bungin (2005, p. 84), all process that is needed in conducting the research who stated that research design is. The process of the research is systemic and based on the approach that is used. In this research, the researcher applied a quantitative approach. It is used to investigate the research problem by collecting numerical data with the help of instruments (Creswell, 2012, p. 13). The numerical data was expected to be the answer to find the correlation between two variables of the research, so the writer chose one suitable method which was a correlation method. Correlation method is called as correlation study. According to arikunto (2006, p. 270), correlation study targets finding out whether or not there is correlations between three variables

Andrianto (cited in Rokhmawati, 2013, p. 29) explained that the characteristics study are 1) relates to two or more variables, and 2) is quantitative. Correlation method is called as a correlation study. According to arikunto (2006, p. 270), there is a correlation between two variables or not it aims at finding out

whether. Andrianto (cited in Rokhmawati, 2013, p. 29) explained that the characteristics study are 1) it relates two or more variables, and 2) it is quantitative.

3.2 Data and Source of Data

Data plays important roles, needed by the writer to answer the research problem. Arikunto (cited in Rokhmawati, 2013, p. 31) stated that data is all information that is obtained by the writer, either as a fact or numbers. The data was used to fill in questionnaire about Epistemic Beliefs. The source of the data was obtained from population of participants. In this study, writer gathered data which showed the extent of the Internet Based Epistemic Beliefs, students' online self-regulated learning (OSEL) and Listening achievements. Those data were obtained from the questionnaire distributed to the students and the midterm test score of English Language Education. In this research, there were subjects whom the writer took the data from. The subjects were the source of data. Based on Arikunto (cited in Hidayah, 2014, p. 31), there are three classifications of source of data which are person, place, and paper. The sources of data of this research were 25 English Education students, specifically Intercultural Listening Class. They filled in two online questionnaire to help the researcher obtaining quantitative data.

3.3 Research Procedures

The research procedures were divided into three major steps. The first step was preparation where the researcher prepared questionnaire by adapting it. The researcher distributed questionnaire tried out in 25 participants. Next, the researcher run expert validation to the questionnaire and did validity and reliability test using SPSS. After the preparation, the researcher determined the respondents and gathered them in a place and time based on the set schedule. Then, the IBEB questionnaire was distributed to the students as it was a part of collecting the data. The researcher collected the data of the students' IBEB. After that, the collected data from the instruments were calculated. The next step was analyzing the data by using SPSS version 25. Finally, the result of the correlation between the students' OSEL and their achievement was obtained using SPSS.

3.4 Research Instrument

The writer used tool in order to collect the data of the research, which is called as research instrument. There are two research instruments in this research which were divided into OSLQ and the mid-term test score of students. The selection of research instrument should be based on the research purpose and the research variables that will be measured (Mertens, 2010, p. 361). Since the purposes of this research are to investigate the students' OSEL and their achievement, and the correlation between them, so the proper instrument used was a questionnaire. A questionnaire contains a systemic list of questions was distributed and filled by the respondents (Bungin, 2005). One questionnaire was used in this research, namely ISEB questionnaire. The researcher adapted a questionnaire from Kammerer (2015). This questionnaire consisted of 16 questions. The ISEB questionnaire provides

Likert's scale options such as: disagree, strongly disagree, agree, and strongly agree to answer, yet it consisted of 10 questionnaire items. Like scale ranging from 'strongly agree' to 'strongly disagree' was employed as it has been most recommended by the researchers that it would reduce the frustration level of patient respondents and increase response rate and response quality (Dornyei, 2002). Also, according to Brendan, 2015, Likert-type scales are useful when measuring latent constructs - that is, characteristics of people such as attitudes, feelings, opinions, etc. Latent constructs are generally thought of as unobservable individual characteristics (meaning that there is no concrete, objective measurement) that are believed to exist and cause variations in behavior (e.g., answer questions on a scale).

3.4.1 Internet-Specific Epistemological Questionnaire (ISEQ)

In order to know students' ISEQ, researcher adopted a questionnaire from Kammerer, (2015). This questionnaire consisted of 16 questions. In this questionnaire, there were three dimensions of IBEB, which were beliefs concerning the Internet as a knowledge resource, Beliefs concerning justification by multiple sources, Beliefs concerning personal justification.

