

CHAPTER IV

FINDING AND DISCUSSION

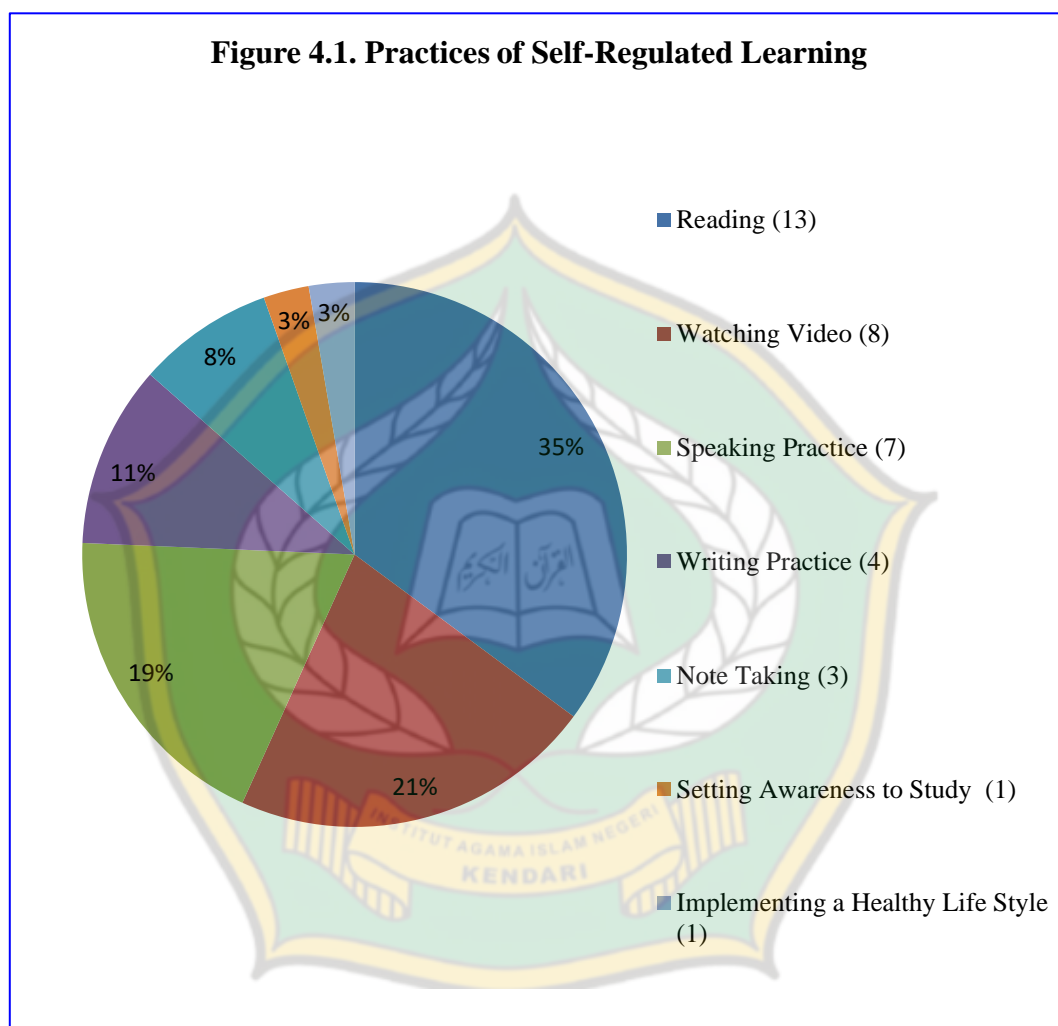
This chapter intends to present research results obtained by researchers through thematic data analysis. The data was obtained through reflection which is distributed online by utilizing the Google Form platform. A total of 14 participants who answered this reflection question provided data regarding what strategies they used to implement self-regulation to develop their English speaking skills. Then to present the results of this study, the researchers included the results of the data analysis in finding and discussion.

4.1. Findings

Based on the results of the thematic analysis on reflections regarding what strategies were used by participants in implementing self-regulated language in speaking, the researchers found several different themes that represented the different strategies used by the participants in this study when implementing self-regulation. Various themes that appeared in this part related to the participants' answers after being introduced to the concept of self-regulated learning through a mentoring class that was held before the researcher took the data from participants.

