THE IMPLEMENTATION OF SELF-REGULATED LEARNING TOWARDS EFL STUDENTS SPEAKING SKILLS: SENIOR HIGH SCHOOL CASE

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Abstract

Mastering speaking skills needs a long process and a suitable way of learning. In Indonesia itself, the students still have a high dependency on the teacher which makes them being more difficult to learn speaking skills with that behavior. This study purposes a learning model namely Self-Regulated Learning to reduce the students dependency on the teacher. Therefore, this study aims to describe the implementation of Self-Regulated Learning and the students perception as well. The sample population of this study is 22 students of 10th graders at Senior High School 1 Sampang and one of the English teacher there with purposive sampling. The researcher gave a questionnaire, a self-reflection diary, and interviewed the samples to collect the data. It was found that Self-Regulated Learning is a suitable and helpful learning model that makes the students can organize their learning, know themselves better, and improve their speaking skills. Meanwhile, the teacher also should accompany the students by creating a good learning environment and building a strong relationship with each other. The teacher also should concern with students who have low motivation because they are less of improvement in implementing Self-Regulated Learning.

Keywords: *Speaking Skill, Self-Regulated Learning, High School Students.*
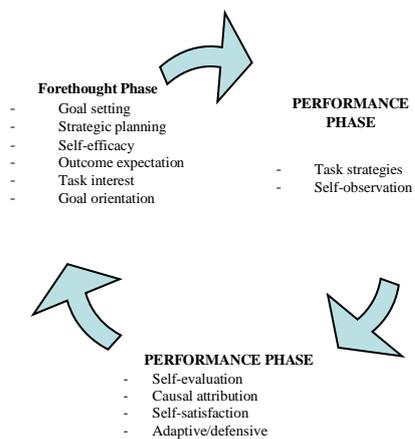
Introduction

The Kelsen (2019) stated that speaking skill is an essential skill to master a language because students must be able to communicate using the language. It involves students' knowledge, motivation, and skills (Spitzberg, 1983) which teachers will associate those three elements into speaking activities in the classroom. As the process of acquiring a language, students normally will experience difficulties or even failures. The most common issue of students speaking skills in schools comes from their achievements. A lot of students become anxious and avoid speaking skills because their scores are not as high as their expectations (Raković et al., 2022). Student's reactions to their scores can be predicted into two probabilities. The first

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probability is that they will be disappointed and surrender to learn speaking skills and the second probability is that they learn and practice harder to search for what activities can make them improve. This situation is a risky phase because student's next achievements are determined by their previous achievements (Zimmerman, 2013). It can determine how the students approach the next topic or how much they will learn later (Cho et al., 2020).

In another case, some countries run their education system nearly influenced by behaviorism theory. It creates a culture in which students are highly dependent on the teacher because behaviorism learning is fully controlled by the teacher. The students only do what the teacher asked to them exactly with the same steps. Surprisingly, Mazenod et al. (2019) found that students with high dependency to the teacher have low achievements rather than independent students. However, those students still should not be judged as low-qualified students because they have hidden potency that can be explored and developed by the teachers. This study purposes Self-Regulated Learning in order to expose how the students should direct their learning, that is to be independent and can control themselves.

Self-Regulated Learning is a learning model where students can regulate their learning by themselves which consists of cognitive, metacognitive, and the strategies to use the resources (Theobald, 2021). Cognitive and metacognitive were really important in learning activity because it is the ability which students can link their preliminary knowledge to the present knowledge that they are learning. Not only playing in those three fields, but Zimmerman (2013) also explained that SRL is also related to students motivation, behavior, and environment. Those definitions show that SRL want to make the learners maximize the students learning both intellectual and emotional aspects that take important roles in the learning process.

Basically, there are a lot of SRL models existed in education fields. The differences between all of them are just about which SRL elements would be emphasized more and some of them do not include several phases of SRL. SRL model that is used in this paper is the model from Zimmerman and Moylan (2009) namely Cyclical Phases. Panadero (2017) made a comparison from six models of SRL and found that Zimmerman and Moylan cyclical phases's structure is the model that emphasizes more various SRL elements such as cognition, motivation, and emotion.

