Analysis of Student Self-Regulation in Learning English Speaking Skill

Agung Juniarto Nugroho
University of Widya Gama Mahakam Samarinda
Email: agungjuniooor@gmail.com

Abdul Rohman
University of Widya Gama Mahakam Samarinda
Email: rohmanidahaja@gmail.com

Godefridus Bali Geroda
University of Widya Gama Mahakam Samarinda
Email: defri@uwgm.ac.id

Abstract

In everyday life humans are not free from conversations with others, this has been done continuously and without stopping, this is a habit that forms patterns. This study aims to see how important self regulation is in their daily lives, basically self-regulation is a human habit and their learning pattern, each participant is given several questions regarding motivation. and also their self-regulation in arguing and also in their daily lives, which is owned by each individual, especially in speaking. The study was conducted by taking samples from the debate organization at University of Widiya Gama Mahakam Samarinda. It is found that internal and external factors appear in self-regulated learning of students who join Widya Gama Debate League. At the end, the results show that self-regulation is very important in shaping themselves so that they can form a valid learning pattern.

Keywords: Self-Regulation, Speech, Feature of speech, Teaching and learning speaking English

A. INTRODUCTION

English speaking skill is part of English learning process (Husain, 2015). Our language skills that namely: listening, reading, speaking and writing,in formal education speaking is the key to make communication and compression student and teacher, according to Agravat & Raval (2015), speaking has an important role in communication because speak and language are interrelated in learning, serving as one inherent entity, therefore the two aspects are intertwined, in good speech requires attentions as well as good self-control, as we know that each generation has its own tendencies.

According to Kaminskienė (2014), every generation of students is taught important things like processing and conveying skills their oral conversation, word processing and language selection that is used so that it is targeted and can be used well, in terms of mastery and self-control in learning is very important to build mental readiness and knowledge of students. According to Kaminskienė (2014), presentation in a sequence of activities in individual learning with very important for the advancement of self-controlling speaking. That is why every language learning must have good self-control and a good understanding, because every self-control must be accompanied by proper self-regulation.

Self-regulation learning itself is a learning process that focuses on the arrangement of the students itself, students must learn how to manage themselves and understand how their learning patterns are. According to Erdogan (2018), self-regulation and language learning strategies are one important variables that can influence learning. Purpose of the lesson is to analyze the relationship between student's self-regulation and their learning strategy.

Studying self-regulation must understand the behavior of these students and how their learning patterns. According to Berghout et al. (2020), there are large differences in individual patterns in the behavior of students in their respective workers, this is because there must be a comparison from day to day the student is to be able to see differences in each of his activities in learning English speaking skill, speaking himself has aspects that must be attention is given to the occurrence of a complex communication and talk.

In language learning, mastery and self-control play an important role in this learning. According to Wolters (2011), self-control to help students apply better learning habits and improve their learning skills, where one of the learning in speaking that is needed self-regulation is speech, speech is one of the activities of public speaking by conveying their ideas or ideas with certain topics, which prioritizes mastery and self-regulation that must be good. According to Mahjoob (2015). Paying attention to speaking skills, teaching self-regulation strategies and conducting training can help students manage and monitor their speech, in speech

competitions or debates students who participate in the competition must have control over their emotions in order to convey ideas and ideas.

In this case self-regulation learning in language learning has an important role in the learning, the key of learning English speaking is focus so that learning can be more fun and understood. According to Fauzan (2014), learning English by focusing more on making students can communicate well and fluently, by making students more focused it can also make students able to express their thinking potential better, such things as sentence organization, word order and so on.

Character formation from a teacher to students to build, shape and wear good self-regulation based (ZinebDjoop, 2018). Teaching is an emotionally laden process for teachers and students. This is very important and good where to introduce a teacher also must have mastery over him also where he must be able to direct their students in the formation of the right character.

Factors from within students affect the growth of one's self-regulation of students according to N. et al. (2016) internal factors and motivation possessed by students themselves can help students in learning focus, where this can only be owned by one of each individual, because each student has the characteristics and characteristics of each that are not owned by others as for according to. External factors consist of family, surrounding environment, friends and other relationships that can help the development of student regulation.

Formation of character that is strengthened by practice can build independence and good self-regulation for students who learn in learning English can encourage a regulation in which the learning material obtained, directly practiced so that students can better understand about the material, with learning like this it is expected that students will not feel bored in their development.

Teachers are very responsible for providing more knowledge to students, so they can find ways and patterns of learning self-regulation that are good in their classrooms, especially in learning English speaking skill. Teachers must be able to provide direction to students in learning and guidance and mastery of their self-regulation. The teacher hopes that students can develop themselves optimally in learning English speaking, so students can understand the aims and objectives of the teacher, a teacher must provide clear direction. Although, learning speaking and self regulation is a very complex combination the teacher must be able to teach him. The purpose of this study is to find out how much the role of self-regulation in learning English as well as what factors can support the formation of self-regulation, especially in speaking, because as we know speaking is one of the keys of communication.

