

Self-Regulated Learning Strategy in Online Speaking Class: How Is It Implemented?

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Abstract:

This online learning era brings also challenges for both students and the lecturer side. Speaking as one of the productive skills is taken by students of EFL as a difficulty especially when it comes to perform in front of their peers and lecturer in the classroom. It also requires lecturers to always create interesting and comfortable learning environment for students especially related to strategy. Self-regulated learning strategy is considered helpful and supporting the online learning condition where lecturer is not around the students. However, it allows students to plan their learning activities, their progress, and ensures them to always get help and feedback while this study aims to describe the learning activities conducted in an online learning speaking class based on Self-Regulated Learning strategy supported by online learning media. This is a case study observing how the SRL is used in the classroom. The setting is a speaking class for 4th semester students at English Literature Department at Universitas Ngudi Waluyo. This study finds that describing learning objectives, giving models, recording a journal, sharing on a forum, and giving guidance for the next cycle of SRL are considered as some activities can be conducted to support the implementation of SRL in the classroom. This study is limited in terms of setting. Further study on wider setting is needed.

Keywords: *self-regulated learning, speaking skill, online learning*

1. INTRODUCTION

Speaking as one of the productive skills is taken by students of EFL as a difficulty especially when it comes to perform in front of their peers and lecturer in the classroom. The online learning environment due to the pandemic triggers lecturers to be more creative in choosing and applying strategies especially in speaking class to ensure students practice their skill at home although without lecturer's presence around them. The needs on learning media and strategy that accommodate the learning objectives has improved. Based on a study conducted by Destianingsih & Satria (2020), the problems faced by most of students are the internet quality and the internet data required every time they have online learning activities especially with Zoom meeting. While this study does not describe how Zoom is used in the classroom with certain strategy. This shows the importance of integrating the learning media with the strategies based on students' needs and condition.

A concept of re-designing the face-to-face learning to online learning is proposed by Kusumawati (2020) and Baron (2020) which reveal that online learning media plays important role in creating positive perspective from students. This becomes another motive why teacher should be creative in creating and using online learning media.

Teaching speaking is considered challenging for teachers and lecturers in Indonesia. The activities and process should be conducted by focusing on how students participate actively. In her study, Burns (2019) proposed a model of teaching

speaking by implementing the concept of teaching speaking by Goh and Burns consisting of; focusing learners' attention, providing input/ guide, conducting speaking tasks, focusing on language/ skills/ strategies, repeating tasks, directing learners' reflection, facilitating feedback on learning.

This study provides the examples on how the cycle is implemented in the classroom by giving the models on instructions and tasks. This cycle can be integrated well in the strategy of Self-Regulated Learning (SRL) proposed by Zimmerman (2014) which consists of 3 phases; Forethought and Planning phase, Self-Monitoring phase, and Reflection on Performance phase.

In forethought and planning phase, students were asked to get familiar with the course by acknowledging the learning objectives, setting their own goals, setting their own strategies to complete the tasks and managing time to complete the task. This is also called as the goal-setting phase which is presented as an activity in a study presented by Kirana (2019).

In Self-monitoring phase, students learn to monitor their progress of learning, for example by completing a journal, reporting the progress, so students can know which part of the materials that becomes their difficulties and handle it by asking for feedbacks or helps from peers or lecturers.

The self-reflection phase is conducted to guide students set their next plans for their next cycles.

The self-regulated which is related to learners' autonomy is considered helpful in improving students' speaking skill. This is

supported by the study conducted by Dewi et al. (2019) showing that autonomy in completing projects or tasks given is what makes students improve their speaking skill gradually. This is also related to personality as an aspect owned by each student as proposed by Cahyani et al.(2020) that also affects the students' mastery in speaking skill.

The chance of implementing SRL in online learning classroom is mentioned as helpful. As presented by Wandler & Imbriale, (2017), it is important to provide not only the materials but also the guidelines on how the strategy is used by lecturer in online classroom especially for undergraduate students. This shows that implementing SRL needs deeper understanding on the strategy itself and more effort from lecturer to make sure the implementation runs well and accepted by students.

This present study attempts to answer the problems faced now related to students' perspectives on how SRL is implemented in online learning environment by using various learning media such as Youtube, Zoom, and Learning Management System developed independently by institutions/universities.