Forethought Phase
- Goal setting
- Strategic planning
- Self-efficacy
- Outcome expectation
- Task interest
- Goal orientation

PERFORMANCE PHASE
- Task strategies
- Self-observation

PERFORMANCE PHASE
- Self-evaluation
- Causal attribution
- Self-satisfaction
- Adaptive/defensive

Carter et al. (2020) also explained that SRL is commonly divided into three phases; they are forethought, performance, and self-reflection. Students will set their goals in forethought phase, then they consider the plans and obstacles they

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will face. In the performance phase, students will learn and do the task given by the teacher as maximal as they can. After that, they will evaluate their learning and consider what things should be improved.

Some studies already proved SRL effectiveness on students learning. Dörrenbächer and Perels (2016) found that students with high self-regulation will openly accept experiences and reduce their anxiety. It is because they are more ready to arrange strategies to solve the problems they met. SRL also increases student's willingness to practice the lesson such as the study conducted by Sun and Wang (2020). It was found that the students start to use English in their daily life interactions and like to send emails to their friends using English after implement SRL. It shows that SRL may increase the student's motivation to learn more. The most important thing for EFL students is the intensity of exposure so that the students will be familiar with English. Self-Regulated Learning was implemented in many learning fields such as student's improvements and writing ability, but few of the researchers conduct SRL to be implemented to the speaking ability. Thus, this study was aimed to describe the implementation of Self-Regulated Learning in the EFL speaking class and the student's perception as well.

Method

This study is a descriptive research with ac qualitative approach. Descriptive research is the research that aimed to understand the nature or process of the variables (Ary et al., 2010). So, this study will explain how the teacher implements the SRL in speaking class and the student's perception of SRL implementation in a descriptive manner. This study will explore more detailed information about the SRL because the samples will be interviewed and they can give better data to understand the implementation of SRL and their perceptions.

Taking the population from 22 students from 10th graders of Senior High School 1 Sampang and one of English teacher there, the researcher used purposive sampling and reasoned that the students of Senior High School 1 Sampang already have the basic knowledge of English such as vocabulary and grammar, but a lot of them cannot speak fluently. Not only that, but the 10th graders there also still have dependency on the teacher such as the spirit to read the materials and do the homework.

It has four instruments; they are questionnaire, interview, self-reflection diary, and field notes. The data collection for research question 1 will be gathered using field notes, self-reflection diary, and interviews with the teacher. It is purposed to know the steps of SRL done by the teacher and other detailed information. Meanwhile, the research question 2 data will be collected from the questionnaires of the students about their perception towards the implementation of SRL. Then, several students will be interviewed to get more detailed information.

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To analyze the qualitative data, this study will use Ary et al.'s (2010) data analysis technique. Firstly, the data will be red and familiarized into certain keywords. Then, the researcher organizes the data by agglomerating them. The next steps are coding and reducing the organized data into words. Lastly, the researcher interprets the result. method section tells about how your conducted the study. The method must be presented in past tense. The method may cover design of the study, sources of data (population/sample), kinds and amount of data, instruments, data collection tehniques and data analysis.

Results

The In this part, this study combines the questionnaires and interview data for more detailed information. Those findings and interpretations are used to answer two research questions of this study.

SRL Implementation in Speaking Class

Forethought Phase

> T: "Students, we will have speaking practices for this factual report. So, you can browse in the internet or find in the textbook, or anything, it's up to you, but under the theme of technology. The text should contain the text structure that we already learnt. There are general statement, and … yes. But, it can't be too long. You can choose the text with only three paragraphs or you can edit the text you found in the internet, so it will be about 5 minutes performances. The things I would like to score are how do you master the content or the materials, grammar, your fluency, and your stage act".

