

CHAPTER II

LITERATURE REVIEW

This chapter reviews the theoretical and empirical literature from the field of relevant analysis of self-regulated learning. Thus, this part is divided into two main parts, which present a discussion of the theoretical framework that supports theories related to self-regulated learning practices. At the same time, the second part was discussed the previous relevant research studies about self-regulated learning practices.

2.1. Theoretical Framework

This theoretical framework concerns the definition of self-regulated learning, the practices of self-regulated learning, and the challenges of implementing self-regulated learning.

2.1.1. Self-regulated in Language Learning

Since its emergence in the 1970s, the definition of self-regulated learning has come from various theories. In this term, Tsai (2019) stated that self-regulated learning refers to a person's ability to direct their own learning, to understand the way to optimize their learning opportunities, and to manage their own learning processes. By referring to this understanding, it can be concluded that self-regulated in language learning is the ability of students to control and manage their learning process independently. Apart from this, Artelt, Demmrich, & Baumert, (2001) also revealed that self-regulation is also considered a complex process that includes cognitive, meta cognitive, and motivational aspects of learning.

According to Lee, et al (2014), self-regulation contains three socio-cognitive phases, which include planning, monitoring, and evaluating. By taking this action, students can have a good plan by determining in advance their goals in learning, have the opportunity to realize the plan, and conduct an independent evaluation of their learning process (Zimmerman, 2000). Thus, the student learning process by applying self-regulation provides better opportunities for students to develop more effectively in their learning process.

Since it is considered an essential objective in the field of foreign language learning (Benson & Voller, 2014), the concepts of self-regulated learning have proposed excessive perspective in case to explore students' learning progress independently (Bokaerts & Cacallar 2006; Perry, Hutchinson, & Tauberger 2008; Schunk & Zimmerman 2008). Students do a self-direction with a complex and recurring process in which they set a goal for their learning process (Pintrich 2000; Zimmerman 2000; Zimmerman & Schunk 2001), and students also create several self-motivational beliefs at the same time (Zimmerman & Moylan 2009).

Although the concept of self-regulated learning emphasizes the individual role of students to regulate their learning process, this does not spontaneously make students lack support from the teacher. Little (1995) and Jones (2011) actually give the view that self-regulation is able to create an interdependence relationship between teachers and students. This happens because students are not fully able to apply self-regulated learning independently without being provided with strategies to control their learning independently (Zhao, 2016). In addition, the attachment of self-regulation with students' learning motivation also shows that teachers play a major role in the students' self-regulation process because they

can have an influence on students' learning motivation (Ayan, 2015; Moskovky, 2013)

Moreover, students' learning, academic success, and persistence in students studies are highly interrelated with self-regulation (Intrich & DeGroot, 1990). Therefore, in the language learning process, self-regulation is considered to have a significant influence so that it needs to be implemented as a learning method to support the development of students' learning processes. As Rafiee, Pazhakh, and Gorjian (2014) found that in the learning process, learners' proficiency level has a close relationship with self-directedness which is the concept of self-regulation, especially in the field of speaking. In this term, the application of self-regulation involves several processes involving autonomy, learning strategies, metacognition, and self-management (Benson, 2011; Cohen, 2011; Vandergrift & Goh, 2012; Dörnyei & Ushioda, 2011).

In connection with the above, many research and educators throughout the world have committed to the essential role of self-regulation in foreign language learning (Dang, 2012; Huang & Benson, 2013). Using self-regulated in an English learning environment has been established to be challenging for students (Zhao, 2016), which could influence their learning performances (Kang, 2010; Orhan, 2007). It is due to the aspects of self-regulated learning where students are provided the manners to help them activate and maintain their cognitions, emotions, and behavior (Zimmerman & Kitsantas, 2014). In addition, students have the opportunity to maintain their language skills by applying self-regulated learning strategies.

