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## The Analysis of Self-Regulated Learning in Improving Speaking Skills at the Classroom Context

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### Abstract

This research aims to investigate how students self-regulated their learning in order to build their speaking abilities within the framework of a classroom setting. Since the majority of the study focuses on the relevance of speaking skills, this research is particularly relevant. This study examines how students may better themselves by self-regulating their learning to improve their speaking abilities in terms of smoothness or fluency in a classroom setting. In this particular study, the paradigm of quantitative research was used. The sample in this study was recruited from one of the junior high schools and totalled 33 students. The speaking test was the instrument used to gather the data. Based on the findings of the data, the students had a mean score of 71.66 on the pre-test assessment of their fluency (smoothness). While the post-test had a mean score that was higher than the pre-test, the post-test score for fluency was 81.06. Furthermore, the analysis of the data showed that the value of the t-test was more than the values in the t-test table ( $12.590 > 1.693$ ). It indicated that there was a considerable disparity between them. Accordingly, it is possible to draw the conclusion that the implementation of Self-Regulated Learning was seen to be successful in improving the students' speaking abilities, particularly their fluency.

## Introduction

Speaking is one of the most crucial talents to acquire and improve as a way of efficient communication, and it is also one of the most basic abilities. Speaking ability is often recognized as one of the most challenging components of language acquisition. Moreover,

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Rum et al. (2022) stated that learning to speak is more complicated than learning to understand the spoken language. Many people who are learning a language struggle when it comes to expressing themselves verbally in that language (Chapman & Campbell, 2016). In addition, According to O'Malley & Pierce (1996), one of the most important roles of any teacher working with English language learners is to help students develop the ability to communicate effectively through oral language. According to Shahini & Shahamirian (2017) when it comes to fulfilling communicative aims in conversation, a greater emphasis is being placed on fluency. This is because of the relevance of correctness.

In terms of fluency, according to Richards (2006), the use of language in its most natural form is considered to be an indicator of fluency, which occurs when a speaker participates in and maintains meaningful conversation. Despite the limits in one's communicative ability, this conversation would nonetheless be understandable and continue. In another sense, a fluent speaker is able to communicate without pausing often to think about what they are going to say or how they are going to say it (De Jong, 2018).

According to MacIntyre et al. (2011) most students have trouble communicating because they are embarrassed by making mistakes in front of their peers. What they learn is rendered useless as a result. To make matters more complicated, students also struggle to improve their English due to a dearth of experience, a limited vocabulary, and access to modern language learning tools. The setting must be conducive to learning English, after all. Since some of the other students make fun of those who try to talk English in their setting. This causes them to feel inferior, ashamed, and reluctant to pursue learning English. It's tough to get pupils to study on their own time. In the session, they only focus on English. When the lesson is over, so is the opportunity to acquire English.

The study's objective is to see if students' classroom performances become more fluid after implementing the Self-Regulated Learning strategy. The study's authors concluded that implementing strategies for self-regulated learning was crucial if students were to see gains in their public speaking abilities. To the extent that students are metacognitively, motivationally, and behaviorally engaged participants in their own learning process, we can say that they are self-regulated (Zimmerman, 1986). Students who participate in Self-Regulated Learning are allowed more freedom to direct their own education (Loyens et al., 2008). Their instructors, however, will continue to track their development. The pupils will find it easier and more enjoyable to study. Aregu (2013) defined self-regulated learning as an active learning process in which students actively encourage themselves to understand the materials they deal with, complete tasks, monitor their own progress, evaluate their own performance, and make adjustments based on their own self-evaluation reports.

To get students to stop making the same mistakes over and over again and come up with a plan to fix their work, teachers can try implementing a system that enables students to self-regulate their learning. Novita's (2019) research suggests that self-regulated learning, which consists of different phases, can help students improve their abilities. Self-regulated learning is also being used to help students in another scientific project improve their language skills (Öztürk & Çakıroğlu, 2021). Mahjub's (2015) study shows that students who were taught how to better manage their own learning did better on the IELTS speaking exam. Furthermore, Aregu (2013) argued that fostering students' ability to self-regulate learning in spoken communication courses could help them improve their speaking skills. According to Buitrago (2017) self-directed learning interventions in spoken communication classes similarly aid students in becoming more effective communicators.

## Research Methods

This study, labeled as d pre-experimental research, was performed with eighth-graders from SMPN 26 Makassar to assess how well Self-Regulated Learning would help them improve their public speaking skills. The students took a preliminary exam designed by the researchers to gauge their foundational understanding of their own linguistic competence (Renandya et al., 2018). In the next stage, known as therapy, the researchers employed a method called self-regulated learning. When the inquiry was finished, a follow-up examination was conducted. By collecting students' results on both the pre- and post-tests, we were able to demonstrate the significance of the variations between the two assessments.

For this inquiry, we employed the use of an oral speaking exam. The pretest and posttest were both administered orally. The pupils shared their conversations with the class after working on them in pairs. As the name suggests, smoothness (or fluency) was the main focus of this investigation.