Firstly, the teacher taught the materials which in this study is factual report. Then, the teacher gave the instruction to the students about speaking performance. The teacher also mentioned detailed criteria that would be assessed as the students preliminary portrayal about what elements students should have in speaking performance as well as the limitation of this task. Meanwhile, the teacher also does not regulate how the students would do the speaking performance because they must learn by themselves in their own way. As the students references, the teacher can give some examples to the students, which in this study, the teacher still gave examples where the students can find the text. Unforgettably, the teacher let the students to ask what points they do not understand the instruction and answer them.

Before the task instruction, the researcher gave the students a self-reflection diary. Self-reflection diary is used as the guideline of the students how to participate in this study and platform for the students to tell their experiences such as their goals, learning outcome, their progress, and other steps of SRL by Zimmerman and Moylan.The next step after instructing, the students fill self-reflection diary at home. It means that they must fill it according to themselves.

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At the "goal setting" phase, the students were asked to determine their goals in this speaking performance. The goals can be general such as do not get the score under the minimum score which in this school is 80 or it can be from the students internal goals.

S3	:	my goal is to get the score above 85.
S8	:	perform maximally and get the satisfying score (90).
S10	:	brave to speak.

At the "strategic planning" phase, the students determined what strategies they would use to perform maximally. A lot of strategies can be done such as practicing in front of the mirror, watching videos of speaking English in the internet, and many others.

S5	:	I keep memorize the text everyday.
S7	:	read the text per paragraph everyday and re-write the text to be faster to remember.
S11	:	watch the youtube videos and repeat to read the text.

At the "self-efficacy" phase, the students were asked about the percentage they believe that they will reach their goals.

S14	:	I believe 95% that I can reach my goals.
S19	:	I believe 40% that I can reach my goals.
S21	:	I believe 99% that I can reach my goals.

At the "outcome expectation" phase, the students will expect some outcomes after the speaking performance. Some students can not differentiate the differences between goals and outcome expectation, but the teacher already clarified to the students that outcome is more practical, obvious, specific, and measurable rather than the goals.

S4	:	the result I expect are being able to speak in front of the class fluently without being nervous and be fluent to speak English.
S6	:	Can improve my pronunciation and be more confident.
S22	:	not remedial.

The next is "task interest" where the students searching for the mean of the speaking task for them. The answers would be various.

S9	:	I really want to train my speaking skill for the preparation of my campus life.
S20	:	I really want to know public speaking because it is important for my career.
S22	:	I can express what I am interest to.

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The next phase is "goal orientation" which contain about how the students always focus and do everything only to achieve their goals. It can be described as a commitment.

S1	:	I must *keep training to be better in public speaking, if not, I will make Mr. Suryadi disappointed.*
S3	:	*I must keep training to be fluent because If I fail to achieve my goal, I will be disappointed.*
S10	:	*I must keep training because* my English is still bad.

After forethought phase, the students came into performance phase which consists of two sub-phases, they are "task strategies" and "self-observation". While performing, the students did their strategies which most of them used memorizing strategies. Sometimes, some of them forgot about what they must say, but they kept memorizing until they remember the next part. There were some students that did improvisation because they were stuck at the moment. Unfortunately, there are some of the students also stopped and went back to their seats after they tried to speak again, but still can not continue their performance. Related to "self-observation", the students must observed their performance so that they can evaluate it later. Some of the students observed themselves by recording using their smartphone and some of them ask their friends to watch their performance completely. In the interview, some of the students also observed themselves by memorizing their performance independently and realized what part that should be improved.

After all performance from the students, the teacher gave general feedback in the class. It is used to help the students to more realize what their weaknesses and strength and how they can overcome them.

The last phase is self-reflection phase which consists of "self-evaluation", "causal attribution", "self-satisfaction", and "adaptive or defensive". At "self evaluation" phase, the students were asked to analize their strength and weaknesses after get the result of their performance observation. Then, they reflected whether they already achieve their goals or not and what reasons behind their success and failure to achieve the goals. It was called as "causal attribution". For "self-satisfaction" phase, the students could wrote on their diary about the precentage of their satisfaction on their performance. The last subphase is "adaptive or defensive" where the diary asked what the students must do for the next speaking class.