SRL has been implemented in many researches especially in speaking classrooms. Aregu (2013) reveals that SRL in the classroom affects the students' efficacy and performance in speaking skill at Bahir Dar University. The experimental study highlights the importance of enhancing SRL in speaking classroom. This gap found in this study is that it does not describe what media and learning activities

that are included in the SRL use in the classroom. A previous study by Fauzi (2017) implemented small-group discussion which can be classified to help-seeking in SRL strategy.

In another study, SRL is still used to improve students' proficiency in speaking. This study was conducted by Mahjub (2015) which shows that the students taught SRL have higher proficiency when tested with IELTS speaking test. The other study was conducted by El-sakka (2016) by also adding the aspect of speaking anxiety as well as Irawan & Warni (2018). Speaking anxiety still becomes a phenomenon faced by students in the classroom as also presented by Syahfutra (2021). SRL is believed to reduce the students' anxiety when they have to perform in front of classroom. The gap found in this study is that this study did not mention how SRL is integrated with the teaching media.

The implementation of SRL should be supported with proper learning media especially in this online learning era. In a study conducted by Putri (2019), it is stated that Youtube can be one of the media selected by the students as the participants as a learning media while using SRL as a strategy. However, the use of Youtube videos as the sources of learning is not considered motivating students to produce or perform speaking skill. This study does not mention the activities or tasks should be done by the students after watching the Youtube videos as the learning media. It also did not specify the types of videos used in the study.

The instructions of SRL also determines how the activities are led in the classroom

activities. While the instructions of SRL in speaking is also implemented by El-sakka (2016) in his study previously, it did not give clear insight on how the instructions were realized in the classroom activities. Another study by Nurjanah & Pratama (2020) gave more insight on how the instructions of SRL given. Unfortunately, the SRL was applied on reading comprehension class. However, the study suggests further research on how instructions of SRL implemented in other skills of language.

Based on the gaps of the previous studies above, this present study will answer the needs on how SRL is implemented in the online learning classroom by describing the learning activities conducted according to the SRL phases and learning media used to support SRL in speaking classroom.

This study aims to give an overview on how speaking class is conducted in online speaking classroom with Self-Regulated Learning as the strategy.

2. METHOD

This study is mentioned as ethnography study. As stated by Somekh & Lewin (2005), ethnography focuses more on developing the theoretical ideas, in this case is the theory of SRL in speaking classroom by implementing it in the classroom, rather than testing or examining. This design was previously used in a study conducted by ZA et al. (2020) related to the implementation of English learning model.

This study was conducted in the speaking class for 4th semester students at English Literature Department of Universitas Ngudi Waluyo. The 4th semester students were selected because

they were at the highest level of speaking class and considered as being able to self-regulate themselves. The SRL is also considered well applicable to reach the objective of the course; students are expected to be able to perform in academic occasion by presenting their academic paper.

The data were collected from observation, interviews, field notes and document analysis. The data were then analyzed using data reduction, data display, data conclusion/ verification.

3. FINDINGS AND DISCUSSION

In terms of learning activities, based on the SRL, they can be divided into three phases of Forethought and Planning phase, Self-Monitoring phase, and Self-Reflection phase.

Forethought and Planning Phase:

1) Describing the learning objective

This helped students comprehend what they had to do and what were expected from the course. It was important for lecturer to make sure students get the clear perceptions related to the course objectives. This also helped students in terms of focusing their attention. Getting familiar with the objectives of learning also helps students to plan their learning activities. It is possible for them to include the activities they feel comfortable with and how they will reach the goal of the activities. Based on the objectives, students will have insight on what they are expected to be able to do at the end of the learning process. Whether the point of the learning is the dialogues,

monologs, in terms of formal speech or informal interactions, and so forth.

2) Modelling

Giving the model about the standard of the assessment is considered helpful so students can get better insight about the objectives. In this case, lecturer gave video about a presenter of a conference. Lecturer helped students to analyze the strengths and weaknesses of the presenter in terms of speaking skill; vocabulary, fluency, pronunciation, content, body language. Grammar was not being reviewed because the lecturer found it as one of the factors hindering students from speaking confidently. The videos used as examples or models can be gathered from Youtube so students can access it freely. By giving various accessible examples and explaining how to assess the examples, the students are expected to be able to make sure which examples that become their standards. They can monitor their own performances later based on the examples.

