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An Analysis of Self-regulated Learning in Student Speaking Skill

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Abstract

Self-regulated learning (SRL) refers to the process by which individuals take control of their own learning. Self-regulated learning involves forethought phase, performance/ volitional control, and self-reflection. Determining the planning stage in learning to speak, monitoring the process of learning to speak, and evaluating what else needs to be improved in speaking. The aim of this study is to analyze how students regulate themselves in speaking learning. Dig deeper into how self-regulation is applied in students and what strategies they use. This study used qualitative methods and Semi-structured interviews by asking 10 vocational high school students. Only 10 students were taken because the study used the purposive sampling technique, a technique where researchers deliberately select samples based on the objectives to be achieved, obtaining information from students who have relevant speaking learning experience to answer research questions. The data collection is using audio recordings and the data is processed using thematic analysis. After the interview, the results of the students' answers will be described one by one, and data will be coded, categories provided, data analyzed, and conclusions will be developed from all answers. The results showed that students were better at organizing themselves in the forethought phase. Students have appropriate planning strategies for speaking learning. From the results and discussion that have been described, self-regulated learning is very important in students' speaking learning. It is important for teachers to provide training on how to self-regulate in speaking learning. Provide efficient directions and strategies according to each student's ability.

Kata kunci: Self-regulated learning, Speaking skill, Learning process

Introduction

The problem related to this research is how students regulate themselves in speaking learning. The primary challenge that defines learning as self-regulation is to see whether students have initiative, perseverance, and strong motivation to complete learning or want to achieve learning goals. Speaking is a dynamic and intricate process of vocal expression and interaction that requires the coordinated use of a variety of sociocultural, linguistic, and cognitive resources (Brown & Abeywickrama, 2004). The importance of speaking is one of them, to participate actively in pair or group activities in the classroom, travel to a foreign country, communicate effectively with others, work in a foreign company, and many more (Raruoalli Srinivas Rao, 2019). One of the reasons or motivations for students to study speaking is to be able to travel abroad and communicate with foreigners. Motivation can be interpreted as a driving force that helps an individual learner achieve their goals (Teeter, 2017). Being motivated by those around you is also a great way to practice speaking. Peer or family support or even self-motivation may be the source. The main motivation for learning to speak is how students want to interact with others effectively, Not only the courage to interact, but speaking skills require cognitive, physical, and sociocultural processes, and in-depth knowledge of the speaker

(Fernández-García & Fonseca-Mora, 2022). However, to achieve proficiency in speaking requires not only formal instruction but also consistent practice. Students should also be aware of the steps to be taken in maintaining their consistent learning.

Self-regulated learning has been shown to have a positive impact on various aspects of language learning. Zimmerman (2015) posits that self-regulated learning is defined by an individual's knowledge, motivation, and conscious intention in their efforts to reach specific goals. As for learning using self-regulated learning, it does not only use cognitive ways but more broadly such as from the environment, family support, seeing peers, and self-motivation. Self-regulation is described as three connected cycles in which the evaluation of previous performances is used to better the present attempt. These changes are due to personal, behavioral, and environmental factors. There is an outstanding self-regulation process that includes interviews with professionals known for their discipline and achievement. According to Zimmerman (2000) there are three structures in self-regulation: the forethought phase, the performance or volitional control phase, and the self-reflection phase. It has been stated that everyone tries to control themselves in order to function in some way and achieve their goals in life and that it is inaccurate to discuss people who do not control themselves or even the lack of self-regulation.

Forethought phase: There are two distinct but closely related categories of forethought: (1) task analysis and (2) self-motivational beliefs. Dividing up the task by setting specific, realistic, and proximal goals, and strategic planning to determine how to approach the task effectively. This includes deciding when and where to start the work and identifying conditions that may help or hinder learning (Cosnefroy et al., 2018). Motivation can be through peers, family, and even oneself. This belief affects the learner's commitment and perseverance.

Performance or volitional control phase: Two main types of performance or volitional control processes have been studied to date: self-control and self-observation. Self-control means, such as self-instruction, imagery, attention concentrating, and task methods, assist learners and performers in focusing on the task and maximizing their effort. Students can find out for themselves how they control their focus when speaking/presenting. The second type of progress or performance control process involves student self-observation. It shows a person documenting certain aspects of their own performance, the conditions that support it, and the effects it produces. Students can see their performance and progress in speaking and compare whether there is progress or not.