3.5 Data Collection

In accordance with Cohen (2007), questionnaire can be administered in self administration with or without the presence of the researcher. In conducting this research, research chose to be present. The presence of the researcher was to avoid

the possibility of misunderstanding or if there were any queries regarding to the questionnaires. The questionnaires were distributed to 25 students in Intercultural Listening class. First of, the students were asked to fill the ISEQ and SRL questionnaire. It took 15 minutes for the students to fill in the questionnaire. After obtaining all the data, it was analyzed to get the result.

3.6 Data Analysis

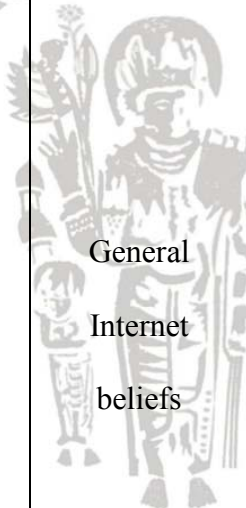
After collecting the data, the writer analyzed, examined, and concluded the result of the research by using these following steps:

1. Analyzing the scores of the Epistemic Beliefs obtained from the ISEQ questionnaire
2. Calculating the scores mid-term test scores.
3. Correlating analysis by putting the scores into statistical Package for the Social Sciences (SPSS) version 25. It is a computer software that was presented for the introductory statistics and research methods courses (Kirkpatrick and Feeney, 2016, p. 2). Since the writer wanted to know the correlation between two variables, Pearson Product Moment Correlation formula was used
4. Interpreting the result that was gained from SPSS and drew a conclusion that was related to the problem of the study

3.7 Validity and Reliability

The present research used correlation method. In order to makes sure the validity of the study, the researcher referred it to the instrument which was

adopted from kammerer (2015). The validity and realibility were also done by Zheng (2016). They mentioned that there were 16 questions about Internet based epistemic beliefs to measure the students' epistemic beliefs level. Among those 16 questionnaire items, there are all significant

Dimension	Sub Dimensions	Questionnaire	Validity Value	Significant Value	Explanation
General Internet beliefs		Item 1	0.552**	0.000	Significant
		Item 2	0.888**	0.000	Significant
		Item 3	0.624**	0.022	Significant
		Item 4	0.594**	0.001	Significant
		Item 5	0.867**	0.000	Significant
		Item 6	0.616**	0.000	Significant
		Item 7	0.576**	0.001	Significant
		Item 8	0.819**	0.000	Significant
		Item 9	0.799**	0.000	Significant
		Item 10	0.792**	0.000	Significant
		Item 11	0.725**	0.000	Significant
		Item 12	0.518**	0.004	Significant
Beliefs concerning justification		Item 13	0.942**	0.000	Significant
		Item 14	0.931**	0.000	Significant

by multiple sources	Item 15	0.927**	0.000	Significant
	Item 16	0.940**	0.000	Significant

Therefore, based on the results above the researcher was achieved by trying out the questionnaires adapted from Kammerer (2015) which were significant. The questionnaire was adapted and adjusted based on the needs of this study.. Therefore, after calculating the realibility of epistemic beliefs using SPSS, the analysis showed that the data obtained from questionnaire is high. So, the next steps could be conducted.

In order to made sure the validity of the study, the researcher referred it to the instrument which was adopted from Zheng (2016). They mentioned that there were 21 questions about OSEL to measure the students' OSEL level. Among those 21 questionnaire items, there are all significant.

Dimension	Questionnaire	Validity Value	Significant Value	Explanation
Sub	e			

		Dimensions			
Online Self- regulated English Learning (OSEL)	Goal setting	Item 1	0.633**	0.001	Significant
		Item 2	0.749**	0.000	Significant
		Item 3	0.529**	0.007	Significant
		Item 4	0.776**	0.000	Significant
		Item 5	0.590**	0.002	Significant
	Environment structuring	Item 6	0.861**	0.000	Significant
		Item 7	0.543**	0.005	Significant
		Item 8	0.769**	0.000	Significant
		Item 9	0.704**	0.008	Significant
		Task strategies and time management	Item 10	0.684**	0.000
	Item 11		0.546**	0.005	Significant
	Item 12		0.634**	0.001	Significant
	Item 13		0.702**	0.000	Significant
	Item 14		0.622**	0.001	Significant
	Help seeking	Item 15	0.596**	0.002	Significant
		Item 16	0.724**	0.000	Significant
		Item 17	0.722**	0.000	Significant
	Self- evaluation	Item 18	0.867**	0.000	Significant
		Item 19	0.730**	0.000	Significant
		Item 20	0.714**	0.000	Significant
		Item 21	0.702**	0.000	Significant

Therefore, based on the results above the researcher was achieved by trying out the questionnaires adapted from Zheng (2016) which were significant. The questionnaire was adapted and adjusted based on the needs of this study. The researcher used the valid questionnaire items in collecting data. Therefore, after calculating the reliability of epistemic beliefs using SPSS, The analysis showed that the data obtained from questionnaire is high. So, the research can be conduct to the next steps.