In this regard, various strategies used by participants in implementing self-regulation are reading practice, watching videos, speaking practice, writing practice, note taking, listening to English content, setting awareness to study, and implementing a healthy life style. Thus, apart from the types of strategies used in self-regulation, this study also revealed the benefits of using those strategies in

learning speaking. Therefore, the presentation of the most widely used types of practice in self-regulation found in this study can be seen in the following diagram:



The diagram above demonstrated some themes of types in practicing self-regulated learning based on the participants' responses. However, the diagram doesn't provide the complete information that support those findings. Based on that, researcher put more information regarding to each themes on the diagram in the next segment.

4.1.1. Reading Practice

The implementation of self-regulation carried out by the participants to help them learning English speaking in the learning process based on the students' answer is starting to apply the habit of reading. According to them, reading becomes a start point for them to maintain their processes in learning English speaking. This was said by participants in:

“Third, by reading books” (S1)

“Lately, I always read” (S2)

“The way that I manage myself and keep learning speaking is by watching videos, reading and also practicing speaking” (S3)

“I started reading a book” (S6, S7, S9, S13, S14)

“My current self-regulation practice to improve speaking is reading” (S8)

“I also read readings that have different types and relate them to reality/issues that I know” (S10)

“Currently, I have been practicing self-regulation by looking for a reading material” (S11)

“The way to regulate or regulate myself to keep learning speaking is first, I have started watching and reading” (S12)

“Practice in managing myself to keep learning speaking I started reading” (S13)

“The practice that I do to regulate or regulate myself to keep learning speaking is to start reading books regularly” (S14)

Through these answers, some participants acknowledged that reading is helpful for them to maintain their self-regulation in learning speaking. However,

not all of them are accustomed in that habit of reading, where most of them have to implement strategies to like reading as the way to help them regulated themselves in learning speaking. Related to this, they showed that in the process of getting used in the field of reading, they tried to look for various reading sources that were not only in the form of books. Through the habituation of reading various types of reading, participants acknowledged some of the benefits they gained in their following statements:

"By reading this book, I got a lot of vocabulary, it also helps me to speak"
(S1)

"I then record the new vocabulary that I get from the books I read or the videos I watch" (S2)

"My goal is to be familiar and when I get used to it, maybe I was use the vocabulary I got into speaking" (S3)

"I try to get up the courage to read other issues outside of my favorite reading. yesterday I tried to read about roof structures and "the types and then I made a small question question that I discussed with my friend"
(S3)

"we can have more knowledge and I believe by applying reading habits I can broaden my horizons" (S4)

"I tried to read about health and I started to relate in terms of religion. This makes my speaking better and of higher quality, so I start criticizing it"
(S7)

"From the readings I get ideas as well as topics to talk about, I usually read articles, from reading that I draw conclusions from articles I have read I often reread to remember them and practice them by making one or two short sentences" (S8)

According to the participants' answers, the implementation of this strategy in the process of self-regulation helped them to enrich their vocabulary, through the discovery of new vocabulary in the reading process itself. In addition, participants also felt that through this reading activity, their ability to think and elaborate ideas into written and oral form was growing with the amount of information they got through this activity. Moreover, there is not an absolutely perfect strategy appears without inhibitions, as there are several obstacles that also inhibit the participants of this study from carrying out this strategy, namely:

“I rarely do this third method and it is only limited to finding new vocabulary” (S1)

"I only read comics and short stories in English which of course are only for entertainment" (S3)

“it is very difficult for me to do but I have to force myself to be able to do it” (S4)

"I haven't been able to reveal the results of this reading in class, but I read this reading continuously because there are still some parts that I don't understand" (S8)

The participants' confessions above show that they are still very unfamiliar habituation with reading that becomes a reason for them to put more effort in implementing reading as the way to regulated their learning in English speaking. In addition, most of them admit that they find it difficult to retell the information they get from their reading because of their inability to understand the reading.