Self-reflection phase: According to Bandura 1986 (Zimmerman, 2000) have identified two self-reflective processes that are closely associated with self-observation: self-judgment and self-reactions. Self-judgment requires self-evaluating one's performance and assigning causal meaning to the results. Following the planning phase and the performance, students can evaluate themselves. Consider what progress has been accomplished and what can be improved. Students can learn new ways to enhance their speaking. from vocabulary, grammar, fluency, and pronunciation. Self-evaluative and attributional self-judgments are strongly related to two major types of self-reaction. This self-satisfaction connects to one's performance. Taking behaviors that result in positive impact satisfaction while avoiding negative effect dissatisfaction, such as anxiety. Bandura, 1991 (Zimmerman, 2000) When self-satisfaction is associated with the achievement of an adopted goal, people give direction to their actions and create self-support to continue their efforts. Thus, motivation comes not from the goal itself, but from the reaction of one's self-evaluation to the consequences of behavior.

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Method

In this study, researchers used qualitative methods, which are studies that explore and understand the meaning given by individuals/groups to a particular topic or their experiences. (Sudarta, 2022) This method allows researchers to investigate the nuances, underlying motivations, and meanings that people give to their experiences. In this interview, the researcher asked questions to ten students in the 10th grade at one of the schools in Batam. The semi-structured interview includes an interview guide that offers a list of questions that the researcher has prepared in advance. This list of questions will dig deeper into the information obtained from students. The questions are related to self-regulated learning which includes three processes self-regulation, forethought phase, performance or volitional control, and self-reflection. How do students regulate themselves according to these three processes Questions include whether students have goals in speaking, what strategies are used, and whether students check their speaking progress.

The researcher used purpose sampling to take the sample Because the purpose of this study is to determine how students regulate themselves when speaking. Purposive sampling is a technique of selecting participants based on certain criteria or research objectives. The criteria of the selected students are those who have expertise in speaking English and the background of students who have an interest in English. Students can also provide information that is significant to the research objectives.. Researchers choose samples based on certain qualities or features relevant to the research subject, resulting in richer and deeper data that can provide a clearer picture of the phenomenon in analysis (Neuman, 2014). Thus, the researcher compiled a data transcript based on the student audio records. As for the transcribed results, the researcher asked the students again whether their answers were appropriate and the students could add their answers again if they were not appropriate. The results of the students' answers will be divided into several codes and categorized. This analysis used thematic analysis, which employs a systematic and orderly approach to interpreting and patterning meaning in an oral narrative (Nowell et al., 2017). After coding, the researcher separated the data into smaller groups, especially groups with themes that corresponded to student responses, and developed conclusions.

Result

How do students regulate themselves

During this interview, the researcher recognized students who showed significant self-regulation in learning speaking skills and a strong desire to speak English. The self-regulated learning perspective transmits the focus of educational analyses from students' skills and instructional contexts to students themselves. Self-initiated processes improve learning approaches and environment (Zimmerman, 2015). In the results obtained, students regulate themselves more in the forethought phase :

Table 1. Student's regulation results

Forethought phase aspects	***How students regulate themselves.***
Goal setting	The purpose of speaking is to find a job be able to communicate with outsiders and travel.
Task analysis	Strategies include discussing with peers, watching English movies, and learning through social media.
Self-motivational	Gather motivation from peers, family, and the environment.

Performance aspects	***How students regulate themselves***
Self-monitoring	Pronunciation, vocabulary, and fluency.
Self-control	Continue the conversation, focusing on one goal.
Self-observation	Get feedback from peers
Self-reflection aspects	***How students regulate themselves***
Self reactions	Take notes, and practice speaking through voice notes.
Self-judgments	Social media, vocabulary, practice with peers.

