

Self-Regulated Learning on Students' Oral Presentation Performance in Academic Speaking Class

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Abstrak

Self-regulated learning (SRL) telah terbukti memiliki efek positif dalam hasil belajar siswa. Karena keterampilan presentasi bermanfaat di bidang akademik dan karier siswa, tujuan penelitian ini adalah untuk menyelidiki pembelajaran mandiri siswa melalui penampilan presentasi berbicara. Untuk melakukannya, dipilih 20 siswa pendidikan bahasa Inggris di salah satu kelas *academic speaking*. Penelitian ini berada di bawah teori siklus Zimmerman tentang *self-regulated learning*, yang melibatkan tiga fase; pemikiran, kinerja, dan refleksi. Oleh karena itu, penelitian ini menyelidiki cara siswa dalam merencanakan, memantau, dan mengevaluasi terhadap kinerja presentasi berbicara. Penelitian ini dilakukan setelah siswa menyelesaikan kinerja presentasi pertama mereka. Setelah itu, wawancara diberikan untuk mendapatkan data dari tanggapan siswa. Hasil penelitian menunjukkan bahwa sebagian besar siswa memiliki tujuan untuk mengurangi kecemasan dan gaya belajar verbal digunakan untuk mempelajari materi presentasi. Oleh karena itu, membaca catatan dilakukan oleh siswa untuk mengendalikan diri pada setiap gangguan selama penampilan presentasi. Selain itu memutar ulang rekaman video dan memotivasi diri membantu mereka untuk mengevaluasi kemajuan penampilan presentasi berbicara.

Kata kunci: *Self-Regulated Learning*, Penampilan Presentasi Berbicara

Abstract

Self-regulated learning (SRL) has been proven to have positive effects on students' learning outcomes. Since oral presentation performance skills have benefits for students' academic and career fields, this study aimed to investigate students' self-regulated learning through oral presentation performance. Additionally, 20 English education students in one of the academic speaking classes in UNESA were selected. This study was under Zimmerman cyclical theory of self-regulated learning, which involves three phases; forethought, performance, and reflection. Hence, this study was to investigate how the students were planning, monitoring, and also evaluating their oral presentation performance. This study was conducted after the students have finished their first presentation performance. Afterward, an interview was given to obtain data from students' responses. The result of the study showed that most of the students have goals to decrease anxiety, and verbal learning style was highly used to learn the material of presentation. Therefore, the students read their notes, which is one of the ways to self control their speech from any disruptions during the presentation performance. Besides, replay the video recording, and self-motivating helped them to evaluate the progress of oral presentation performance.

Keywords: Self-Regulated Learning, Oral Presentation Performance

INTRODUCTION

Nowadays, having the ability of oral presentation skill performance is valuable for students to achieve their success in the academic and career field. Presentation skill is one of communication skill that indispensable for students in higher education. Moreover, presentation is the most approached as a base of communication skills (Schulz Bernd, 2008). Presentations play an important role in students' acquisition of knowledge. After graduation, presentation skills are still used in many circumstances, such as job interviews and assignments in the workplace. Although the oral presentation is an essential skill that should be mastered, presentations are still one of the challenging learning practices of English communication for students. Started from preparing the presentation of the material properly, conveying the presentation in front of the audience in appropriate, answering the questions from the audience, accepting criticisms or suggestions, and finally evaluating to improve the progress for a better oral presentation performance. Then, it can be concluded that oral presentation performance becomes an essential skill that should be mastered by the students. Therefore, it needs a learning manner to improve students' oral presentation performance skills. However, sometimes many of the learning manners provided by the lecture are not suitable for some students. As a consequence, a great emphasis has been put on the role of learners. Thus, by the emergence of the learner-centered concept, more attempts have been made to make the learners autonomous; this can be done in various ways, such as the use of self-regulated learning.

Self-regulated became famous to researchers since the 1990s. (Berger, Kofman, Livneh, & Henik, 2007) point out that the concept of self-regulation refers to the ability to monitor and modulate cognition, emotion and behavior, to accomplish one's goal. From this point of view, (Berthold, Nückles, & Renkl, 2007) affirm that Self-regulated learning is the ability to control and affect one's learning processes positively. According to (B. J. Zimmerman, 2002), self-regulation is not an ability of mental or academic performance skills, but the process of students alter their mental abilities into their academic skills. Zimmerman (2002, p.69) stressed that Self-regulated is not learning that can only be done by

oneself. However, self-regulated students can seek out help from others to optimize their learning. The regulated students can be learned from instruction and modeling by teachers, and peers. Rather, self-regulated is a student's personal initiative to focus on how they activate, alter, and sustain specific learning practices. From various definitions, it can be concluded that self-regulation refers to self-generated thoughts, feelings, and behaviors that are oriented to achieving one's goals.