4.1.2. Watching Video

In practicing self-regulation to help them in learning English speaking, participants in this study revealed different strategies based on their experiences. Therefore, one of the strategies used by the participants in this study was to watch English videos. This can be seen in their answers below:

“Lately, I always read or watch videos about what knowledge is important in English (S2)

“some of the ways that I manage myself and keep learning speaking, namely by watching videos” (S3)

“Third, the habit of self-regulation in watching activities” (S4)

“Besides reading, I also watch video.” (S10)

“I have started watching” (S12)

“I also usually learn speaking by watching videos made of English” (S6)

“Watching video conferences in English” (S14)

“Watching Caucasians' expressions more, their voice intonation, and paying attention to the way they talk to each other” (S5)

Based on that answer, it can be seen that watching activities have been carried out by the participants as the way to regulated themselves in learning English speaking. The involvement of English-language videos from different kind of topics depending on the participants' interests, help them to love this strategy as the fun way to do self-regulation. Moreover, this viewing activity is considered to provide significant benefits for the development of their speaking skills, as their following confessions:

“copying three to five phrases that I think are cool... I was process the ideas conveyed by the video. After that, I was repeat, watch it again, pay attention to the sentence structure, the way of delivering the presentation, and the arrangement” (S3)

“After I do that I get vocabulary that I have just seen and heard and I have to write down the new vocabulary in a special vocabulary book.” (S12)

“When watching, I usually focus on listening well to what is being said in the video and trying to understand what topic is being discussed... I also sometimes try to translate it using the vocabulary I get. while watching I was also write down vocabulary or sentences that I think are important” (S6)

“to hear the pronunciation of native English speakers and the words they use frequently” (S10)

“I watch videos of native speakers to see how they speak well, then I quote the new vocabulary they say” (S14)

“... can make us know how to pronounce even cool words in English and even we can see how the body language used by the speakers” (S4)

Mostly, participants admitted that they did watching video as the strategy to practice self-regulation through starting to watch many videos repeatedly with the main focus they paid attention to is sentence structure, topic of discussion, and body language speakers in the video. Through this, participants then felt that the benefits of watching English videos in implementing self-regulation affected their vocabulary acquisition. Based on their confession above, it was shown that they could acquire new vocabulary, help them to learn English pronunciation, and provide new information related to certain topics. However, participants expressed some of the obstacles they experienced in carrying out this strategy, such as:

“My eyes often hurt and even make me sleepy when watching something in English” (S4)

The obstacle faced by the participants based on their answers above is that they are not able to spend too long time when carrying out learning strategies through watching activities. This is because their eye health can be disrupted by the appearance of a stinging sensation in the eyes.

4.1.3. Speaking Practice

The participants of this study also carried out a process of self-regulation in the context of English speaking skills by training themselves to speak English. They mentioned this in:

"I practice to talk about the knowledge I get" (S2)

“There are several ways that I manage myself and keep learning speaking, namely by watching videos, reading and also practicing speaking.” (S3)

“I talk to myself” (S5)

“The third think I do is that to practice speaking” (S6)

“Practice in managing myself to keep learning speaking I started reading, writing and practicing speaking” (S13)

“Then I started talking to myself in the mirror” (S14)

“I also do speaking in my spare time as an entertaining exercise” (S10)

The answers above show that the speaking practice applied by the research participants was carried out independently with regard to independent matters according to their wishes. Through the implementation of this strategy, the

participants of this study revealed several advantages that affect their English speaking ability, such as in their confession:

"I try to use my new vocabulary in my speaking."(S2)

"Then I started to try by speaking, this can practice my pronunciation slowly and clear articulation when speaking" (S13)

"... by following the style of native speakers I've seen. I imitate the way they speak, their body language, and the way they communicate with the audience. By doing this method, I can also train my confidence when speaking." (S14)

The participants' confession above shows that doing speaking exercises is useful to help them use the vocabulary they have just acquired through other activities. In the process of this exercise, participants' pronunciation can develop along with the exercises they run to make them get clear articulation when speaking. In addition, the ability of participants in body language is also increasingly visible with the training activities they do.