The important aspect that should be highlighted is about how the teacher builds relationships with students. The sample told that it is about stimulating a good environment through communication and consultation. The sample believes that his students can implement Self-Regulated Learning and teacher can accompany students learning process. One of the example of good actions done by the teacher is using the technology development such as making Whatsapp group with the students. The sample told that he can ask the students difficulties in speaking performance through

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Whatsapp chatting feature and the students can share anything they want to. The teacher also responded students difficulties by giving the suggestions or some tips and strategies to remember vocabulary, being confident, and many others.

Since curriculum 2013 was being implemented at Senior High School 1 Sampang, the students actually already did independent learning and organized themselves. That's why it is important to explore what is the exclusivity of SRL designed by Zimmerman and Moylan in this study. The sample briefly explained that SRL designed by Zimmerman and Moylan has more specific steps that never be done by students conciously in the interview.

First, Zimmerman and Moylan design regulates the students to determine their goals. It gives freedom to students to determine their personal goals. It makes students become more ambitious and aware what should they do for their competency. Secondly, this SRL design regulates the students to observe themselves which in this study is observing their performance. It is still considered as new way of learning comparing with common independent learning. At least, the students can be more aware about their learning. Thirdly, this study used self-reflection diary to make the students still in line with the research, but it affected the students well. The diary make the students apply the SRL well and freely tell their experiences and feelings. SRL by Zimmerman and Moylan was viewed as a helpful learning model by the teacher. The students learning process became more organized and know their strength and weaknesses well which they also need to critisize themselves.

Students' Perception Towards SRL

A. Forethought Phase
   1. Setting Goals

S5	:	*very very important because my goal can help me and my parents do not spend money a lot.*
S8	:	*very important, the goals can make us prepare ourselves maximally so that we can achieve the goals.*
S10	:	*important because in doing something, we should have a strong goal in order to be spirit.*
S16	:	*very important because with the goals, we can control ourselves to what direction we will achieve our goals.*
S19	:	*very important because the goals can motivate us to be spirit to exercise.*

Most of students think that setting goals is very important, some of them are important, and few of them are very very important. Setting goals was felt as an activity that can make them easier to plan and prepare the performance as well as the foundation to face the challenges. It also makes the students become directed to what extent they want to accomplish their speaking performance and what steps to do next. The students also became optimist and spirit to do the homework which is

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strengthened by other students saying that they were motivated to exercise after that. Besides, setting goals make the students become easier to achieve the goal itself by state it in diary. Another perception is that setting goals can be the moment where students determine higher expectations for them and can evaluate the result. One of the students also answered that it is about money saving where economic disadvantages is correlated to students low regulation (Davisson et al., 2021).

2. Planning the Strategy

S8	:	*very important because the strategies can make our performance become more confident and maximal.*
S12	:	*in order to perform maximally and being sistemitic in exercise.*
S13	:	*very important because it can help to be more efficient and effective to achieve our goals.*
S22	:	*not too much because I only memorizing.*

Most of them viewed that planning strategy is very important, fewer of them viewed as important, and the rest is not important enough. Most of students explained that strategy can help their performance as well as they can be directed in preparing the performance and maximalize the preparation. They also use their strategy to get the outcomes they want such as fluency, confident, pronunciation, etc. Few the students also mention that planning strategy helps us to know how high the achievement we will get. Meanwhile, the students explain that strategy is not important enough because they have low motivation and only use memorizing strategy.