A study about self-regulated learning is very fascinating where there are quite many of studies who have conducted research related to current research focus (Ariyanti

et al., 2018; Tasnimi & Maftoon, 2014; Nejadihassan & Arabmofrad, 2016; Oruç & Arslan, 2016). Therefore, the researchers investigate and explore self-regulated learning of EFL students at University of Widya Gama Mahakam Samarinda, Indonesia. Additionally, the students observed in this research are members of Widya Gama Debate League.

B. LITERATURE REVIEW

1. Self-Regulated Learning

Self-regulation learning is the ability of humans to regulate their own patterns. According to Liman and Tepeli (2019), humans, as social beings, are within a range of interactions with fellow human beings and are directly related to their environment, creating support that comes from themselves that can be in the form of self-motivation, the ability to create their concentration, Self-regulation is expertise in regulating their own mindset and behavior and is one of an individual personality owned by only one person. To achieve the maximum desire, a person must be able to control themselves towards good self-regulation to get the best results. In English learning, self-regulation learning is a big impact in learning this, because English learning strategies, especially speaking, require good regulation of self yourself and others in the context of conversation. According to Mohammed (2016) personally made strategies; data are interpreted as a strategy used by a speaker to control himself in speaking and reduce self-concern.

In this case self-confidence and motivation are very dependent on good self-regulation. According to Torres (2011) self-regulation can be largely formed in the initial period through environmental effects, with an environment that supports well a student can position himself well, management and emotional control can be more regular. In the use of speech grammar, self-regulation gives a significant impact in the preparation of the material, as well as the carrier. According to Fındık (2012), in the question of self-regulation can be handled through three branches namely, attention, emotion, and behavior regulation in a self-regulation research for school students, in this concept these three things are continuous between one another in the learning process learning.

Basically self-regulations the ability of someone to control emotions in themselves and develop them into a good effort in learning, good emotional control and good motivation in yourself can make a learning activity better, especially in learning English where one of the skills of English language is peacock speaking that is very dependent on good or bad self-regulation on someone, this also includes conversation and word arrangement, when looking at the interlocutor or conveying ideas in a speech, a person can apply self-regulation and good emotional control such as member understanding and good ideas too so that good regulation is formed.

2. Factors that Influence of Students' Self-Regulation

According to Bembenutty (2015) them put forward a theory about the role of regulation that positions a model in which personal, environmental, and behavioral factors control the main role in understanding human regulation. Factors from within students affect the growth of a student's self-regulation. According to N. et al. (2016) Internal factors and motivation possessed by students themselves can help students in learning focus, where this can only be owned by one of each individual, because each student has the characteristics and characteristics of each that are not owned by others. According to N. et al. (2016), external factors consist of family, surrounding environment, friends and other relationships that can help the development of student regulation.

Specifically, factors influence students self-regulated learning including internal factors i.e. (1) self-observation: Self-observer is a form of student self-recognizing and determining their own learning patterns, this observation can only be done by individuals themselves because of this ability to explore their own potential, (2) Judgemental Process: In this is very important to foster good motivation in themselves, because in this process students look for the development of their self in learning, self-regulation which is very influential to assess themselves, and (3) Self-Rexaction: Self-reaction is a form of expression that is shown by a student in their self-development and regulation, good emotional control is very necessary so that they can get through any learning.

Meanwhile, there are also external factors influence students self-regulated learning i.e. (1) standards of evaluation: Evaluation standards there are a target of achieving a value of a lesson that must be achieved so that students must be able to spell and develop themselves to achieve. According to Affodegon (2016), Evaluation, as applied science, requires a continuous search for improvement, and an achievement that must be obtained, and (2) Eexternal Renforcement: Similar to the role models of others or the reflection of others this can help someone's self-uncertainty about himself. This factor in self-regulation includes rules learned from others. Good environmental observations can be used in this factor.

C. RESEARCH METHODOLOGY

This study aims to determine the understanding and understanding of students' considerations in self-regulation in learning English. In this study the authors will use a qualitative research approach for this research. According to Creswell (2013), qualitative research is a process approach to understanding and the desires of individuals or groups, this qualitative research also has data types classified in the data that can assist researchers in getting the results of data obtained in the form of, text, images, audio, video, and pictures, as for the additional understanding according to Merriam (2009), qualitative interest as a medium understands the

meaning that someone has done before, namely how to understand their environment, the problems they face, personal development and experiences they have.

The subjects of this study were students of the debate community, namely the debate league at University of Widya Gama Mahakam Samarinda. At least the researchers will involve 3 people in this study consisting of members of the Widya Gama Mahakam Samarinda University Debate League community or UWDL who have participated in the previous debate competition, this is expected to provide a form of difference between the language used during the debate and in their daily lives.

Instrument's main constituent of taking the data of this study is the merging of interviews and question leaflets and observations. this research concerns the qualitative model takes one of the participants to be questioned and looks for the answer (Creswell, 2013). Researchers conducted interviews to students to investigate their self-regulation; this path is taken because this is the best way to obtain data and information that is good enough from the participants. With interviews researchers can reciprocate with participants this is done because it has to do with self-regulation itself where researchers want to see alacrity and responsiveness from the participant, as well as self-control from the participant each given a question.