4.1.4. Writing Practice

Another strategy chosen by the participants of this study in an effort to develop their abilities through the implementation of self-regulation is through writing practice. This writing strategy was acknowledged by the participants in their answers as follows:

"I started making sentences" (S7, S12)

"I wrote it down into several sentences and finally it became a paragraph" (S9, S13)

The writing strategy developed by the participants based on the answers above is to train themselves to make short sentences. According to them, this has a significant effect on their speaking ability, as they say in:

“I think this has a very big impact on my speaking so that it can develop little by little” (S7)

“Associating what I read with the things that happen around me. By doing this, I feel that it has an impact on myself in the form of improving my speaking and being better than before” (S9)

"I try to make long sentences, so that I get a lot of ideas with the vocabulary that I just got after watching and reading" (S12)

“... from getting ideas from reading or listening to connecting with life. that way I can elaborate my ideas in writing, every time I write I also put two new vocabulary, this I can also feel my speaking begins to be honed by writing. (S13)

The participants' acknowledgment above shows that the benefits that writing activities bring to their speaking skills are the development of their ability to process the information they receive. In addition, they also get the opportunity to use their new vocabulary and get used to using it.

4.1.5. Note Taking

The participants of this study also assessed that note taking strategies could be used to improve their English speaking skills in the process of self-regulation. This participant's confession can be seen in their answers below:

“Writing new vocabulary is like what I took from yesterday's class, namely the mindset course class. make small sentences” (S1)

"when I find a new word I write" (S7)

"I note down the new vocabulary I got" (S9)

According to the answers of the participants above, in the process of doing note taking, they was immediately record the vocabulary they find in their surroundings, including from the class they are taking. In doing this note taking, participants do not only record vocabulary, but also form the words into short sentences. By doing this strategy, the development of participants' speaking skills can be seen, such as their confession:

"I started doing writing new vocabulary and looking for synonyms. This has a very significant effect in finding and developing vocabulary so that my speaking is much better than before" (S7)

"With the new vocabulary I got and the ideas from reading that I linked to what was happening around me it made me talk a lot more than usual." (S9)

The two statements of the participants above show that doing note taking is useful for enriching their vocabulary. Thus, they feel more confident to speak English because of the variations in the vocabulary they use in the speaking process after implementing this strategy.

4.1.6. Listening to English Content

The participant of this study revealed the method used in self-regulation for the development of speaking skills was by listening to English content with a focus on vocabulary spoken by other people or what he found through his smartphone. This is expressed in:

"I hear new vocabulary from my friends, or from what I see on my cellphone" (S1)

The answers above show that participants are not only involved in learning models with other people, but they also learn independently by using their smartphones. By implementing the listening strategy, participants felt a positive impact on their vocabulary development, as he said:

"It was be easier for me to remember than maybe having to memorize but I have to listen to the vocabulary every day, or say it all the time, or I use it every day, it makes me able to speak" (S1)

The statement revealed the ease experienced by participants in acquiring new vocabulary. In this case, participants need to do listening activities repeatedly to get used to the use of English words spoken by the speakers. The obstacles faced by participants in implementing this strategy are stated in the following statement:

"But sometimes two days or more if I don't use or hear the word then it was make me forget" (S1)

The statement above shows that the participant easily forgets the use of a word obtained from the listening process when he does not repeat listening to the word within a certain time.

4.1.7. Setting Self-Awareness to Study

In another statement, the participants of this study also tried to build self-awareness related to the importance of learning speaking. This is revealed in:

“... causing emotions to feel, express and accept that I must and want to learn speaking” (S10)

The statement shows that participants need an effort to set their self-awareness in order to train themselves to speak English. By doing so, participants can build better practice habits, as he says below:

“I usually remind myself to study lightly in my spare time, and set time to really focus on reading, writing, learning vocabulary, and practicing speaking. From that way, if I don't do it, I feel uncomfortable, there are important things that I miss and I regret” (S10)

Thus, the participants of this study can create good learning motivation after the self-awareness that he builds. Where this helps him to become a person who is not easy to leave the habit of learning English.