3. Self Efficacy

S7	:	*If I am consistent, I am capable to achieve the goal.*
S9	:	*yes, because I already maximalized the strategy.*
S18	:	*yes because I exercised enough.*
S20	:	*I feel that not yet because the performance before is still bad.*
S21	:	*capable, good or not the result, the important thing is finish the homework.*

The question shows how much the students believe that they can achieve their goals. Some of them believe that they are capable and capable enough to achieve their goals because they already exercised before and maximized their strategy. Some of them also feel confident and optimist, but sometimes feel nervous and low skilled. Other reason is also because they want to finish the assignment. Meanwhile, the students who feel incapable, they reasoned that they are less exercised and ever experienced bad performance before.

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4. Learning Outcome

S11	:	very important, with the outcome I can know how maximal I learnt.
S13	:	important because the outcome influences the future I would like to achieve.
S16	:	very important because with the outcome, we can know how high our capability is.
S17	:	important because it can be the motivation to learn.
S21	:	Learning outcome is important, but I do not much care about it.

The sample answers are only two varieties, they are important and very important. There are lots of reasons behind their answers such as want to get improvement then before, evaluate the result using learning outcome, and measure their speaking competency. They also answered that learning outcomes can become their motivation to get better things for their skills and it is important for their future such as career, university admission, etc. Interviewed student also told that they can make higher and higher learning outcome to improve speaking skills and not be stagnant. However, there is one student who does not much care about learning outcomes. After being interviewed apparently he only cares about improvement and can express his idea while speaking performance.

5. Meaning the Task

S1	:	happy and relieved because in my opinion this task is challenging and I can pass it, it will be useful for me in future.
S8	:	my feeling is proud because with this task I can speak English with a good enough pronunciation so that it improves my skills.
S12	:	make me more aware how important public speaking there.

Most of the students answered that they are happy, and others answered that they are very happy, relieved, satisfied, proud, and just so so. The students answered that speaking assignment is challenging, and useful for their careers. Besides, the assignment makes them become more confident and can improve their speaking skills in English. A lot of students also like this assignment because they want to master speaking skills in English. It can be interpreted that none of the students give bad feedbacks towards the speaking assignment.

6. Commitment

S15	:	very important in order to keep exercise even though still there are a lo of weaknesses.
S7	:	I am capable to create a conducive learning during the process.
S8	:	very important. If I can not achieve my goal, I will fail. It is like a commitment for me to be more focus to achieve the goal.

Most of the students think that commitment is very important and important, but less of the students answered not important enough. The students explained that

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set a commitment can make them easier to achieve the goals and motivate them to be more spirit and optimist. Setting a commitment is also stimulates the students to create a conducive learning environment for them and remind them about the preparation. As important as reasons mentioned before, setting a commitment is important because the students are afraid to fail and also still have low speaking skills.

B. Performance Phase

1. Apply the Strategy

S1	: *happy and relieved because my strategy ran as well as I planned.*
S5	: *I am grateful even though not 100% successful, it is beyond my expectation.*
S6	: *happy because the strategy I used is influential and help me to achieve my goal.*
S21	: *just so so. I think it doesn't need strategy if already experienced.*

The result of the questionnaire and interview show that after apply the strategy, the students feel very happy, happy, satisfied, satisfied enough, unsatisfied, feeling better, relieved, good, and just so so. The students who give positive feedbacks reasoned that some of them can apply their strategy, the strategy helped their performance well, and they have improvement in their second performance, even beyond their expectation. Meanwhile, the students who give negative or moderate feedbacks answered that they are blank and forget pronunciation while performing and do not have any strategies for their speaking performance.

2. Self-Observing

S2	: *not satisfied and disappointed with my performance because of lack of gesture and nervous.*
S3	: *happy and I am more spirit to learn English.*
S8	: *proud to myself because already did the best.*
S17	: *happy because I know what should be kept and what should be improved.*

Most of the students feel positive feelings which can be seen from their answers that are very happy, happy, happy enough, satisfied enough, proud, and proud enough. It is because they got self believe to achieve the goals, can overcome the weaknesses, and have improvement for their speaking skills. Some of them also feel that they already did the best for their performances, being more confident, and more spirit to learn English. More than that, they also can know their strength and weaknesses and know what should be improved. However, some students also give negative feedbacks such as unsatisfied, disappointed, and a little bit disappointed. It is because they have problems while performing such as lack of gesture, nervous, lack of memorizing, even beyond their expectations. Mixed feeling also felt by the students because they have two reasons while performing that already mentioned before.