In order to analyze the collected data, the experts employed the SPSS software. The purpose of running the data through SPSS was to see if there was a statistically meaningful improvement from the first to the second round of testing. Meanwhile, the following are descriptions of some stages of the treatment: Having been prepared by the instructor, the course was to be examined at the students' own pace. The onus of goal-setting and method-building for self-directed learning rests squarely on the shoulders of the students. Students were expected to take charge of their own learning in this area. While the pupils were in class, the researcher observed their behavior. Each section was presented by a different group of pupils. The floor was opened to student queries. Students evaluated the resources based on their most recent encounters or the results they obtained from using the resources (McGrew et al., 2018). Students were given the homework to finish at their own pace and in their own time. In this study, the pupils' ability to communicate orally was assessed.

## Results and Discussion

In this section, the researchers described the results of the data analysis of students' self-regulated learning in improving their speaking skills. The students in the eighth grade at SMPN 26 Makassar saw an improvement in their overall fluency as a consequence of receiving instruction in public speaking skills through self-regulated learning. The following is what may be deduced from the study of the data:

### Pre-test

Table 1. Students' scores of their fluency (Pre-Test)

N	Valid	33
	Missing	0
Mean		71.6667
Std. Deviation		4.94764
Range		25.00
Minimum		50.00
Maximum		75.00

According to the data provided in the Pre-Test, the mean score on the overall Pre-Test is 71.66, the lowest possible score is 50, and the highest possible score is 75. The standard deviation is 4.94.

Table 2. Frequency and Percentage of the students' fluency (Pre-Test)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50.00	1	3.0	3.0	3.0
	65.00	2	6.1	6.1	9.1
	70.00	13	39.4	39.4	48.5
	75.00	17	51.5	51.5	100.0
	Total	33	100.0	100.0	

In terms of frequency and percentage, the result of the 33 students' fluency pre-test is shown in the table above. As can be seen, most students, or 51.5% of them, have received the good category. In the meanwhile, the performance of one of the students improves. In addition, there is no "poor, fair, and excellent" classification for the students' grades.

To recapitulate, before receiving treatment, the students who were enrolled in the eight-grade of SMPN 26 Makassar showed average ability in Speaking, particularly Fluency.

### Post-Test

Table 3. Students' scores of their fluency (Post-Test)

N	Valid	33
	Missing	0
Mean		81.0606
Std. Deviation		5.83063
Range		30.00
Minimum		60.00
Maximum		90.00

According to the data from the post-test that was previously provided, the lowest score on the entire post-test is 60, the highest score is 90, and the standard deviation is 5.830. The mean score on the complete post-test is 81.06, and the minimum score is 60.

Table 4. Frequency and Percentage of the students' fluency (Post-Test)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60.00	1	3.0	3.0	3.0
	70.00	1	3.0	3.0	6.1
	75.00	4	12.1	12.1	18.2
	80.00	12	36.4	36.4	54.5
	85.00	13	39.4	39.4	93.9
	90.00	2	6.1	6.1	100.0
	Total	33	100.0	100.0	

In the chart that was just viewed, you can see the distribution of students' frequencies and percentages for Speaking fluency on the final exam. The statistics in the table come from 33 students, and as can be seen, nearly half of them (48.5%) are in the good category. One out of every hundred students, or 3.0%, falls into the moderately outstanding category. In addition, fifteen pupils (or 45.5% of the total) have very high classification scores. Nobody in this class is middling or below-average. This data shows that the pupils' Speaking Fluency (Smoothness) significantly improved after receiving the treatment.

The data from the pre-test shows that no pupils performed exceptionally well, only one performed adequately, and the remaining 32 performed adequately. The students' Speaking Fluency has considerably increased, as evidenced by their performance on the post-test. There were 15 students who received an outstanding grade (45.5%), 17 who received a good grade (48.5%), 1 who received an acceptable grade (3%) and zero who received a poor grade (0%).

On average, students scored 71.66 on the pretest and 81.06 on the posttest, as shown. The post-test findings are 13.11 percent higher than the pre-test ones. Given the results, it's reasonable to assume that incorporating Self-Regulated Learning into the classroom could improve instruction and student achievement. Specifically for the sake of bettering one's proficiency.

## Conclusion

Implementing Self-Regulated Learning at SMPN 26 Makassar's eighth school level may help students improve their linguistic competence. Evidence supporting this assertion comes from a rise in mean student scores between the pretest and posttest. The average score that students got on the pre-test for their fluency was 71.66. The mean post-test score is higher than the mean pre-test score, but the post-test score for intelligibility is only 81.06. Furthermore, the t-test outcome is greater than the values in the t-test table ( $12.590 > 1.693$ ), as indicated by the data analysis. That's a pretty big gap, so it looks like there's a problem there. Since this is the case, we can reject  $H_0$  and approve  $H_1$ .

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