Table 3.1 From SPSS output OSEL

Item kuesioner	R hitung	R table ($\alpha = 5\%$)
P1	0.633	0.3061
P2	0.749	0.3061
P3	0.529	0.3061
P4	0.776	0.3061
P5	0.590	0.3061
P6	0.861	0.3061
P7	0.543	0.3061
P8	0.769	0.3061
P9	0.704	0.3061
P10	0.684	0.3061
P11	0.546	0.3061
P12	0.634	0.3061
P13	0.702	0.3061

P14	0.622	0.3061
P15	0.596	0.3061
P16	0.724	0.3061
P17	0.722	0.3061
P18	0.867	0.3061
P19	0.730	0.3061
P20	0.714	0.3061
P21	0.702	0.3061

Interpretation : From the table, based on the result above that the calculated r value for each questionnaire item 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, and 21 are greater than the value of r table = 0.3061. So it can be concluded that with a significance level of 0.05, the questionnaire items to 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, and 21 are valid.

3.2 Tabel Result From SPSS output ISEQ

Item kuesioner	R hitung	R table ($\alpha = 5\%$)
P1	0.552	0.3061
P2	0.888	0.3061
P3	0.624	0.3061

P4	0.594	0.3061
P5	0.867	0.3061
P6	0.616	0.3061
P7	0.576	0.3061
P8	0.819	0.3061
P9	0.799	0.3061
P10	0.792	0.3061
P11	0.725	0.3061
P12	0.518	0.3061
P13	0.942	0.3061
P14	0.931	0.3061
P15	0.927	0.3061
P16	0.940	0.3061

Interpretation : From the table, based on the result the calculated r value for each questionnaire item 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 and 16 is greater than the value of r table. = 0.3061. So it can be concluded that with a significance level of 0.05, the 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9, 10, 11, 12, 13, 14, 15 and 16 questionnaire items are valid



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of findings and discussion related to the research. The finding contains result obtained from the data. The discussion explains the further explanation related to the findings of the study.

4.1 Findings

This study has three variables which are IBEB, OSEL and listening test score. In obtaining the data related to the variables, the researcher distributed two questionnaire to five classes of Intercultural Listening Class, Universitas Brawijaya, Malang. There were 100 random students from each class class who became the respondents. The questionnaire responses were scored and analyzed to find out the extent of the three variables of the study and to know whether there is a correlation between them. Thus, the researcher presents the findings into three sections which are the extent of IBEB, OSEL and their mid-term test score, and the correlation between the IBEB, OSEL and listening achievement (mid-term test).

4.1.1 The extent of IBEB, OSEL and Listening Mid-Term Test Score

After collecting the data, the researcher input the scores of the filled questionnaire in Microsoft Excel. The Likert-scale options (strongly disagree,

disagree, agree, strongly agree) are converted into numbers: 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree. The question items 1 – 10 are converted also into numbers 1 – 10. Then, in order to find out the IBEB and OSEL score, the researcher identified them using the following formula:

```
=SUM(number1,
[number2],..)
```

By using the formula above, the IBEB and OSEL score is figured. Then, the researcher matches the participant names and the mid-term score obtained from mid-term score data. Then, to find out the correlation between the two variables: (X1) = IBEB, (X2) = OSEL score and (X3) = listening achievement, obtained from their mid-term test score, the data was calculated using Statistical Packages for Social Sciences (SPSS) version 25.

