CHAPTER 1

INTRODUCTION

1.1. Background of The Study

Research related to self-regulation has begun to develop since the emergence of the concept in the 1970s (Allwright, 1988, Littlewood, 1999; Kizil & Savran, 2018). This concept first appeared in the field of psychology related to student motivation in the learning process. Although this concept has been around for a long time, the term self-regulation is a new term that emerged when Albert Bandura initiated social cognitive theory in the 1986s (Bandura, 1997). The theory he initiated is stated that humans are the result of a causal structure that is interdependent on personal aspects, behavior, and environment. Thus, this theory has become the basis of many concepts used by people to develop independent learning.

In this case, the concept of self-regulation emphasizes the individual role of students to exercise self-control in the learning process independently without depending on others. This concept became increasingly popular in the 1989s when more and more people realized that self-regulation is an amusement to answer the question of how students undeviating their own learning processes independently (Zimmerman, 1989). Thus, the idea of this concept which initially appeared in the field of psychology (Schunk & Zimmerman, 1998; Zimmerman & Schunk, 2001), then began to expand in other different fields.

In this regard, language education is one of the fields that are beginning to be interested in the application of the concept of self-regulation in the learning process. People's interest in implementing the concept of self-regulation in language learning and teaching began when Holec in 1979 wrote about Autonomy and foreign language learning (Chan, 2015; Holec, 1981). Basically, the development of the application of the concept of self-regulation in the field of linguistic education is a natural thing to happen along with its development, given the many benefits offered by this concept. This is like the many studies that gave birth to notions that later explained that self-regulation is becoming an essential strategy for studying the language (Benson & Voller, 2014; Tsai, 2019; Uztosun 2017).

In regards to the statement above, research related to self-regulation in English language learning has been widely developed around the world with various research focuses. One focus that has been explored in many studies that have been carried out related to self-regulation is the use of technology in the learning process (Chien, 2016; Ding & Shen, 2019). In this focus, the information extracted is in the form of the influence of the use of technology on the self-regulated implementation process in the learning process. In addition, other research on self-regulation also tries to look at other aspects, namely the beliefs that students have regarding the implementation of this strategy (Ozan, 2015; Ewijk, 2013).

As though most of the research conducted related to self-regulation in the context of education shows a positive impact, as Kistner (2015) found that self-regulation is considered an effective strategy that gives a positive contribution to

the students' academic achievement. In addition, self-regulation is also considered a useful strategy for building autonomous students and extended life learning (Bell & Kozlowski, 2008; Ifenthaler, 2012). Thus, this self-regulation strategy can be considered to be applied in an effort to overcome the issues faced by students in their learning process.

In this regard, there are some educational issues that encourage the implementation of this self-regulation. Research from Chuang (2010) revealed that students usually get anxiety when they would speak in a presentation. This happens because of certain factors that may come from the personal students themselves. The level of anxiety that students have when speaking English affects their language-learning process and performance (Asif, 2017). Therefore, self-regulation is here to provide effective learning strategies in order helping students to avoid such problems.

Moreover, research related to self-regulation in Indonesia itself as a technique used in learning and teaching has been carried out since the 1997s (Panen & Sekarwinahyu, 1997). During this time, research related to self-regulation continued to grow and expanded to the broader world of education. However, self-regulation research in the field of psychology is the most significant in its development (Alhadi & Supriyanto, 2017; Azmi, 2016; Rosito 2018; Armelia & Ismail, 2021; Ellianawati, 2012).

Thus, the development of research related to self-regulation in the field of language education is also unavoidable. Related to this, a study from Putra & Latifah (2018) initiated research on the implementation of self-regulation for

students at universities. In addition, Ariyanti, Fitriana, & Pane (2018) and Yulanda (2013) conducted research related to self-regulation in the field of language in Indonesia by focusing on the influence and importance of implementing self-regulation in the field of education.

On the other hand, recent studies on self-regulated learning in Indonesia are inclined to discuss the implementation and the benefits of applying self-regulated in language learning. Here, self-regulated learning has not been expansively investigated in Indonesia, particularly focusing on students' practices of self-regulated language learning in speaking. For this reason, this research is focused on EFL students' practices of self-regulated learning in speaking by utilizing reflective journal to collect data from participants in one of the higher education institutions in Southeast Sulawesi.

2.1. Scope of the Study

This present study is limited to discuss EFL students' practices of self-regulated in language learning. This study is only focus on how students habituate themselves in applying self-regulated learning to confront the various lessons in the speaking context. Thus, this study explored EFL students' practices of self-regulated language learning in the English Education Department at one of higher education institutions in Southeast Sulawesi.

2.2. Purposes of The Study

The purposes of this present study is to discuss the EFL students' practices of self-regulated language learning as a strategy used in their language learning processes.

2.3. Research Question

The research question of this study is: "What are the EFL students' practices of self-regulated language learning in speaking?"

2.4. Significance of The Study

This study offers important theoretical and practical insights. In terms of theoretical insights, the result of this study could be a scientific contribution in the field of English Education. This study provides ideas about the beneficial of using self-regulated learning by students in language learning. Then, the students and lecturer would be available to take this study as a reading resources in gaining information related to self-regulation in language learning. Besides, this study come with various scientific references that could be used for those who want to investigate students' practices of self-regulated learning in the field of the English education.

Moreover, this study could be beneficial for many parties in educational fields, particularly in language learning. For students, this study could help them to find an effective strategy that could be used in case to improve their academic achievements. As the result, students could have knowledge about the positive impact of using self-regulated learning. Therefore, this study also has a role to help teachers integrating their teaching strategies. It means that the teachers could regard to introduce self-regulated language learning strategy during their teaching process to students as an effective way to help them gain an effective way in order to have a better motivation and achievement in learning.

2.5. Definition of Key Terms

Self-regulated language learning in this study is regarded as a concept of a learning method that emphasizes the role of individuals to exercise control over their own learning process. In the term of self-regulated learning, students take the responsibilities of their own learning, maintain their motivation in learning, manage their time well, and find an effective way to encounter difficulties in their learning process. Moreover, self-regulated learning is basically a complex learning concept where the involvement of teachers or mentors in this learning model cannot be eliminated, assessing the teacher's own role in providing guidance regarding appropriate strategies in implementing self-regulation.

Practices of self-regulated learning in this study lead to various forms of learning styles and learning strategies used by students in order to develop their potential in the process of learning speaking. Practices used by students can vary and come from different aspects. The strategies used by these students can be obtained independently or through a mentoring process,