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C. Self-Reflection Phase
1. Identify Strength and Weaknesses

> S4   : *I am more confident, apparently I also have strength, not only weaknesses.*
> S13 : *struggle to keep exercise with my weaknesses.*
> S17 : *relieved by this I can muse, accept, and improve weaknesses in my performance.*

Most of the students give positive feedbacks and some of them are moderate. Thestudents feel very happy, happy, happy enough, more confident, satisfied, aware, good, relieved, and just so so. They reasoned that they can know themselves better as well as knowing their strength and weaknesses and improve their speaking skills from the result. they also reasoned that they more understand the material of factual report and being motivated to train more.

2. Reason for the Success or Failure

> S2   : *disappointed for my failure to achieve a better goal.*
> S14 : *satisfied and happy can be more appreciate the hard work.*
> S17 : *more spirit to improve it.*
> S18 : *very happy can understand ourselves more.*

The students feel various kind of feelings, they are satisfied, motivated, very happy, happy, happy enough, very good, good, more spirit, just so so, unpredictable, and disappointed. Various reasons they gave such as the strategy they applied was successful as well as can achieve their goals, being motivated for success (explore their potency, achieve their goals, etc), know themselves better, and more understand the goals mean for them. There are some of them who fail to achieve their goals and learn to be not easy to surrender. The important reasons from them are also like learn from mistakes, respect their effort, and observe before their performance.

3. Satisfied or dissatisfied

> S6   : *Satisfied because I delivered it very confidently.*
> S9   : *satisfied enough because the strategy I used is successful.*
> S12 : *yes, satisfied because I already did the best even though still lack.*
> S19 : *unsatisfied because I did not perform it well and not perfect yet.*

The result revealed that the students feel very satisfied, satisfied, satisfied enough, and unsatisfied. Some of the students mentioned that their performances are bad and the strategy is unsuccessful. However, most of the students mentioned that the performance is good, the strategy is successful, they already did the best, they are confident, and can perform without the text.

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D. SRL Sustainability

The researcher also asked the students whether they will use SRL for the further learning process or not and the reasons.

S1	:	*maybe yes so that I can master speaking and try new things.*
S2	:	*yes because learning independently is challenging.*
S4	:	*no, I still need teacher to learn English.*
S5	:	*yes because it helps me in deciding which one the best.*
S16	:	*yes because it grows my confident, starts to correct my pronunciation, and faster to understand the material.*
S19	:	*independent learning helps me to achieve my goals, but in my opinion, sometimes we learn together. So, I will learn independently and learn together for the next learning activity.*

Most of the students answered yes, and fewer of them answered no and maybe. The students want to use the SRL for the next learning activity because it is challenging, they can try new things, make them become more confident, and as a new way of learning. The important reasons are SRL helps them in decision making process to their goals, know themselves better, and have evaluation for them. SRL also helps the students to learn speaking and master it as well as improvements that they mentioned. SRL is also suitable while the online class in this pandemic era. Meanwhile, the some students that will not use SRL for the next learning activity reasoned that they need teacher and will not use any strategy. However, there are some students will use both SRL and learning with friends because they think that they cannot use independent learning all the time.

Discussion

The implementation of Self-Regulated Learning could be illustrated from three big phases, they are forethought phase, performance phase, and self-evaluation phase. Forethought phase is the time for the students to prepare their learning or task which includes goal setting, strategic planning, self-efficacy, outcome expectation, task interest and goal orientation sub phases. Performance phase is the time for the students to apply the strategies they have and observe their performance. Then, the students will paas some sub phases at self-reflection phase. The sub phases are self-evaluation, causal attribution, self-satisfaction, adaptive/defensive.