The self-regulated learning strategies described by (Zimmerman, 1989) involve three stages of strategies used by students to improve self-regulation of their cognition, academic, behavioral performance, and learning environment. In addition, Zimmerman stated that, for example, students use organizing and transforming strategies that involve the rearrangement of resource materials to enhance learning. Furthermore, goal-setting and planning strategies in which students should organize their learning goals and sub-goals and planning, sequencing, and also completing goals. Afterward, students utilize self-evaluating strategies that students should evaluate the progress of their performance and also includes self-consequencing to treat oneself for good or poor work to improve their newest behavioral regulation. Additional strategies include seeking social assistance, which students could seek help from peers and teachers. Besides seeking help from social, students can also seek information through reading books, research journals, also articles to optimize their learning.

Based on Bandura's triadic model (Zimmerman, 2002) formulated three phases of self-regulated: forethought, performance, and self-reflection processes. The processes that have been studied in each phase are; Forethought phase: It refers to processes and beliefs that take place before efforts to learn. The forethought phase involves students' learning plans. There are two classes of forethought phase processes: task analysis and self-motivation. Task analysis involves students' goal setting and strategic planning. Goal setting is a standard that organized students' actions (Schunk, 2001), which could be a short-term goal and long-term goal. Besides, strategic planning is a students' learning strategy to achieve the goal. Whether self-motivation involves self-efficacy beliefs about students' capability to learn. Moreover, the second is the performance phase: It refers to processes that

occur during behavioral implementation, involves a self-monitoring towards students' presentation performance. Performance phase processes divided into two major classes: self-control and self-observation. Self-control is the students' ability to regulate thought and behavior in facing any distractions. Besides, self-observation is the ability to observe one's own performance, which includes the process of finding errors and the causes of errors. In addition, the self-reflection phase: refers to processes that occur after each learning effort, which involves self-evaluation towards students' previous performance. The result of self-reflection will affect students' future planning, goals, also the new cycle of learning regulation. There are two significant classes of self-reflection phase processes: self-judgment and self-reaction. Self-judgment is reaching a conclusion of one's thoughts or opinions towards their performance. Whether self-reaction involve a feeling of satisfied or unsatisfied regarding one's performance. In the self-reflection phase, there are three kinds of self-assessment types. Those are Seeking External Feedback through Inquiry (SEFI) refers to asking feedback directly from people such as peers, Seeking External Feedback through Monitoring (SEFM) includes of feedback with learning evidence such as a comment or past test, and also Seeking Internal Feedback (SIF) means implicit information by "the self" such as internal states and feelings (Yan and Brown's, 2017). This view of self-regulation is cyclical in that self-reflections from prior efforts to learn affect subsequent forethought processes.

Self-regulated has been proven to have a positive impact on student learning outcomes (Paul, 2000) as it helps students to utilize better learning habits and improve students' learning skills use learning strategies to enhance student' learning outcomes (Wolters, Pintrich, & Karabenick, 2006), monitor their performance (Harris, Friedlander, Saddler, Frizzelle, & Graham, 2005), and also evaluate students' academic progress (De Bruin, Thiede, Camp, & Redford, 2011). This process of self-regulation motivates and encourages students to plan, monitor, and evaluate their learning independently (Zumbrunn, 2011). Consequently, self-regulation turns learners into independent learners.

In the previous study, (Abbasian & Hartoonian, 2014) conducted the research about self-regulated learning to improve reading comprehension by

giving the participant a TOEFL test, and asked to fill out the self-regulated learning questionnaire. The result showed that the university students who applied Self-regulated would succeed in their reading comprehension test because it can make passive readers were able to decide goals, set an effective strategy that suitable to the students learning style, and finally, they can self-evaluate their learning progresses.