Forms of data retrieval in this study are the results of the continuation of Miles and Huberman (2014). The model used in this research is a simultaneous flow of activities i.e. data reduction; data representation or data display, and image convention/verification.

D. FINDINGS AND DISCUSSION

The findings of this study will be described based on the results of Interview by means of voice notes and also observations during group debate exercises and the subjects in this study. Dooly and Sadler (2013) also emphasize that group discussions have a positive effect on reflective thinking. The results of this study include the problem of self-regulation in learning to speak English. This research was conducted online, the subjects of this study were students of the UWGMSDBL English Language Education debate community, University of Widya Gama Mahakam Samarinda, who had participated in the debate competition twice.

Subjects are also included as 5th semester students majoring in English, who have quite good debating experience while in the community, because they are willing and active in practicing so they have participated in several competitions, such as, NUDC and Mulawarman open Debate., in order to differentiate between learning the language alone and the competition. Subjects were not observed directly due to the state of the Covid-19 pandemic, which is why we conducted semi-structured in-

depth interviews online, which allowed us to overcome spatial obstacles in reaching a wider audience Janghorban (2014) This researcher provides various question items that are answered by students through voice notes, aiming that students can compose each sentence like a motion in a debate, besides that voice note users can also minimize noise or lag when taking data online, and also users of transcripts. It is supported by the result of observation, during the practice of debating together and also the experience of the competition and also being a team, therefore researchers have several times exchanged ideas in debating.

This part of the research focuses on how self-regulation of children's abilities in learning English by UWGMDBL FKIP English students in interviews conducted via online, the results of observations are that there are several factors used in learning, while the three students are: SW, WGR and EN.

To answer the research questions, the researcher conducted observations on 3 UWGMDBL students who had participated in debate competitions twice, they were asked questions about self-regulation. These 3 people were selected based on their experience in the world of debate which is believed to be able to distinguish between public speaking and speaking in competitions. The results of observations prove that self-regulation in the use of learning English can be used. In addition, research tries to reveal the theory of N. et al. (2016). Internal factors and motivation possessed by students themselves can help students in learning focus, where this can only be owned by one of each individual, because each student has the characteristics and characteristics of each that are not owned by others as for according to N. et al. (2016). External factors consist of family, surrounding environment, friends and other relationships that can help the development of student regulation, which is sought to be expressed in self-regulation in English speaking learning. According to Bembenutty (2015), they put forward a theory about the role of regulation that positions a model in which personal, environmental, and behavioral factors control the main role in understanding human regulation. Erdogan (2018) says that self-regulation and language learning strategies are one important variables that can influence learning. Purpose of the lesson is to analyze the relationship between student's self-regulation and their learning strategy.

This research is also supported by interview data that shows their practice, feelings and how to express themselves in learning English, especially how regulation can help them learn and develop better, in order to strengthen answers in accordance with the explanation of self-regulation theory which consists of meaning. Pichardo (2018) says that self-regulation is the ability of students to be able to take responsibility for their own learning in a context that becomes flexible based on the results of learning activities.

Where getting the results of the three subjects stated that self-regulation was very influential in learning English as well as good emotional control could increase their self-confidence, so 2 out of 3 felt more restrained and tried to control themselves better, only SR had a feeling to provoke opponents and try to mess up their concentration, of the three subjects also explained that the calm and confidence factor can make them master the situation, and from the subjects they have their own habits for learning English, even EN use gossip as a medium for communication and language learning. English in a more relaxed manner finally, statements from three subjects support and suggest that self-regulation language referred to in their custom can be used as one's method of learning English.

This study proves that the use of self-regulation in English learning can help them have the same results. According to Pintrich (2000) the process of independent learning is "an active and constructive process in which students set goals for them. Learning, and then try to monitor, regulate, and control their cognition, which proves their success in learning with their own learning methods.

Therefore, the results of data collection from the three subjects showed that in self-regulation students choose their own habits and learning methods and were balanced with patterns and ways of organizing themselves to be better.

E. CONCLUSION

Based on research conducted on self-regulation in learning to speak English, it shows that there are many indications that influence self-regulation and language learning, namely that one of the factors of habit and self-confidence can increase self-confidence in learning. The subject also explained that there are many good environments. Influential in learning, the subject also explains that his hobbies can be used in learning English such as singing, watching and also telling stories.

Additionally, in the debate the subjects talked a lot about controlling their emotions, according to their explanation, they explained that good mastery of the material is very deep, increases self-confidence, in making speeches, even when attacked by the interlocutor they can turn things around. situations with good mastery of material from the three subjects who were asked explained trying to stay calm in order to give a good speech. In other words, self-regulation can be supported as a method of learning to speak English by studying emotional regulation and good habits. The researchers concluded that the result of this study is that students of English education programs, especially UWDL, use self-regulation learning which improves their speaking ability.

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