3) Providing Guidelines

The guidelines given was in form of journal for students to take note related to the models given by the lecturer previously. The journal is also used by students to record their progress in terms of practicing speaking. By reviewing the journals, they can see which part of the activities that still become their problems and they can decide how to solve the problems.

Performance Monitoring Phase

1) Recording a Performance

Each student had to record their performance based on the instructions given by the lecturer. The performances were about opening a presentation, presenting

background of study, presenting the literature review/ theoretical framework, presenting methodology, presenting findings and discussion, closing a presentation. The task was given after each of the task was completed and got feedback from the lecturer.

2) Recording a Journal

This journal was written by each student. It records students' progress. In the columns of the journal, they had to assess their own performance in the recording based on the rubric given by the lecturer. They could give comments and scored their performances. They also could take note which part needed to be improved in the next practices videos.

Table 1: Practices Journal

Pronunci ation	Flue ncy	Vocab ulary	Cont ent	Body Langu age
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Filling the journal is considered as one of primary learning activities in this cycle instead of a complementary one. This is because the journal is used by the students as their guide in developing their competencies. They can see which part becoming the difficulty today, and review whether another strategy can help them solve it and review it another day whether they still have problem with the same thing. The journal can be submitted to the LMS regularly so the lecturer can monitor the progress of the students as well.

3) Help-seeking

The lecturer always encouraged the students to ask via chat or voice notes whether they needed some more helps from

the lecturer. It is also important to build the peer-assisting habits that can help students learn from each other. Any feedback or help received by students in this activity are recorded in the journal. Help seeking is considered as one of important aspects in this step because it helps build communication between the lecturer and the students and among the students.

Help seeking is presented as a way to ensure the communication between the students and the lecturer. This activity should encourage students to talk to their lecturers related to the progress of their learning and let them know that the lecturer supervises the learning activities to make sure the students are on track.

Self-Reflection Phase

1) Discussion forum

This activity was intended to be a media where students can share their difficulties in practices. Asking students to present their video in form of large group of friends might be uncomfortable for some of them. Therefore, asking students to share their report or journal can be an alternative. Their works or their videos can be shared privately to the lecturer through LMS. The discussion was conducted via Zoom meeting. This is considered helpful for students since they did not need to have a Zoom meeting every time they have speaking class that usually takes a long time.

Sharing with peers is considered easier and less frustrating for students compared with sharing eye-to-eye with the lecturer. The discussion forum should be presented in enjoyable environment and motivating students to get involved in it.

The lecturer's role in this activity is as a controller to keep the students on track and help students to get the point of the discussion. Guiding the brainstorming activity before starting the discussion can be helpful so students can focus on the topic or their activities in the sharing forum.

2) Setting next Goal

After getting feedback directly from peers, students were expected to be able to set their next goal and strategies. The lecturer will help the students by giving some advice based on the results of their reflection.

The lecturer can ask students to share their plans to their classmates. This will help other students learn from their peers and it is possible for them to adapt the plans that are considered suitable for each of them. The lecturer can also support by providing some alternatives plans for students to adopt.

Compared to the study conducted by Aregu (2013), this present study supports it in terms of providing better and clearer insight on how SRL should be implemented in the classroom. However, this present study did not provide the data related to any improvement on students' speaking skill. The activity of discussion forum presented in present study supports the idea of Fauzi (2017) on how small-group discussion helps the students improve the speaking skill. The group work assists students to work from their peers related to the strategy used to strengthen and the ones used to overcome the weaknesses.