From Table 1 it can be seen that students regulate themselves more in the forethought phase. Before doing the strategy students have a plan that has been made. before that, they already know their weaknesses and strengths in speaking. One of the student statements is *"I am quite good at understanding English vocabulary and writing which can help me in learning activities but I have difficulty in pronunciation, fluency, and intonation in speaking English."* In this case, students also continued that to know their weaknesses and strengths in speaking, they have regulated their learning first as one of the student statements *"I know it through learning experiences that I have done individually. My strengths can be seen when I can understand the vocabulary in a sentence or text. My weaknesses can be seen when I have difficulty in pronunciation, take time to assemble a sentence, and my accent/intonation is not appropriate."* When students know what they're good at and where they struggle, they can set realistic, targeted goals. Learners decide on the methods and resources they will use, plan their time, and anticipate obstacles. Strategic planning involves choosing effective learning strategies and organizing the steps needed to reach their goals (Cosnefroy et al., 2018).

As for student motivation, there are nine students who have extrinsic motivation which is influenced by *family*, friends, and the environment. While one student has intrinsic motivation, motivation from his own intentions:

Table 2. Forethought phase : self-motivational

Students statement	**Type of motivation**
"I am motivated by my peers because they both like English."	Extrinsic
"I thought during a job interview if my boss asked me to speak English, that would be my motivation."	Extrinsic
"I am motivated to be able to communicate with outsiders."	Extrinsic
"Motivated by peers because friends often win English competitions."	Extrinsic
"Motivated by family. Motivated by seeing some people succeed with English. Motivated because of myself too"	Extrinsic
"I was motivated by my family and I had goals that I wanted to achieve. Because I want to go to university abroad."	Extrinsic
"Actually, it's not motivation, I want it myself, my intention was also when I was a child to speak more often in English, watch movies, and read English books."	Intrinsic
"If you can speak well it's very cool. Because I often watch English movies and it looks amazing."	Extrinsic
"Motivated by family, because the family usually tells me that I have to be able to learn English because later when I grow up, I have to be good at English and have good pronunciation."	Extrinsic
"To easily make new friends and understand how to communicate with outsiders"	Extrinsic

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Previous researchers (Kumar, 2024) examined the role of motivation in self-regulated learning which states Motivation plays an important role in supporting student self-regulation. Due to the social motivation theory, students that have strong motivational traits would be inspired to implement more learning strategies (Bai & Wang, 2021). When learners are motivated, they tend to set higher standards for themselves and create meaningful personal goals that are connected to their intrinsic interests or extrinsic rewards. It can also affect the way students set goals, adopt strategies, and achieve their educational goals. Table 2 shows that many students have extrinsic *motivation* (Cetin, 2015) Extrinsic motivation involves engaging in learning activities to achieve an external outcome, such as a reward, grade, recognition, or to obtain a goal. Intrinsic motivation refers to engaging in learning activities out of genuine interest, curiosity, or enjoyment, not because of external rewards or pressure.

A critical component of this phase is task analysis, which includes goal setting and strategic planning to optimize learning outcomes. The researcher has divided it into three themes based on student data, discussing with friends, watching English movies, and learning through the internet or social media. One of the students said*, "Usually I understand English from games, continue to the website application Duolingo sometimes I open the English skills test website. watch YouTube and repeat what is spoken"*. Social media allows learners to build Personal Learning Environments where they can set personal goals, organize resources, and manage their own learning experiences (Dabbagh & Kitsantas, 2012). Speaking with friends also aids in their self-regulation process as peers can offer advice and direct corrections when they speak incorrectly.

Discussion

This research analyzes how students regulate themselves (self-regulated learning/SRL) in learning English *speaking* skills, focusing on the processes, motivations, and strategies students use. the main findings are as follows:

Domination of the Forethought Phase:

Students are most prominent in self-regulation at the forethought aspects. They are able to recognize their strengths and weaknesses, set realistic goals, and choose appropriate learning strategies and resources before starting speaking lessons. The finding that students were more dominant in the forethought phase is in line with (Zimmerman, 2000) SRL model which emphasizes the importance of goal setting, task analysis, and strategy planning. Despite forethought phase, the findings show gaps in the implementation of the performance and reflection phases. This indicates that students may lack training in self-monitoring during speaking practice, so the planned goals are not always optimally achieved. The study by (Sari & Ma, 2025) also found a moderate correlation between SRL and speaking ability, but emphasized the need for teacher assistance for the performance phase.