Besides, this study found that Self-Regulated Learning is a suitable and helpful learning model to be implemented in speaking class. It can be seen from the positive feedbacks given by the students in each phases. Overall, SRL can accommodate the students metacognition, motivation, and behavior (Greene & Murphy, 2021) which this study described three positive feedbacks after its implementation.

The first advantage is that Self-Regulated Learning helps the students to master the lesson they learnt which in this study is speaking skills. It was shown by the

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students improvement such as being better in pronunciation, script memorization, fluency, and many others. It is also proven by Nggawu et al. (2019) who found that students with high self regulation also will have a high learning outcome. They will have more respectful feeling to the assignment that they got, then it makes them to do the assignment maximally.

Besides, another exclusivity is that SRL makes the students know themselves better. It is because the depth of the students analysis about themselves will determine their next performance (Raković et al., 2022). By implementing SRL, the students will start to identify their strength and weaknesses rather than independent learning which lack of self-monitoring. Schraw et al. (2006) found that Self-Regulated Learning repairs the students' internal affirmation. It happens to this study where some students got another perspective about their strength or weaknesses that they never realized in observing their performance. It is because they can ask feedback to teacher or their friends then reflect it using diary.

The third finding is that Self-Regulated Learning helps the students to be more independent in learning activity. Voskamp et al. (2020) also proved that the samples of their research started to reduce their dependency on the teacher after implementing SRL. It happens because all activities integrated in SRL stimulate the students to feel that they are the owner of the study and they have responsibility on their learning. The students most likely do not wait the teacher anymore and always ask themselves what should they do next.

However, the hardest part of SRL is to ensure the students motivation to have changes or improvement in the next performance after they know their strength and weaknesses. From the result, we can conclude that Self-Regulated Learning will be very helpful for high motivated students rather than low motivated students to improve their performance. It is in line with Bahri and Corebima (2015) findings which stated that motivation takes a big contribution to Self Regulation. When the students are motivated well, they will do more effort and set new goals for their learning. Meanwhile, unmotivated or low-motivated students orientate their learning only to finish the task rather than improve their skills which they will be less of exercise. So, the process of their self-regulated learning will be flat and less of progress.

However, regulating themselves does not mean that teacher should not take a role behind the students learning. The teacher can become the facilitator of supportive learning environment. It can be started by building the cultural interest such as reminding to future career, bring relatable issues for the students and so on (Zheng et al., 2018). It makes the students become more spirit to learn because they learn interesting topics for them. The teacher also can communicate the students independent learning process well, being warm to the students, and act well to them. Those attention can be done by using a lot of ways, one of that is by utilize the technology development. The teacher can connect with the students social media and

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build a good relationship with them. This case is very important because students engagement can be built from teacher's treatment and imagery (Thornberg et al., 2020).

Conclusion

This study found that Self-Regulated learning is a suitable and helpful learning models in learning speaking skills, especially to learn independently. The students will regulate their learning in three phases, they are forethought phase, performance phase, and self-reflection phase. Self-Regulated Learning makes the students reduce their dependency on the teacher, plan the strategy to perform maximally, and understand themselves better by identifying the strength and weaknesses. Furthermore, the implementation of Self-Regulated Learning can not be separated with the teacher roles. The teacher can be the facilitator that can provide the supportive environment, build communication and consultation with the students. However, Self-Regulated learning is less impactful enough for low motivated students to improve themselves well so that they still need teacher's guidance and support also. conclusion provide the description of the research answers. Give a simple explanation about the result of the study. The limitation and recommendation related to the study may also mentioned.

Based on this research experiences, the researcher suggests the teacher to pay attention more to the low motivated students so that they felt that they are embrassed and have motivation to change. This study is not a perfect result that can represent the SRL implementation since it was limited to Senior High School students and speaking skills. Therefore, the further related studies are possible to explore the field of SRL to another skills of English and broader level of school. It is also important to have further research about low motivated or unmotivated students and how to overcome their problems in Self-regulated learning setting.

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