4.1.8. Implementing a Healthy Life

Having a healthy body through exercise habits is also seen as having an influence on the participants' ability to learn speaking. It is said as follows:

“Applying exercise habits. this was be useful to be able to increase the body's immunity to stay healthy so that this was affect my learning process which really needs extra which is quite more focused” (S4)

According to this participant, exercise habits was affect their learning process by helping them to have better focus. This is because the learning process that he does requires more energy so that if there are health problems that befall his body, he was feel less concentrated on the learning process. This was then have a negative impact on his speaking ability.

Finally, the results of the research found by the researchers showed that reading practice was the most applied strategy used by the participants. After that, followed by reading activities, watching videos, speaking practice, writing practice, note taking, listening to English content, setting awareness to study, and implementing a healthy life style. Thus, through this strategy, the participants felt that their speaking was getting better along with the amount of new vocabulary and information they found while implementing the above strategy.

4.2. Discussion

This section presents the analysis of the research results found by the researchers. To present it, the researcher connect the results of this study with several other relevant studies related to the practices of self-regulated language learning that the participants apply in practicing self-regulation to learn English speaking.

The practice of self-regulation carried out by students to learn English speaking skills based on the findings is that through reading English content. This reading activity is one of the effective ways to practice self-regulation, as shown by research from Morshedian (2016), that students who like to read tend to be more successful in implementing self-regulation in learning a language. Then, since speaking skill could be gained through integrated learning, the use of the reading practice to help students in speaking skill also supported by Mart (2012) showed the positive relation between reading and the development of students' speaking skill in English. Thus, the success of self-regulation by students from the reading process that effect their speaking skill cannot be separated from the

benefits of reading itself that also has been found by previous research (Marulis & Neuman, 2010; Teng, 2016b, Dylman, 2020).

In addition, reading became a strategy that gives influence to students' speaking ability based on the participants answer through its benefits on helping students to enriching their vocabularies in English. This finding in line with the research by Teng (2016a) which stated that reading is one of the effective strategy for students to gain vocabulary. Through enriching English vocabulary, students would be able to produce sentences efficiency when they do speaking English. This makes students to be more able to give their opinions when speaking English without getting stuttered.

Besides, reading is also considered having benefits on helping students to speaking by directing them to have broader insights regarding to the some topics that they have read based on the students' responses. In this process, students who read a lot tend to have a lot of ideas that come from their reading, as supported by Erlar and Finkbeiner (2007) who assessed reading as an activity that can combine the readers' knowledge of reading content in the form of text, letters, words, and sentences. With mastery on a broad topic, students can have a better response when discussions occur in class and require them to give opinions on a theme they have read. It means that they would have a great opportunity to push themselves to speak up in the class since they already had some information that they can share during the discussions. This is supported by Kim (2020) who found that what a learner bring to their pair in a discussion influences their engagement in that moment. Based on this, it concluded that this strategy encourages them to speak since they can come up with more ideas when speaking English. Therefore,

it is important for students to sort their reading material in order to obtain quality information.

More than that, this study revealed that reading can help to develop students' writing skills, as Erler & Finkbeiner (2007) revealed that reading would help students to combine their knowledge in the form of text, letter, words, and sentences. This is due to the process of observing the sentences written in English readings activity that provides inspiration to them when making sentences. Indirectly, this also affects their speaking ability, where the sentences they use in speaking can be arranged more effectively. Unfortunately, the lack of reading habit is still an obstacle found by students in this self-regulation practice process. Therefore, there are difficulties for students to express their opinions in front of the class even though they have obtained ideas from this reading. For this reason, this reading habit needs to be built gradually in order to hold the issue.

Furthermore, this study also found watching video as the other strategy that the students implemented in their self-regulation practice to help them learning English speaking skill. As one of the selected activities in conducting self-regulation by students in this study, watching video offers many benefits for students' language development. The use of watching for the development of students' English speaking skills have also been shown by previous research (Peters & Webb, 2018; Mantero Perez, 2017, Suárez, 2019). Basically, students tend to choose the type of spectacle that varies according to their interests, but with the criteria that the language used in the video is English in carrying out this activity.