Furthermore, according to (Hu & Gao, 2018), which compared between a high achiever and underachiever on their self-regulated writing. The study focused on sociocultural perspectives (social, cultural and historical) through lesson observation, stimulated recall and also semi-structured interviews, showed that the high achievers were found to have more knowledge of meta-strategies, self-regulated writing processes, L2 proficiency and also learning motivation compared with underachievers that had difficulties in taking notes, noticing and memorizing new sources. The finding above is the result of investigation self-regulation in writing and reading skills. Unfortunately, there are still limited studies that investigated self-regulation in speaking skills who conducted in Indonesia. Therefore, in this study, the researcher wants to investigate students' self-regulated in oral presentation performance.

Based on the background of the study above, the researcher formulated three questions.

1. How do students plan their oral presentation performance in the academic speaking class?
2. How do students monitor their oral presentation performance in the academic speaking class?
3. How do students evaluate their oral presentation performance in the academic speaking class?

METHOD

The researcher used descriptive qualitative research in this study to describe a phenomenon and a process of how students practice self-regulated learning toward their oral presentation performance in depth and detail. According to (Patton, 2005), qualitative research is a naturalistic inquiry that begins with detailed descriptions, then examines the studies of the phenomenon in-depth

and finally moving to comparisons and the interpretive search to find the final result.

The researcher selected the students in Academic Speaking Class. The researcher chooses the students in Academic Speaking Class because there was an assignment that expected the students to give a presentation. The researcher interviewed all of the students in the classroom. The number of the subject were 20 students out of the total in one of academic speaking class. The instruments which needed in this study were interview guidelines and audio recording to obtain the students' answers related to their self-regulated learning process. The researcher developed the interview guidelines from Zimmerman cyclical theory based on the three phases of self-regulated learning by Zimmerman, which are forethought, performance, and reflection. The theory can be used for skills in general. However, the researcher developed into oral presentation performance. To obtain the data, the researcher collected data from the semi-structured interview to makes the researcher ease in explore the questions, understandable and make the students willingly to elaborate their answers. The researcher conducted the interview after the students had finished presentation practice in their first performance in order to collected students' responses towards self-regulation, starting from planning, monitoring until evaluating.

In order to analyze the data, the researcher needed to gather all of the students' interview results. After the researcher already got all of the data by students' responses, the researcher organized the result by replay the audio recording. Some students might have a similar answer from another. Therefore the researcher sums it up into one conclusion.

RESULT AND DISCUSSION

RESULT

Students' Way in Planning Oral Presentation Performance in Academic Speaking Class

The researcher decided to choose two students as the representatives for the result of the data because those two students' answers for the whole interview represent all of the most common answers from other students' responses. The questions numbers one through five are related to the planning of students' oral presentation performance in academic speaking class. In the first

meeting, the lecture gave the assignment to do a presentation of the scientific journal through a poster. Firstly, Students should choose one of the topics that have been provided by the lecture, such as teaching and learning for young learners, critical thinking, and literacy. Then, the students asked to summarize their selected journals. Afterward, the students made a poster from the summarize. Finally, students asked to present the poster.

As explained above that students must choose one topic. Hence, the choice of topics has an effect on the regulation of students' speaking presentation performance.

[1.1]

R : From the three choices of topics provided, what is the topic of the scientific journal that you choose?

Student A : I choose the topic of teaching and learning for young learners

R : What is your reason for choosing that topic?

Student A : I choose it because teaching and learning for young learners were at the beginner level of English education, so I think it seems easier compared to other topics.

[1.2]

R : From the three choices of topics provided, what is the topic of the scientific journal that you choose?

Student B : I prefer to choose teaching and learning for young learners

R : Why do you choose that topic?

Student B : Because I have read a few lessons about that topic, so it will makes me easier to understand the content of the journal if I choose it.

Those dialogues showed the representatives majority of students' reasons for choosing the topic of the scientific journal. From the dialogue with student A, it showed that the reason was that teaching and learning for young learners are still at the beginner level of education, which means that

she preferred to choose an easier topic compared to other topics. Additionally, students B said that she had read the lesson about the topic of teaching and learning for young learners, which means that it was the most familiar topic for her and preferred in topics that ease her to learn the scientific journal. From those dialogues, it can be concluded that the majority of students' reason in choosing the topic material of the presentation was preferred in easier and the most familiar topics.

