

**STUDENTS' SELF-REGULATED LEARNING IN SPEAKING FOR  
ACADEMIC PURPOSES COURSE AT ENGLISH EDUCATION  
STUDY PROGRAM SRIWIJAYA UNIVERSITY**

**A THESIS**

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**FACULTY OF TEACHER TRAINING AND EDUCATION  
SRIWIJAYA UNIVERSITY**

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## DECLARATION

I, the undersigned,

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Certify that the thesis entitled “Students’ Self-Regulated Learning in Speaking for Academic Purposes Course at English Education Study Program Sriwijaya University” is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by Ministry of Education of Republic of Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

Indralaya, January 4<sup>th</sup> 2023  
The Undersigned,



Fathia Khairunnisa  
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## **THESIS DEDICATION**

**I dedicate this thesis to my parents and family who always support me in the tough times, and encourage me to never give up**

**MOTTO**

**Do more talk less**

**“Work hard in silence, let your success be your noice.”**

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Hopefully, this thesis can be useful for the coordinator university, lecturers and students in English Education Study Program, and for all the readers who need it.

Indralaya, 4 January 2023

The writer,

Fathia Khairunnisa



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## **Students' Self-Regulated Learning in Speaking for Academic Purposes Course at English Education Study Program Sriwijaya University**

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### **ABSTRACT**

This study investigated the students' self-regulated learning in speaking for academic purposes course applied by the 5<sup>th</sup> semester students of English Education Study Program Sriwijaya University. A case study of qualitative method was applied in this study. Observation and Focus Group Discussion (FGD) were conducted to collect the data related to the student's self-regulated learning employed by the students. A total of 77 participants joined the observation and 18 volunteered participants participated the interview. The data from the observation were categorized into the category of the self-regulated learning of the Zimmerman framework (2000) and the data from the interview were analyzed qualitatively through theme based analysis. The findings showed that students used self-regulation to acquire speaking for academic reasons in a variety of activities, including reading aloud, watching English films, and conversing in English with partners. Students had difficulties while learning to speak for academic purposes, such as signaling issues, anxiety, lack of confidence, uncertainty, fear of making mistakes, fear of being assessed, and a lack of awareness of formal and informal phrases. Furthermore, students used self-regulated learning based on the following criteria: making a plan and time, practicing using media, being self-motivated, and having an evaluation. Based on the outcomes of this study, it is possible to infer that self-regulation has a positive impact on students' academic speaking skills for academic purposes at English Education Study Program of Sriwijaya University.

***Key words: self-regulated learning, speaking for academic purpose***

# CHAPTER I

## INTRODUCTION

### 1.1 Background

English is a popular language for foreign students to study since it is an international language spoken by people all over the world. Listening, reading, writing, also speaking are the 4 skills that must be learned when studying English. These abilities should be learned in order to steadily improve students' communication ability. As a result, strong performance in speaking English is critical for students. They can readily communicate knowledge with others if they have strong public speaking skills (Liando & Lumettu, 2017). It indicates that speaking is a necessary talent to acquire in order to build meaningful communication without disregarding other abilities.

The success of the students' growth in speaking performance is also due to their duty in learning while developing speaking performance. Students' roles are also vital in creating effective learning since self-regulated learning is a key component of producing successful learning (Kzl & Savran, 2018). During the learning activity, students are encouraged to be independent and active in selecting what they need to learn (Arianti, 2017). Students will learn how to plan, set goals, manage time, self-evaluate, gain self-motivation, and employ tactics to achieve their objectives (Zelege et al., 2018).

Self-regulating learners regularly participate in their conquering by setting goals, planning, using task techniques, and managing time, reflecting on the efficacy of previous learning tactics, and changing destiny mastering as needed (Nugent et al., 2019). Self-regulated learning (SRL) is a framework for how people 'develop to be active dealers of their own learning procedure' (Fadlelmula, akrolu, and Sungur 2015: 1355). This is a self-directed, dynamic, and periodic method in which individuals create objectives for mastery and then ignite and sustain their cognitions, feelings, and behaviors (Pintrich 2000; Zimmerman 2000; Zimmerman and Schunk 2001). According to Zimmerman (1986: 308), self-regulated learners are 'metacognitively, extrinsically, and interpersonally active individuals who manage their own improvising technique,' implying that they are conscience and independent; can self-

organize, self-monitor, and self-compare their knowledge acquisition; and could choose and/or make adjustments the learning environment to improve their abilities.

As a result of SRL, most English students as a foreign language (EFL) university students are looking for opportunities to enhance their capabilities outside of the classroom, English skill is well known, and speaking skills are particularly important (Uztosun,2020). According to Seli and Dembo (2020), self-regulated learning (SRL) relates to university students' self-initiation of taking responsibility for generating primary learning conditions by self-controlling impacting elements and defeating obstacles. Students can also utilize SRL to self-display and self-evaluate their tuition. They could also modify and switch current learning to meet their own learning requirements. As a consequence, students strengthen their mastery and become self-sufficient novices (Reinhardt, 2019; Schunk and Zimmerman, 2012; Zimmerman, 2001, 2015).