2.1.2. The practices of Self-Regulated Language Learning

The large role of self-regulation in the student learning process makes this topic even more interesting to explore more deeply. For this reason, many previous studies have tried to discuss this topic by focusing on practices of self-regulated learning (Chien, 2016; Naderifar, 2019; Morsheidan, 2016). Through this further research, it was found that students usually implement different strategies.

2.1.2.1. Self-Regulated Learning through Reading

Finkbeiner (2012) assesses reading as an activity that involves a highly cognitive and effective process that depends on its implementation strategy. Reading is one of the activities that many students do as a fun activity. However, few students feel that reading is not fun and easy to do in the context of learning. In fact, various studies have shown the benefits of reading itself (Dylman, 2020; Marulis & Neuman, 2010).

In term of this, reading is one type of activity that is applied when self-regulated in the context of language learning (Nunan, 2003; Finkbeiner, 2012; Wooley, 2011). Self-regulation through reading activities in the process of learning English has a positive influence on their learning outcomes. Therefore, according to Morsheidan (2016), in his research related to self-regulation in reading, students who like reading tend to be more successful in implementing self-regulation. In this process, students tend to do reading by setting certain achievement goals so as to motivate them to continue to focus on the learning process (Maftoon & Tasnimi, 2014).

As a predominantly individual process, according to Frinkbeiner (2005), the role of reading activities for the development of students' speaking skills can be seen in the benefits that have been found in various studies. First, reading is considered to help enrich students' vocabulary. Teng (2016a, 2016b) shows a positive relationship between vocabulary acquisition and reading activities, where students can acquire better vocabulary through reading activities. Penguasaan vocabulary yang banyak sangat berperan penting untuk meningkatkan kepercayaan diri siswa ketika berbicara bahasa Inggris yang biasanya hal ini ditunjukkan dengan semakin mampunya siswa untuk mengeluarkan ide yang lebih banyak ketika berbicara.

In addition, reading is also assessed as an activity that can combine the reader's knowledge of reading content in the form of text, letters, words, and sentences (Erler & Finkbeiner, 2007). This then directs students to be able to have a more focused mindset toward a theme they find. Thus, the richer students' understanding of some topics based on their reading, they would be better in having self-efficacy in speaking English that would rather push themselves to always speak using English when they are in a class discussion. Thatls as Kim (2020) who stated that what students bring in a discussion is affected by their involvements in their activity before coming to the class. It can be concluded that they who have more knowledge after reading, would be able to assimilate themselvses in a discussion. More of that, the students who like to read before class as the strategy of self-regulatin learning, seem able to share more ideas through a discussion using English language.

2.1.2.2. Watching Video in Self-Regulated Learning

In recent years, since the learning process can not only be done by students while at school, the development of learning strategies that can be easily carried out by students is increasingly varied. Currently, the trend of learning English independently through videos is increasingly being carried out by people all over the world (Lee & Wu, 2006; Zheng, 2021; Teng, 2020). The development of the use of this video is a form of innovation made by humans because of the development of technology that supports the process of self-regulation of students in the learning process (Sad, 2020; Lai, 2014). Therefore, there are many platforms competing to provide videos for students to watch. This then makes students have to be good at choosing content from the videos they want to watch for the learning process.

In this case, watching videos many offers learners a diverse range of language input, which is crucial for language acquisition. Through watching English video, students might be able to do observation toward native or proficient speakers, students can gain exposure to different accents, intonations, vocabulary, and idiomatic expressions (Vanderplank, 2016; Teng, 2020). Students could see the authentic, real-life situations, providing learners with context-rich content. This exposure helps learners develop a more comprehensive understanding of the English language and its practical application in various scenarios, thus promoting self-regulated learning.

Moreover, self-regulation in the learning process of English as Foreign language through watching activities offers significant benefits for student development. In this regard, several studies have shown that watching videos can

enhance students' vocabulary acquisition (e.g. Hsieh, 2019; Teng, 2020; Wang, 2019). In general, the acquisition of vocabulary through watching videos occurs because, in this activity, students are involved in both listening and viewing activities so that they can know directly how to pronounce the word and the context of its use.