Through watching activities, participants revealed that their vocabulary acquisition have a positive change where they can enrich their English vocabulary and have a better pronunciation of the word. This is supported by Hsieh (2019) who stated that watching videos have influence to enhance students' vocabulary acquisition. This then affects their English speaking ability because mastery of a lot of vocabulary helps them to produce classy words when speaking English as Chen & Teng (2017) who revealed that through watching videos, students tend to make it easier to connect one word to another when they are speaking. In the process, the acquisition of this new vocabulary can occur well when participants do watching activities repeatedly and record vocabulary. That way, they can be trained to listen to the use of the word, and have notes they can review when a word is forgotten.

Watching activities also help students who apply self-regulation to practice their body language when speaking in English. This is due to the visual aspect provided in the video, as Vanderplank (2016) who revealed that students who often do self-regulation by watching videos get visual effects that attract their attention, where students do not have to see other people directly to get examples of using good body language. Good mastery of body language gives them better confidence when speaking English. In another aspect, students can get the latest information through the results of their viewing. This helps them to develop interesting ideas when asked to speak English. For this reason, students can practice retelling the contents of the videos they watch to others and themselves so that the information received is not forgotten quickly. However, the challenge faced by students in doing this viewing activity is their eye health. The radiation

exposed by the device they use to watch tends to give their eyes an uncomfortable feeling. This makes it difficult for them to do viewing activities for a long time.

Further, this study discovered that the implementation of self-regulation through speaking practice activities is also carried out to develop students' English speaking skills. In this term, practice becomes an activity that gives students the opportunity to practice directly how they speak English either individually or in group. The importance of practicing for the development of students' speaking skills has been shown in various studies that showed students' who do practicing their speaking regularly tend to have better improvement on their speaking skill (Suzuku, et al, 2019 ; Kasprowicz et al., 2019; Nakata & Elgort, 2020).

On top of that, regular speaking practice can help students to maintain their vocabulary acquisition that they would able to use it in speaking term. This theme also has been studied deeply in Serrano & Huang's (2018) research which revealed that intensive speaking practice can led to immediate vocabulary acquisition. Through this strategy, the participants acknowledged that they inclined to be more active in a discussion since they could speak better unanimously with the development of their vocabulary acquisition. The case in this study is shown as students can continue to review the words they have known before. Even students can acquire new vocabulary when doing speaking exercises both independently and with friends.

As a strategy that directly involves the speaking process, this practicing activity is also useful for training students' pronunciation in speaking. The development of their pronunciation skills for words and sentences in English comes from their habit of mentioning the same word in every training process

they do. This development affects students' speaking ability positively, where they was sound more fluent in pronouncing various English words when they are speaking.

In a hence, the result of this study also indicates that writing is including as a practice of self-regulation that has been applied by students in the process of learning to speak English. The benefits of writing to develop students' speaking skills have been investigated all over the world (Fulton, 2018; Galbraith, 2016). According to them, writing is considered as the skill in English language that has a big influence on the students' speaking ability. Besides that, Graham, et al (2018) showed the significance positive roles of writing for students language learning aspect, such as reading and speaking. Thus, the regular implementation of writing practice strategy can help students to have the opportunity to produce many ideas either vocabulary that affect their speaking ability.

Based on the participants answer, the ability to elaborate ideas is growing along with the development of their writing habits. While in the process of writing, participant tend to learn to relate the ideas they have with the knowledge they have acquired in the process of reading. It related with Graham (2006) who found that writing is actually widely used to evaluate students' knowledge. Therefore, they can have more thoughts that can be written which bring a positive effect on their speaking skills, where the ability to elaborate ideas that they do in the writing process was helped students to produce good ideas when speaking English. Thus, students who apply writing habits in their learning process tend to be able to produce sentences that are more effective when speaking as they have been trained to compose sentences in written form.

Writing activities also involve students in the process of remembering and reviewing their previous vocabulary, including finding new vocabulary. The research conducted by Chen (2019) revealed the similar result which stated that collaborative writing could help students to develop their vocabulary effectively. Thus, this process provides benefits to students in the form of strengthening their understanding of the use of a vocabulary and at the same time increasing their vocabulary ownership. In the speaking context, this really helps them to be able to express their ideas more because they have a better vocabulary to be able to describe what they explain when they speak.