Motivation Dominated by External Factors

Nine students relied on extrinsic motivation (family/friend support), while only one had intrinsic motivation.According to (Deci & Ryan, 1985), extrinsic motivation tends to be less sustainable than intrinsic. However, in the context of language learning, external factors such as social environment and career aspirations (e.g. working in a foreign company) remain effective in triggering commitment to learning, as explained in (Rum et al., 2023). In this case, teachers need to transform extrinsic to intrinsic motivation by connecting learning to students' personal interests, for example through project-based authentic tasks such as simulating job interviews or debating social issues.

Diverse and Contextual Learning Strategies

The existence of self-regulation in each student, they also use various strategies such as watching English movies, discussing with friends, learning through the internet (e.g. Duolingo) and learning through social media. The use of external resources is in line with Vygotsky 1978 in (Taber, 2020) theory of Mediated Learning, where learning is influenced by tools and social interactions. (Dabbagh & Kitsantas, 2012) study also emphasizes the role of technology-based Personal Learning Environments (PLEs) in supporting SRL. While effective, this strategy risks creating dependency on the specific context. For example, speaking skills in a formal classroom may not transfer directly to informal situations due to differences in psychological pressure and task structure

Implications for Teachers

Teachers need to provide training on how to self-regulate in speaking lessons. The directions and strategies given should be tailored to the abilities and needs of each student. Recent research (Al-Hawamleh et al., 2022) suggests a differentiated instruction approach, teachers can identify student profiles by providing students with study guides can encourage greater autonomy and self-regulation before designing interventions. as for the implementation of SRL in higher education, it is still minimally carried out because it is hampered by the lack of teacher training, the absence of control groups, and the lack of long-term evaluation.

The findings corroborate Zimmerman's three-phase model of SRL (forethought, performance, self-reflection), but also highlight the gaps between phases that need attention in the development of theory and practice.Motivation as an important component in SRL, as described by Deci & Ryan (Self-Determination Theory), is proven to be very influential on the success of student self-regulation.The development of a more adaptive SRL model, accommodating the role of technology and social interaction in language learning, is needed.

Other research (Kesuma et al., 2021) findings show the importance of self-regulated learning, and the lack of development of independent learning in students, this study determines the phases of preparation, performance, and reflection in students but does not delve deeper into how students apply these phases. Another researcher (Larasati, 2020) also examined self-regulated learning in students, this study highlighted students who used methods such as reviewing recorded video presentations. The study also showed self-motivation in students but in contrast to this study, the researcher did not further explain motivation is divided into two extrinsic and intrinsic. Previous researchers (De Vrind et al., 2024) also examined self-regulated learning, this study mentioned the lack of involvement of student motivation in practicing speaking. in this case, the researcher also focuses on motivation in students as evidenced in the results that have been obtained, from three cycles of self-regulated learning, students apply more self-regulation in the planning section, how students regulate themselves, and the motivation that influences.

The implication of this study is the importance of self-regulated learning in improving students' speaking skills and overall learning experience. Educators are encouraged to adopt and promote SRL strategies to foster independent, motivated, and confident learners. While this study offers valuable insights into self-regulated learning and its impact on speaking skills, its limitations highlight the need for further research with larger and more diverse samples and different methodologies to validate and extend the findings. Future research can explore effective interventions to balance the three phases of SRL, as well as examine the impact of using technology and peer feedback on improving students' speaking skills and self-regulation.

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Conclusion

Students' interest in self-regulated learning was impacted by their understanding of limits in previous efforts to increase their speaking abilities, which focused on cognitive capacity, social background, and educational specifications. This study found that self-regulated learning (SRL) is particularly significant in the development of students' speaking skills. The SRL method allows students to not only control how they learn but also monitor and evaluate their progress in speaking. Good speaking abilities necessitate good planning, ongoing monitoring, and profound self-reflection, all of which are essential components of SRL. The results of the research indicate that students who actively control their learning process, such as by using suitable learning strategies, time management, and self-evaluation, can improve their speaking skills. Furthermore, achievement encouragement and problem-solving skill development assist students develop motivation and confidence when speaking. The main topic of this study is the importance of implementing self-regulation in Students it demonstrates that as their self-regulation improves, Schools and teachers can further emphasize the learning of self-regulation by developing training on how to have a more appropriate strategy in regulating students' self-regulation.

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