This is as stated by Vanderplank (2016) that students who often do self-regulation by watching videos get visual effects that attract their attention, where they tend to be able to adapt to the used of vocabulary in English natives' natural interactions and speed-delivery speech. Moreover, watching activities in the process of self-regulation is also considered an alternative activity that students can do because this tends to make it easier for students to connect one word to another, which is challenging to do through reading and writing activities (Chen & Teng, 2017).

For this reason, watching videos for some students is considered a good self-regulation strategy to encourage them to speak English through the vocabulary development process that occurs in it. Apart from playing a role in developing a vocabulary for speaking purposes, watching videos is very useful for students to learn body movements when speaking in English. This allows for improving the quality of students in the language because good mastery of body language can help the effectiveness of what is conveyed by students.

2.1.2.3. Practice to Speak English in Self-Regulated Learning

Self-regulation as a learning concept is considered to be very helpful in the development of students' learning processes in the field of speaking giving birth to different learning strategies. In this case, to make students acquire good speaking

skills, they need to train themselves (Boekaerts, Pintrich, & Zeidner, 2000). The training referred to in this case is to get used to doing speaking exercises both to oneself and to others. However, research from Burston (2015) reveals that students still have a very low percentage of practice when they are in the learning process outside of school.

Meanwhile, various studies have proven that speaking practice is one of the fundamental things for the development of students' speaking abilities (e.g. Suzuku, et al, 2019; Kasprowicz et al., 2019; Nakata & Elgort, 2020). The benefits of practice itself can be seen in its functions. help students to get used to the use of English. Besides, this action washelp them to have good pronunciation even though English is a foreign language for them. Thus, speaking practice indirectly also helps to instill the vocabulary they always use as shown by research from Serrano & Huang's (2018). In this case, students have the opportunity to review their vocabulary every time they practice so that they can maintain their vocabulary and support their speaking skills to be even better.

2.1.2.4. Writing Practice in Self-Regulated Learning

To support the development of students' speaking skills through self-regulated practice, they carry out an integrated learning strategy. In this case, many students also self-regulate by writing to help them learn speaking (Fulton, 2018; Galbraith, 2016). Writing itself is considered an important skill that is very important to master in this century because it is closely related to the social life of human (Light, 2001). In addition, writing has a significant role for students'

linguistic development with the positive influence that writing gives to other aspects of language, such as reading and speaking (Graham, et al, 2018).

According to Pitura (2021) in the term of speaking, writing allowed students to the development of grammatical accuracy in the implementation process which helps them to be able to deliver instruction feedback more accurately and improve their accuracy in speaking. Thus, misunderstandings in speaking activities that can arise from errors in formulating grammatical rules used by students can be avoided. In line with that, writing itself is actually widely used to evaluate students' knowledge (Graham, 2006). Through this, students can evaluate the knowledge that they was discussed when speaking at the time of self-regulation, so that the content they convey can be more focused later.

2.1.2.5. Note Taking in Self-Regulated Learning

The process of implementing self-regulated learning for learning speaking can also be done with vocabulary notebook keeping or what can be called the note taking technique. The concept of note taking according to Naderifar (2018) is an action to record and store vocabulary in a note. This action is considered the basic method used by students to map and memorize vocabulary (Kim, 2009; Chien, 2013). The process of vocabulary acquisition using the concept of note taking based on the results of Naderifar's research (2018) shows that this strategy is one way for students to self-regulate in the language learning process. Thus, the concept of note taking becomes one of the appropriate strategies to be developed by language learners.