Table 4.2.1 The Correlation of IBEB and OSEL

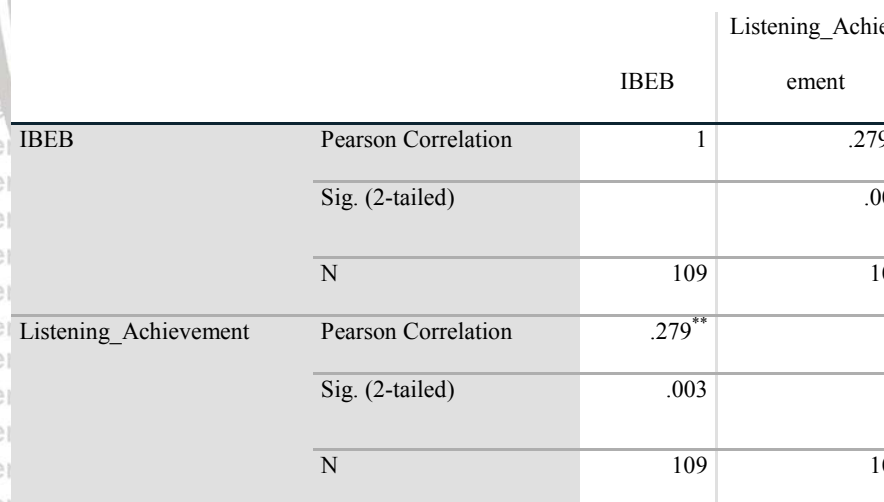
		Correlations	
		IBEB_OSEL	OSEL
IBEB_OSEL	Pearson Correlation	1	.301**
	Sig. (2-tailed)		.002
	N	102	102
OSEL	Pearson Correlation	.301**	1

Sig. (2-tailed)	.002	
N	102	102

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

From the table above, it can be concluded that the correlation is significant with a significance value 0,301 (error tolerance < 0.05). Therefore, the alternative hypothesis (H1) is accepted with a result of 0,002 which indicates Enough correlation.

4.2.2 Correlation between IBEB and Listening Achievement



		IBEB	Listening_Achievement
IBEB	Pearson Correlation	1	.279**
	Sig. (2-tailed)		.003
	N	109	109
Listening_Achievement	Pearson Correlation	.279**	1
	Sig. (2-tailed)	.003	
	N	109	109

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

From the table above, it can be concluded that the correlation is significant with a significance value 0,279 (error tolerance < 0.05). Therefore, the alternative hypothesis (H1) is accepted with a result of 0,003 which indicates Enough correlation.

The interpretation is based on Sarwono (2006) as it is displayed in Table 4.2.3 below:

Correlation Coefficient	Interpretation
0	No correlation
>0,0,25	Weak correlation
>0,25-0,5	Enough correlation
>0,5-0,75	Strong correlation
> 0.75 – 0,99	Very strong correlation

Table 4.2.2 Correlation Interpretation

4.2 Discussion

The discussion of this study is presented according to the research findings. It also provides the comparison and further explanation regarding the related theories and previous studies that the researcher used. The researcher tried to present the discussion based on the research problems, so it is elaborated as follow:

Learning practices and academic achievements has an important roles in the students' learning activities which is related to Epistemic beliefs (Buehl & Alexander, 2001; Hofer, 2001, 2004, Hofer & Pintrich, 1997). According to wen-ching lee (2014) beliefs regarding knowledge and acquisition of knowledge could be actualize epistemic beliefs. Epistemic beliefs evaluate as a part of cognitive processes of evaluating, thinking and analyzing an individuals knowing. Based on some point of view of Internet-specific epistemic beliefs, Internet has an important information sources and the researcher interested who investigate technology-based learning environments in epistemic beliefs (wen-ching lee et al, 2014). Hartley and Bendixen (2001), the importance in a new technology based of epistemic beliefs could be better than the traditional ones.

Based on the results of the recent research, there is a positive relationship between IBEB, OSEL and listening achievement. In (wen ching lee et al, 2014) whitmire, 2004 applied an epistemic reflection models and that reflective judgment model to investigate the relationship among epistemic beliefs, reflective judgment and information seeking behaviours. Emaliana (2017) states that, Students' epistemic beliefs are divided into two types, those are; sophisticated and simple epistemic beliefs. Those two categories are stated by It explains that characteristics of each type are quite different. The statement also supported by Schommer-Aikins (2004). So, both sophisticated and simple epistemic beliefs have their own characteristic.

In the dissertation finding of Emaliana (2017), she categorized sophisticated students into some characteristics; (1) students with sophisticated EB believe that

knowledge is tentative or dynamic. (2) sophisticated students also believe that knowledge can be improved over time since they believe that learning source can be from anywhere not only from teachers; (3) they are tended to be involved in scientific approach while learning. (4) students' aptitude does not matter. Since they believe that everyone can learn from the beginning; (5) in learning process, sophisticated students prefer for being process oriented learner which means no problem for making mistakes while learning, and (6) sophisticated students are learning English by opportunity. However, The result indicates that learners with more sophisticated epistemic beliefs had greater ability to handle conflict online information and identifying an important information retrieved online (when ching-lee, 2014). Therefore, it can be used as consideration in order to understand how sophisticated and high score students are correlated. Specifically, it can be assumed that students with amplitude of EFL epistemic beliefs also have high level of listening proficiency.