After asking the students' reason for choosing the topic material presentation, one of the crucial things that students need to do to begin in learning something, in this case, is speaking presentation is a goal-setting. Goal settings help students to trigger new behavior, guide student focus to keep on track, proper students forward, and also make the students accountable for failure. In order to set goals, the students should be able to know their own weaknesses in oral presentation practice.

[2.1]

R : Is there any goal that you expect for this oral presentation performance?

Student A : I want to decrease my anxiety if I do a presentation in front of many peoples because my weakness is lack of confidence.

[2.2]

R : Is there any goal that you want to achieve for this oral presentation performance?

Student B : Sure, I expect that I can be confident when presenting in front of the public.

Those dialogues showed the goals of the majority of students on oral presentation performance. Student A said that she expects to decrease her anxious feeling of being presented in front of many peoples. That goal also in line with students B who want to be confident in her presentation performance. Therefore, the researcher pointed out that most of the students have long-term goals which expected to decrease their anxiety on oral presentation performance in order to give an appropriate presentation in front of the public.

Afterward, the researcher would ask related to students' learning styles on their learning plan. In studying scientific journals, sometimes students will found some difficulties in understanding the content because it used scientific language and quite complex than other types of reading. Therefore it needs learning manners to overcome the problems.

[3.1]

R : How is your learning style to study your presentation materials?

Student A : After I read the journal, I will analyze the importance and the hardest explanation from the scientific journal that I have chosen. Then I write them into notes.

R : Why do you just take notes of harder materials?

Student A : Because it could ease me in explore the explanation of the journal language into my own language.

[3.2]

R : How is your learning style to study your presentation materials?

Student B : I study my presentation materials by copy the important and also complicated explanations from the journal then paste them to the Microsoft words, then I will read it over and over again.

R : Why do you only copying the complicated explanation?

Student B : I prefer to do not to use the whole explanation from the journal because the language is quite complex.

Based on those dialogues showed that the researcher asks the explicit question to determine students' learning style. Student A said that she would analyze the important explanation of scientific journals then write to the notes. In line with students B also read the scientific journal to find out the most important and difficult explanation then put it into Microsoft word. Those kinds of studies are indicated as a verbal learning

style in which learning by writing and reading a lot of the material presented. The dialogues above also could answer the question of how do the students memorizing their presentation materials, which most of the students would take notes of the harder materials only. They assumed that it could ease them to explore the journal explanations which used the scientific and complicated language becomes easier explanation with their own language.

As explained earlier, understanding the content of the scientific journal is quite difficult. Then, it was reasonable if the students have difficulty in understanding the content. Therefore, seeking help through other information is one way to be done by students.

[4.1]

R : What if you find the hard explanation from the journal that you do not understand? What do you do to get further information related to your difficulties?

Student A : I will search and try to find out in the other scientific journals that still relate to mine.

R : Why don't you ask your friends?

Student A : Because I think each person has a different opinion so that it would be confusing for me to conclude the information needed. Moreover, the accuracy can not be trusted.

[4.2]

R : What if you find the hard explanation from the journal that you do not understand? What do you do to get further information related to your difficulties?

Student B : I prefer to search it in google scholar and also other journals or articles. By doing that, I would be understood in depth because, during the searching process, I will read a lot from other resources while learning to understand the material itself.

Based on the dialogues of the representatives' students above indicated that student A and student B agreed to get further information on harder explanations themselves. They added that they prefer to search in other journals or resources that relate to their topic rather than asking their friends. The reason was that searching themselves would make them read a lot and depth understood their material difficulties.

Moreover, the physical setting is an important part of creating the learning environment in order to affect students learning process to become effective and efficient also increase their learning motivation.

[5.1]

R : What kinds of physical setting to make your learning easier?

Student A : I preferred alone in places without any noises except music to keep the focus on my study. I could not study together with friends. It would distract me.

[5.2]

R : What kinds of physical setting to make your learning easier?

Student B : I like to study in my room with no people because I need a conducive atmosphere to optimize my study.

The dialogues above were answered the question about students' physical setting to study. The dialogues indicated that most of the students are preferred to study alone rather than in a study group. They assumed that conducive places make them more focused on learning their presentation materials.

Students' way in Monitoring Oral Presentation Performance in Academic Speaking Class

After the planning phase, The monitoring phase were occurred. Self-control is one of way to monitor students' presentation performance. It was involved in students' behavior in controlling the environment to become a positive affect for their performance and minimize errors as well. Therefore, the questions number six and seven are

related to the monitoring process of students' oral presentation performance.