Therefore, the result of this study indicates the practice of self-regulation when learning speaking English by taking notes on new vocabulary they encounter around them. This strategy has been commonly used by students who are learning languages around the world (Chien, 2013; Kim, 2009). Generally, the use of this strategy is based on its significant benefits for language learners as research from Naderifar (2018) shows that note taking on vocabulary is an effective strategy for students when applying self-regulation to the language learning process to develop their speaking skill. Through the implementation of taking notes as the strategy to apply self-regulated to learn English speaking, note taking has showed the benefits of it's used in the students' learning process.

In the process of taking notes on vocabulary, students tend to do elaboration by making the word in one short sentence. The theme of the sentences made is adjusted to the context of the vocabulary discovery. The note taking vocabulary strategy carried out by the students gave them the opportunity to understand the use of the vocabulary in sentences when they are speaking.

Through this strategy, participants can place words according to their context in the sentences they produce when speaking English. This is in line with Chien (2013) who revealed that note taking has benefits on helping students to understand the use of word they discovered. This would affect the use of students' vocabulary in speaking, so they was tend to use the appropriate words when speaking and avoid misunderstanding in a conversation.

In other side, the self-regulation process in learning English speaking that has been found also in this study is through applying the habit of listening to English content. In this case, participants take advantages of their surrounding environment to acquire various English vocabularies, which come from friends or their smartphones. This was also done by participants in Bekleyen's research (2007) who carried out that students do more listening activities by listening to teachers and friends, watching movies on TV, or listening to the radio. With the widespread use of available tools such as smartphones which have been used by many students around the world (Sad, 2020; Simonova, 2016; Golonkaa, et al, 2014), it shows that learning English can not only be done with a partner, but can also be carried out independently. The relationship between the application of listening habits to the development of students' speaking skills has also been investigated by several previous studies (eg. Vandergrift & Goh, 2012) yang advised students to regulate their listening skills in order to help them speak much more fluent English

Therefore, doing listening practice regularly helps to avoid foreign language listening anxiety which is one of the issues faced by students in developing their speaking skills. This was also expressed by Çakır (2018) who

stated that the lack of listening activities carried out by students is the main cause that hinders their speaking because they are more likely to experience foreign language listening anxiety. Based on this, students could speak better since they would be able to give faster respond in a conversation due to their ability to understand their partner in speaking.

Moreover, this study consider this listening activity is also important to be implemented as a strategy to develop speaking skill. Trough this activity, students can get used to listening to the use of vocabulary in English. It helps students develop their vocabulary mastery without having to go through the memorization process. However, the newly discovered words by the participants must be said and used every day so that they do not easily forget this new vocabulary. Through habituation and repetition in the learning process, the development of their speaking skills was increase slowly.

The implementation of self-regulation in the process of learning speaking is carried out by participants in this study by raising awareness of learning from themselves. The positive effects of efforts to increase awareness of language learning has been shown in several previous studies (Hwang, Hsu, Lai, & Hsueh, 2017; Juklová, 2013). In relation with speaking context, the emergence of awareness to learn built by participants in the process of self-regulation helps them to have high learning motivation that encourage them to have better process on their learning speaking. It is also in line with the results of research from Shunck (2014) that students with high learning motivation to learn speaking can have better trained self-efficacy for themselves, including in speaking term. Further, having great motivation in learning also shows that students tend to have

a good focus on their learning process (Hromalik, 2018; Wong, Chai, Aw, & King, 2015). For this reason, they tend to be able to exercise good self-control over their speaking learning process. Which they can give warnings to themselves related to their learning process, and are able to determine the right study time according to their wishes.

Thus, this study reveal that to help participants in implementing self-regulation to in speaking English is to do sports regularly. Based on the experience of the participants, this strategy helps them to have a good focus in the learning process and have a healthy body. The relation between sport and students cognitive in learning is in line with the research by Williams (2012) and O'Connor (2010) which showed that exercising tends to contribute toward students individual feeling such as depression, concentration, and emotion. In the speaking context, do sporting helps students to be able having great focus on their speaking process which as Kirk, Gray, Ellis, Taffe, & Cornish (2017) stated that implementing a healthy life style through routine exercising would be a great way to train their focus to study which it is important in their speaking learning process. For this reason, this physical activity could be considered the new strategy to help students develop their psychological affection in learning speaking.