Similar to the research result which revealed that the top two strategies that mostly used in Communicative Strategy by sophisticated students are The dimensions of Certainty, Simplicity and Source were integrated into a new dimension, namely General Internet Epistemology, while the Justification for Knowing was alone separated. The four-factors using listening class samples examine the relationship between IBEB and Internet based learning activities. Tsai (2004) in when ching lee et al, 2014) states that Internet can be viewed as an epistemic tools caused by the extended information connections. Study of Tsai's showed that the learners with upper epistemic beliefs could be preferable using the internet for learning and

establish knowledge. Additionally, in terms of epistemic beliefs dimensions revealed that the top two dimensions that mostly affect their belief in learning were Learning and Communication Strategies.

Beside that, according to Zheng (2016), the OSEL has five dimensions; goal-settings, environment structuring, task strategies and time management, help-seeking, and self-evaluation. Teachers role are very important in building students' OSEL.

According to Cho (2013), Online self-regulated learning, can be challenging for students when it comes to technology-mediated learning environment. In online learning environment, self-regulated learning skills in particular is important to develop, it indicates students to employ more of self-regulated learning skills as the online learning environment.

Beside that there is a positive relationship between EFL Students' OSEL and their achievement. The higher the OSEL, the better they will achieve. The theory of Pintrich (2004) states that, students manage their own self-regulated learning strategies and determine their own learning achievement. Pedagogically listening, to help them manage their online learning most effectively teachers should make effort to develop EFL learners' capacity of OSEL before studying online although self-assessing their Internet learning sources/tools. Self-evaluation skills, environment structuring, task strategies, and time management should be the skills to start training for EFL learners. They should be able to self-initiate their own English learning and learn effectively in a web-based learning.

The implementation of teaching listening is not only focus in epistemic beliefs level. Teachers or lecturers should consider which teaching method or assessment method that can be used for students with sophisticated epistemic belief. In assessing students' achievement, teachers should focus on the learning process since the sophisticated students prefer to focus on learning process. Teachers or lecturer must encourage students to set short-term (daily or weekly) goals as well as long term (monthly or for the semester) when students learn English course online. Teachers or lecturer motivate the students in finding a comfortable platform for learning English online. Then, in task strategies and time management, the teacher or lecturer should motivate the students to more listen conversation in English materials that is posted online to fight against distractions, prepare questions before learning the materials, and schedule the same time every day or week when learning English online. teachers should focus on the learning process since the sophisticated students prefer to focus on learning process rather than the result as Emaliana (2017) stated.

In conclusion, In line with these ideas by Greene et al. (2018) confirmed that epistemic beliefs are positively correlated with listening achievement, which further corroborates the importance of (fostering) those beliefs. The result of this research shows that students with sophisticated Epistemic Belief are more likely to have high level of listening proficiency. OSEL is also positively correlated to IBEB, which online learning could relate to classroom management strategies present. EFL learners would be able to self-initiate their own English learning and learn effectively in a web-based learning environment (Cong Lem, 2018).



CHAPTER V

CONCLUSION AND SUGGESTION

After the elaboration of introduction, review of related literature, research method, findings and discussion, the conclusion and suggestion are presented in this chapter.

5.1 Conclusion

The purpose of this research was to find out the correlation between Internet based epistemic Beliefs (IBEB), Online Self Regulated Learning (OSEL) and listening achievement. Based on the result, the correlation coefficient was 0,301 and P values 0.002. The second result, the correlation coefficient was 0,279 and P values 0.0003.