[6.1]

R : What do you do to control your oral presentation performance from any distractions?

Student A : I will bring my notes, which include words that I hard to remember. So I can read it when I feel anxious and makes me forgot the words.

[6.2]

R : What do you to your oral presentation performance from any distractions?

Student B : I read the notes sometimes if I forgot the words during my presentation because it was the first experience of presenting the scientific journal.

From the dialogues indicated the self-control of most students. Student A and student B said that they brought and read the notes when they have forgotten the words to be conveyed. They added that it was their first presentation performance of scientific journals so that their anxious feeling would be increased if they did not bring notes during the presentation performance.

Besides self-control, self-observation is needed to help the students in the evaluation process. Self-observation helps the students to find out what problems and causes of problems that arise during the presentation. It involved the way students self-record in their performance.

[7.1]

R : What do you do to record events or result in your presentation performance?

Student A : I record the video of my presentation performance from opening to closing.

R : Don't you do other things like noting your errors?

Student A : No, I do not. Beside my lecture asked us to record, I think it also already eased for me to find my errors.

[7.2]

R : What do you do to record events or result in your presentation performance?

Student B : My lecture was asked all students to record the video of the presentation performance, so that is why I just record mine.

From the dialogues above showed the students' self-observation. It can be seen that all students had recorded videos during the presentation from opening to closing. The researcher found only one result because the lecture has been asked the students to take the video record to be sent to the lecture. Consequently, recorded the video was the only thing to record events or result in their presentation performance.

Students' Way in Evaluating Oral Presentation Performance in Academic Speaking Class

After the presentation had finished, evaluation is the important phase to do self-reflection from the previous speaking presentation performance and become a reflection for the next performance. Students become self-regulated learners when they are able to evaluate their own learning progress. After planning and monitoring, evaluating is an important phase of making a judgment about students' failures and improve its effect on the students' ways of learning for better performance. Evaluation is a process that critically examines students' speaking presentation performance. Thus, the number of questions eight through ten would answer the evaluating of students' oral presentation performance.

[8.1]

R : What do you do to evaluate your previous presentation performance?

Student A : I would like to replay the video recording of my presentation performance and then analyze it to find out my errors.

[8.2]

R : What do you do to evaluate your previous presentation performance?

Student B : Of course, I will look at my previous presentation performance by replaying my video from beginning to end. I will analyze my errors and caused errors to fix them.

Based on the dialogues above represented that most of the students replayed their own video recording of previous oral presentation performance. They evaluated themselves by collecting the errors and analyzing the cause of the error. In addition, this finding was also due to all students asked to record videos of their presentation performance as well.

Besides, self-judging is one of evaluating, which refers to beliefs about the cause of students' errors by replaying the video recording or had peer feedback. Learning something new is not without risk. In analyze their previous presentation performance, Sometimes students still found errors, whether the same error or a new error appears.

[9.1]

R : After you replaying the video recording, What is the errors that you found?

Student A : I found that I mispronounce at some words.

R : What is the cause?

Student A : It was because I am too rushed to say the words.

[9.2]

R : After you replaying the video recording, What is the errors that you found?

Student B : Mispronunciation. Especially in the words that have difficult spelling such as "acquisition" and "embedded."

The dialogues showed that after analyzed the video recording, mispronunciation was the most errors that appear to the majority of students. Student A said that the cause was because of too fast in pronunciation. On the other hand, student B assumed that the reason was because of linguistic factors on the harder words spelling.

Finally, self-reaction also affect students in evaluating their previous presentation performance. Self-reaction involves feelings of self-satisfaction or self-unsatisfaction, which gave a positive impact regarding further students' presentation performance.

[10.1]

R : What do you do to respond regarding dissatisfaction results of your presentation performance?

Student A : First, I would not compare my performance with my friends' performance, who has a better result. I just compared my previous performance with my further performance. Besides, I also support myself since I know where lies the errors that must be fixed.

[10.2]

R : What do you do to respond regarding dissatisfaction results of your presentation performance?

Student B : I always do a monologue or called self-talk to build a positive mind, such as "it is okay," "I could be better."

From the dialogues above, the researcher only asked students' responses regarding unsatisfied feeling because all the students are still making errors in their previous oral presentation performance. Additionally, it showed that self-motivating was the most students done to do self-reaction regarding their previous performance. They were motivated by self-support and self-talk.