Several students have studied the impact of self-regulated learning on mastery or expert academic achievement. The capacity of a student to change has a significant impact on their academic success (Cheng, 2011). According to (Caneiro et al., 2011), students with great self-regulated learning may gain an advanced look at outcomes because they realize a need to investigate, select a cheap choice to meet that need, and satisfy that need efficiently and inexpensively. Meanwhile, Alafgani and Purwandari (2019) identified no connection between self-regulated learning and educational contentment.

Despite the importance of speaking overall performance, college students in Indonesia continue to have low speaking proficiency. Swary (2014) identifies the difficulties of speaking for Indonesian students as fear of making mistakes, wariness, reluctance, and lack confidence. Furthermore, the fundamental issue is that students no longer have adequate opportunities to practice the language before or during the classroom. At one time during the lecture, the teacher exclusively concentrates on discussing the fabric. As a matter of fact, speaking demands more practice in order to develop. According to Khajloo (2013), it is difficult to determine the best coaching strategy for college students. Burns (2019) connected a teaching method speaking in her study by incorporating Goh and Burns' belief of language learning, which involves; directing newcomers' reflected image, allowing comments on studying, focusing students ' learning' attention, instilling feedback or instructions, conducting speaking duties, putting the focus on language, abilities or strategies, rehashing

obligations, guiding newbies' reflected image. This study demonstrates how the cycle is used in the classroom by providing models for instructions and exercises. This cycle is consistent with Zimmerman's (2014) Self-Regulated Learning (SRL) approach, which consists of three stages: foresight and planning, self-tracking, and reflected image on performance.

The self-regulation associated with students' individuality is seen to be beneficial in improving students' speaking abilities. This is in line with a study from Dewi et al., (2019), which revealed that, “independence in completing tasks or assignments provided is what leads students to gradually develop their speaking abilities”. This is also connected to personality, which is a function that every scholar possesses. Cahyani et al. (2020) explain how this influences students' mastery of talking abilities in this present study.

This study aims to address the issues currently confronting students' points of view on how SRL is carried out in online and offline learning environments through the use of various learning media, such as Youtube, Zoom, and mastery control machine developed independently by education systems or universities.

Many studies, especially in speaking classroom environments, have used SRL. According to Aregu (2013), SRL in the classroom influences students' efficiency and performance in speaking ability at Bahir Dar University. The experimental observation emphasizes the significance of improving SRL in the speaking class. This study's gap was that it no longer described what media and learning sports that were addressed in the SRL were used in the lecture room. Fauzi (2017) conducted a previous study on small-institution discussion that may be classified as additional assistance in SRL approach.

Based on the gaps in the previous research, this present look at addressed the needs on how SRL was carried out on the online and offline learning education arena by explaining the learning activities that are carried out based on SRL stages also learning resources employed to support SRL in the class.

This demonstrates that implementing SRL necessitates a greater understanding of the method itself, along with additional work from the instructor to ensure that the deployment is a success and that students embrace it. This study seeks to learn about the 5th semester English department college of teacher and training education students' perspectives and tales about utilizing self-regulated learning approaches to improve their language skill.



## **1.2 The Problems of the Study**

The problems formulated in this study, include:

1. What self-regulated learning activities do students employ to develop their speaking skills?
2. What challenges do students encounter in Speaking for Academic Purposes course?
3. How do students employ self-regulated learning to improve their English speaking skill?

## **1.3 The Objectives of the Study**

This research aims to:

1. Find out the self-regulated learning activities to develop the students in employing their speaking skills.
2. Find out the challenges of the students encountering in Speaking for Academic Purposes course.
3. Find out how the students employ their self-regulated learning in improving English speaking skill.

## **1.4 The Significance of the Study**

Hopefully, this study could help English students recognize how to enrich their speaking capability and how to self-regulate when engaged in English learning, specifically speaking ability. This study is meant to be utilized as a reference for lecturers and future researchers as they attempt to enhance the research. This research is also meant to give necessary information to the study program or any academic establishment in order to increase educational outcomes and student performance.

As English Department educators and students, we must be conscious of how to make this knowledge even more beneficial in order to help future students by realizing that SRL provides significant advantages for learning across the curricula. To begin with, it helps students, faculty and staff, and curriculum developers. Several studies have revealed that high achievers use self-regulation more regularly than low achievers (Pintrich, 1995). Students who self-regulate their behavior, environment, and intellectual functioning will become successful educated. The study's findings

would provide the educational profession with a comprehensive explanation of how SRL methods might be used to improve English speaking abilities, particularly in how students become regulators of their own learning. Students in the English language education area may profit. First, the study's informants would understand that their own technique of learning is beneficial and that they can influence other students positively. Second, new students studying English would pursue this aim in a different way. That is, students would realize that they could study English not just in the classroom but also at home in a self-regulated approach. Thirdly, It would assist students in educating and guiding their peers on the autonomy of learning. Fourth, colleges and the Ministry of Education may explore about including SRL into their English curricula in order to recognize that learning that occurs outside of the classroom enhances academic achievement and may be helpful for those who have difficulty learning and speaking English.

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