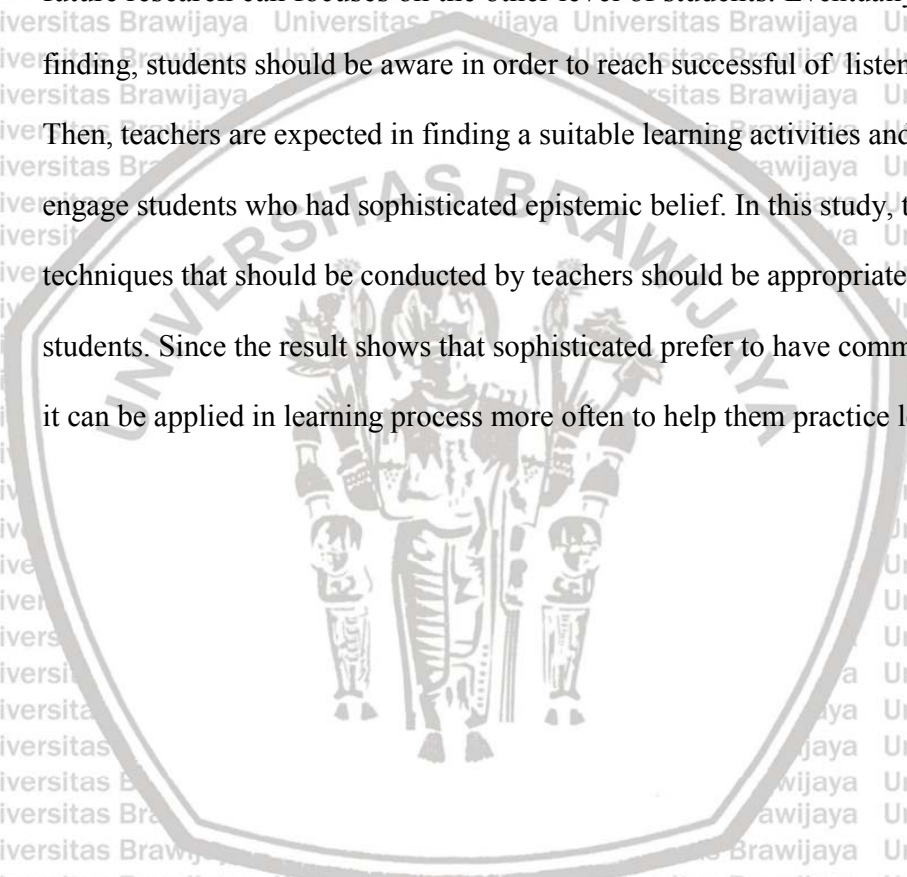
The results shows that there was a enough relationship between IBEB, OSEL and listening achievement. It indicates that the higher IBEB and OSEL, the better they achieve in Learning Listening. the IBEB and OSEL indicates that significantly contribute to their listening achievement. Knowing the characteristic of each students" epistemic beliefs and OSEL is necessary because once learners understand their level, they can enhance their performance in learning Listening to get a good listening score. The findings of this study may have some pedagogical implications for successful teaching-learning process, teacher professionalism, and maintain high

quality school. Regarding into the significance of the study, lecturers are expected to re-consider to choose communicative strategy more often in teaching the second-year students since most of the second-year are sophisticated learners and the suitable strategy for different characteristics. Chantal, 2017 states that students has their ability to navigate the technology, interact with the learning environment in relevant path, and self-regulate learning is also important. Teacher professionalism need more attention for all agencies such as the government. However, attractive and inspiring orientation at the beginning of the course must be implemented. The interaction between the teacher and students must be increased in order to inspiring students OSEL. Face-to-face and online learning should be combined into blended learning. Thus, teachers are enabled to design, develop and deliver effective mixed programmes (Ananga & Biney, 2017). To sum up, it can be concluded that students with high degree of IBEB and OSEL also have high level of listening proficiency

5.2 Suggestion

According to this research's finding, most of second-year students are sophisticated and through their self regulated learning in their listening achievement was at the high level. The first suggestion is for students in Intercultural listening class to increase their motivation in learning listening online through self-regulated learning because knowledge are not only obtained from classroom activities but also other sources like online learning media. Teachers or lecturer can use Learning media such as Youtube or another platform. According to Arends (2007) that an effective classroom management is probably one of the most important responsibilities faced by

educators in any number of learning environments. the result of the study can be used as reference for the future research related to the other English skill which brings up educational theories based on each type of epistemic beliefs and Self Regulated Learning. Since the study only focus on the second-year students, it is possible if the future research can focuses on the other level of students. Eventually, according to the finding, students should be aware in order to reach successful of listening performance. Then, teachers are expected in finding a suitable learning activities and platform to engage students who had sophisticated epistemic belief. In this study, teaching techniques that should be conducted by teachers should be appropriate with sophisticated students. Since the result shows that sophisticated prefer to have communicative strategy, it can be applied in learning process more often to help them practice learning English.



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