Moreover, Bozkurt (2007) in their research on note taking on students' vocabulary acquisition process is seen as a useful strategy and is assessed by both students and teachers. People's view of vocabulary acquisition which is considered difficult (Ghalebi, 2020; Dornyei & Csizer, 2002), slowly changes with the application of this concept. In fact, people then argue that vocabulary acquisition can be done more effectively through appropriate learning strategies, such as note taking. The concept of note taking offers convenience for students to evaluate their vocabulary mastery through the vocabulary history that they record in their books (Chien, 2013; Naderifar, 2018).

As the primary basis for learning English as a foreign language (Min, 2008), vocabulary acquisition has a great influence on students' speaking skills. This is also expressed by Brown (1994) which states that learning performance can be improved through communicative language teaching which also focuses on vocabulary acquisition. In this case, Plonsky (2011) in his research revealed that students who consciously want to learn vocabulary tend to be able to pay more attention to conversations and can learn more easily through context. Based on this, through the consistency of learning vocabulary, the students would be able better to express their ideas in oral way.

2.1.2.6. Listening Practice in Self-Regulated Learning

Refers to the growing prevalence of English that encourages students to learn the language outside the English-speaking country (Kormos and Csizer 2014), students are then expected to be able to self-regulate their English speaking learning process. As a skill that is quite difficult to master, speaking demands

various other linguistic aspects. For this reason, students tend to be advised to regulate their listening skills in order to help them speak much more fluent English (Vandergrift and Goh 2012). As one of the problems of students who cannot respond to conversations is because they do not understand what the other person is saying and experience foreign language listening anxiety (Çakır, 2018; Yaylı, 2017).

Having good listening skills to support students' speaking skills is not an easy thing to acquire since listening involves rapid and complex processes (Graham and Macaro 2008). To help students do good listening training, it can be obtained through the use of strategies that implement process-based metacognitive instruction which can be obtained through self-regulation practice (Chen, 2017). Through this self-regulation, Cross (2014) students tend to be able to exercise control and planning on the problems and developments they get in the learning process. Thus, the process of listening practice in recent years can be done by utilizing technology and no longer only depends on others so that the self-regulation process that is carried out can take place well (Bekleyen, 2007, Sad, 2020, Simonova, 2016; Golonkaa, et al, 2014).

2.1.2.7. Learning Awareness and Motivation in Self-Regulated Learning

Self-regulation in learning is closely related to students' learning motivation as has been revealed in previous studies (Hwang, Hsu, Lai, & Hsueh, 2017; Juklová, 2013; Noels, Pelletier, Clement, & Vallerand, 2000). The existence of meta-cognitive aspects involved in the learning process with self-regulated learning gave birth to a close relationship between motivation and self-regulated

itself. Moreover, research from Schunk (2014) revealed that students' learning motivation can affect students' self-regulation journey, where students could have better trained of self-regulation when they have a high learning motivation. With this, building motivation to learn should be an obligation that students need to do before implementing self-regulated learning.

Thus, the results of research from Harari (2020) regarding the relationship between students' motivation and self-regulation show that in general, students' learning strategies are strongly influenced by their learning motivation. This is then supported by another study conducted by Cleary & Platten (2013) with the results of the study showing that high learning motivation helps students to obtain good academic achievement. Therefore, high motivation in learning also helps students to be able to increase good self-awareness for their learning process. Through this, they can then have good control over their learning process that leads to positive academic outcomes (Kayacan & Sonmez Ektem, 2019).

2.1.2.8. Implementing a Healthy Life Style

Self-regulation in the learning process by exercising is part of a strategy that English students can try. Sport itself has been considered as a physical activity that provides positive benefits for the individual human condition (Williams, Dunsiger, Jennings, & Marcus, 2012). It's commonly known as a startegy that brings many benefits for humans condition in terms of their body's health. However, many researchers nowadays showed the other part of the sports' benefits for human. In terms of psychology itself, this action has a big influence on students' motivation and feelings as human beings. According to O'Connor,

Herring, & Carvalho, (2010), the movement people do in sports helps to reduce depression, anxiety and stress.