Moreover, in the self-evaluation phase showed that most of the students used Seeking Internal Feedback (SIF) as a way to evaluate their performance. It can be seen from most of the students who did self-reflection by analyzing the errors and cause of errors in the video recording and also giving reaction of feeling towards the result.

DISCUSSION

The researcher believed that majority of the students did the three phases of self-regulated learning, which included planning, monitoring, and well as evaluating. This was in line with the cyclical theory by Zimmerman (2000). Based on the result of the first research question related to the students' way in planning in oral presentation performance in academic speaking class, the students made goals setting to improving self-confidence on oral presentation performance and also did a verbal learning style as their learning strategies. That result is in line with Zimmerman & Moylan (2009) stated that self-regulated learning began with task analysis in which the goals and strategic planning are established. Besides task analysis, self-motivation beliefs are also included in planning stages, which contain beliefs about students' capability to perform a task (Zimmerman, 2000). Most of the students decided to choose an easier and familiar topic of presentation. On the other hand, they also preferred to study by themselves and searching for further information regarding their material difficulties to other resources. Those were reflected as the beliefs of the students' capability to plan their performance.

Moreover, based on the result of the second research question related to the students' way in monitoring their oral presentation performance in academic speaking class, the majority of students brought and read the notes when they have forgotten the words to be conveyed as a method to overcome disruptions. That result also categorized as self-control. The students also had recorded videos of their presentation performance as a self-observation to assist in evaluating analysis. Those results are in accordance with the two main processes stated by Zimmerman & Moylan (2009) that in the performance phases are self-control and self-observation in order to monitoring performance. Another theory also supported those results which are self-control included students' ability to maintain thought and behavior in facing any distractions and also self-observation include recording of the action to help in performance analysis (Harris, Friedlander, Saddler, Frizzelle, & Graham, 2005).

Furthermore, due to the result of the third research question related to the students' way in evaluating their oral presentation performance in

academic speaking class, the students claimed that mispronounce was the most errors that appear by analyzed the performance's video recording. The result also described as a self-judgement. As a part of self-reaction, most students did self-motivating towards their dissatisfaction results to give a positive affect for the further oral presentation performance. the result of evaluating phases was also in line with the Zimmerman theory, which contained self-judgment and self-reaction. De Bruin, Thiede, Camp, & Redford (2011) stated that self-judgement refers to the process of students to assess their performance. On the other hand, self-reaction refers to students' reactions regarding their results of performance to influence further performance. Based on all the discussions above, the researcher concluded that most of the students were able to practice the self-regulated learning on oral presentation performance.

CONCLUSIONS

In brief, the result of the research towards students' self-regulation of speaking performance in academic speaking class shows through the overall phases of planning, monitoring and evaluating as well. From the planning found that the students mostly prefer to choose the easiest and familiar topic, among others. Since most of the students are still anxious to present in front of the public, improving their confidence is the biggest goal that students want to achieve for oral presentation performance. Moreover, the students prefer in verbal learning style by writing and reading notes of material presentation. Consequently, taking notes is highly used as a way to help in memorizing the hardest materials. In addition, the students prefer to search and find further information regarding difficult materials themselves rather than asking for help. Hence, a conducive and quiet place is the best learning environment to study.

Furthermore, self-monitoring in students' speaking presentation performance showed that most of the students would read the notes that they brought during the presentation to overcome anxiety. In addition, recording videos of students' performance was used to do self-observation from opening to closing.

Finally, the students prefer to replay the whole video recording in order to evaluate previous

presentation performance. The students also assumed that mispronounce become the most errors that they found. In addition, self-motivating is a student's reaction of unsatisfied regarding their previous performance to give positive affect for the next presentation performance.

SUGGESTIONS

Based on the concept of self-regulated learning, it is suggested that the students should be more responsive on errors, create an appropriate learning plan, able to monitor their presentation performance also evaluate their progress in order to help students to apply better learning habits, improve their study skills, and be an independent learner. On the other hand, it is also suggested for the next researchers who are going to conduct research in self-regulated learning, and they can try to improve students' self-regulated learning supported with a test or assessment to find out whether the students achieve their goals in a particular subject or not. In addition, the next researcher can try to find a new modification of self-regulated learning for other skills or kinds of subjects.

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