In the study of Mahjub (2015), it is mentioned that students taught with SRL have higher competency compared to those

who are not taught with SRL. This present study also attempts to describe more on how SRL is implemented in the speaking classroom during online learning era by presenting the classroom activities used in one of speaking classrooms with Indonesia students. Related to speaking anxiety, the repeated tasks given by the lecturer in the present study is expected to help students overcome the anxiety. Since they know what they are facing, what they have to do, what they are good at, and how they overcome the difficulties, they become more relaxed when they have to record their performances for the lecturer. However, it needs more time to make them less anxious when they have to perform in front of larger public. This goes along with the studies held by El-sakka (2016) and Irawan & Warni (2018) related to how SRL reduces the speaking anxiety on students since being familiar with the activities is believed to help students overcome the anxiety. This is also related to their knowledge on the standards given by the lecturer by observing the models or examples presented by the lecturer in the beginning of their lesson. The experiences they get from observing the examples, setting the goals, making the plans, adjusting the strategies are believed to give them confidence. Those activities help them being more considerate on their own learning activities and focus on their plans. These will finally help them improve their abilities and competencies in speaking skill.

This present study used Youtube as one of sources for the lecturer and students especially in providing models for students. Following it with the proper learning activities will help students reach the

objective of speaking skill where they are required to be productive. Compared to the study by Putri (2019) which used Youtube videos as the learning media, the use of Youtube videos as the sources of models is considered helpful and this present study gives insight on how the Youtube videos can be used better. The use of Youtube can be helpful when it is guided with proper learning instructions as guidance from lecturer. The fact that students nowadays engage with Youtube more than television encourages this study to involve Youtube as learning media in teaching and learning especially the online one. Any learning media will be more useful when it is brought to the classroom with careful planning and execution. It is important for teachers or lecturers to ensure students use the media or website properly. Asking them to watch videos without giving them any guidelines related to what to get from the video will prevent the students from using the media properly and getting advantages from the media. The ineffective learning practices are sometimes caused by ineffective learning media and instructions.

Related to learning instructions, this present study provides the solutions in forms of classroom activities. This is considered giving clearer explanation than providing the instructions as what has been done by El-sakka (2016) and Nurjanah & Pratama (2020). The previous studies provide and develop instructions which should be elaborated on wider implementation such as the learning activities. It is prominent to create learning activities that suit the principles of SRL based on the three phases; Forethought and Learning, Performance

Monitoring, and Reflection on Performance. The learning activities presented in the present study are little numbers of examples on how the SRL is implemented in the classroom. It is prominent to accompany learning materials with proper instructions especially when students are expected to work independently. This study gives insight on what the students should do to maximize the use of the SRL in the speaking classroom. This needs deep knowledge from the lecturer before being able to implement the strategy properly.

The implementation of the strategy in the classroom is determined by how deep the knowledge of the teacher or lecturer on SRL, how they activate the students, and how much students want to participate in the activities. Motivating them to always be consistent in doing the SRL activities such as filling the journal, and adjusting strategies is considered helpful in terms of leading the students to be independent learners.

Using LMS provided by the institution is mentioned as useful. It can be used by the lecturer to share links of Youtube videos as examples or share the topics that will be discussed in the meeting. It can be used also as a drive for students to upload their journal consisting of plans, difficulties and strategies used by them.

The students also need to be asked about how they feel about the activities given by the lecturer. This will also help the lecturer determine the next materials and learning activities given to students. Being a creative, innovative, and communicative lecturer is considered important nowadays. The ability to create joyful learning environment while implementing the SRL strategy is required

as well as the ability to communicate well with students.

The involvement of each student is the most important part of the implementation of SRL. When students are not interested in doing the activities and they choose to ignore it, the lecturer needs to be active to communicate it with the students. The boredom that occurs due to long online learning era can be one of causes of why students exclude themselves from learning activities. An activity given by the lecturer may seem unmatched certain students learning habits. This is where the lecturer's role as a help-giver is needed. The lecturer should offer some alternatives of activities that are more suitable with the students.

The novelty of this present study lies in the explanation and description on how SRL is implemented in speaking classroom during online learning era or environment. The activities proposed in this present study are also considered as motivating and encouraging students to be productive in terms of practicing their English speaking skill.

4. CONCLUSION

This study answers the question on how SRL is implemented in an online speaking class with online learning media. This study proposed the learning activities that are developed based on the phases of SRL (Forethought and Planning, Monitoring Performance, Self-reflection) supported by Youtube, Zoom meeting and Learning Management System (LMS).

The limitation of this study is it does not examine how SRL-based activities in an online speaking class improves students'

abilities in various aspects of speaking skill as well as the small size of population and samples. It is important and suggested for further researches to observe this topic.

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