Moreover, with the psychological influence in students through sports activities, they are then able to have a better focus in the learning process as they apply when exercising. Having a good focus in the world of learning had a very positive effect on student development as has been researched by Kirk, Gray, Ellis, Taffe, & Cornish (2017). For this reason, although this activity is considered a physical activity that is not related to the world of education, it can still be considered as a creative learning strategy that gives big influence on the students' psychology.

2.1.3. Challenges in the Implementation of Self-Regulated Learning

Since the increasing interest in using self-regulated learning as strategies in language learning, many studies have acknowledged the positive effects of using self-regulated learning in language learning process (Dornyei & Ryan, 2015; Lai & Gu, 2011; Baghbankarimi 2014; Farahi 2015). Many educators also direct their students to apply the concept of self-regulated learning which broader focus on students' responsibility in order direct their own learning process (Vanijdee, 2003). However, teachers and students are facing with some challenges in the implementation of self-regulated learning, which influence the effectiveness of the use of this strategy.

The most frequent challenge came from the limitation power of teachers and learners background. In this case, teachers who do not have self-regulated experience would easier find it demanding to support learners in order to apply

self-regulated learning (Ahmadzadeh & Zabardast 2014; Kahraman 2015; Nakata, 2011; Yuan 2017). As a teacher who have the responsibility to guide their students in their learning process, they need to have a great understanding of self-regulated learning. That would help the teachers to give support for the students in applying self-regulation in their learning process. Whereas, students' backgrounds also influence the implementation of self-regulated learning which it was be difficult for them to adopt self-regulated learning when they came from an exam oriented system (Basri, 2020; McCabe & O'Connor 2014; Trebbi, 2008).

2.2. Previous Study

Copious learning method has been introduced by experts in the process of learning foreign languages. This method is expected to provide a more effective way to help students develop their learning process. For this reason, there have been many studies that have tried to show the advantages and disadvantages of a learning method. To that end, this section provides a general overview of the relevant studies related to practices of self-regulated learning in speaking.

On top of that, self-regulated learning has been introduced as a learning method whose success in the learning process depends on the role of the individual who applies it (Tsai, 2019). In relation to learning English speaking, a research from Uztosun (2017) indicates that paying attention to the application of self-regulation inside and outside the classroom creates more opportunities for individual students to practice English speaking. Thus, it is very important for both teachers and students to create a self-regulation environment to make students comfortable in applying this method.

Pararely, Mohammadi (2020) also revealed in his research that self-regulation affects students' confidence levels with the involvement of cognitive and meta cognitive aspects in the implementation process. Thus, students with good implementation of self-regulated learning have the opportunity to gain good self-confidence when using English. This is also based on Li (2017) which states that the use of learning models that involve cognitive and meta cognitive such as self-regulation helps to optimize learning as the more consistence the students applying self-regulated in their learning process.

Another primary study is by Botero (2019) which focuses on the application of self-regulation through mobile assisted language learning presented that the current implementation of self-regulation can be done by utilizing technology. This is because the application of self-regulation through mobile assisted language learning offers easy accessibility for students (Sharples, 2013), where they can learn well and efficiently. Therefore, based on this, both of a teacher and a student can consider involving technology like this in the process of regulating themselves to learn English.

Therefore, Rafiee, Pazhakh, and Gorjian (2014) in their research related to the role of self-directed on the development of speaking EFL students in Iran, showed that for students who are learning English speaking skills, there is a significant relationship between learners proficiency level and learners' self-control. directed which is one aspect of self-regulation. In line with that, Hariri (2020) also found that proficiency in learning speaking through self-regulation is obtained because this concept has a positive influence on learning motivation related to students' affective and learning strategies. Thus, with the positive

outcomes obtained by students with the implementation of self-regulation, this becomes a strategy that is considered important to develop students' English speaking skills (Oflaz, 2019).

