EFL Students' Practices of Self-Regulated Language Learning in Speaking

Abdul Halim[1], Dewi Atikah[2*], Chen Ching Yang[3], Sri Rahayu[4]

[1]*Institut Agama Islam Negeri Kendari, Indonesia/National Dong Hwa University, Taiwan.
Email: halimiainkendari@gmail.com*
[2]*Institut Agama Islam Negeri Kendari, Indonesia. Email: dewiatikah@iainkendari.ac.id*
[3]*National Dong Hwa University, Taiwan. Email: a0915735232@gmail.com*
[4]*Institut Agama Islam Negeri Kendari, Indonesia. Email: srii.rahayu.22@gmail.com*
Corresponding Author

ARTICLE INFO	ABSTRACT
	This study investigates the self-regulation strategies employed by English as a Foreign Language (EFL) students to augment their speaking proficiency. Grounded in Bandura's social cognitive theory and Zimmerman's metacognitive approach, this research adopted a case study research design to capture the essence of participants' experiences. Findings revealed a diverse array of highly effective self-regulation strategies, including reading practice, video consumption, engaging in speaking exercises, writing tasks, note-taking, listening to English content, and maintaining a healthy lifestyle. Reading practice emerges as a foundational strategy. Its emergence allows students to expand their vocabulary, develop critical thinking skills, and broaden their perspectives. Watching videos is a potent tool for language development, enabling students to acquire new vocabulary, refine pronunciation, and observe effective body language. Speaking practice provides a platform for students to apply their knowledge in verbal communication, resulting in enhanced vocabulary retention, pronunciation, and body language skills. These strategies empowered students to expand vocabulary, develop critical thinking skills, refine pronunciation, and enhance body language. The study aligns with prior research and offers a comprehensive framework for EFL learners to optimize their language acquisition process. Pedagogically, the identified strategies provide educators, curriculum designers, and policymakers in English Language Teaching (ELT) with valuable insights to create learner-centered environments. By integrating these strategies, educators can foster independent, motivated learners, curriculum designers can embed effective self-regulation techniques, and policymakers can advocate for learner-centered approaches. This integration can potentially revolutionize ELT, producing empowered, independent learners poised for success in language acquisition and lifelong learning endeavors. *Keywords: Learning Speaking; Self-Regulated Learning; Students Practices*

1. Introduction

The evolution of self-regulation research, starting in the 1970s, has revolutionized our understanding of student motivation in the learning process (Allwright, 1988; Kizil & Savran, 2018; Littlewood, 1999). These seminal works have highlighted self-regulation as a crucial factor influencing student engagement and persistence. Allwright's contributions in 1988 laid the groundwork for viewing self-regulation as a dynamic process empowering learners to navigate their educational journey actively. His insights illuminated the transformative potential of self-

regulation in shaping academic outcomes and the overall educational experience. This early conceptualization paved the way for subsequent scholars to delve deeper into the multifaceted dimensions of self-regulation, forging new paths of inquiry and enriching our understanding of student motivation and achievement.

Building on this, subsequent scholars like Littlewood (1999) and Kizil and Savran (2018) further explored self-regulation's profound impact on academic motivation and achievement. Littlewood's work extended Allwright's foundational insights by examining the intricate interplay between self-regulation and learner autonomy. His research emphasized the pivotal role of self-regulation in cultivating independent and motivated learners, setting a precedent for future studies to explore the practical applications of self-regulation in diverse educational contexts. Similarly, Kizil and Savran's contributions provided nuanced perspectives on the dynamic nature of self-regulation, underscoring its adaptability to various learning environments and highlighting its potential as a catalyst for enhancing student success.

Albert Bandura's introduction of social cognitive theory in the 1980s was pivotal, emphasizing the interplay of personal, behavioral, and environmental factors in human development (Bandura, 1997). This theory revolutionized psychology and provided a solid framework for concepts supporting independent learning. Bandura's groundbreaking work transcended disciplinary boundaries, offering a holistic view of human development that resonated profoundly within educational contexts. His theory underscored the inherent agency of learners, emphasizing their capacity to shape their learning experiences through deliberate choices and interactions with their environment. This paradigm shift prompted a surge of inquiries into the intricate dynamics of self-regulation, shedding light on its profound implications for educational practices worldwide.

Within this framework, self-regulation places individual students at the forefront of autonomously steering their learning path (Zimmerman, 1989). Initially rooted in psychology, as seen in the work of Schunk and Zimmerman (1998) and Zimmerman and Schunk (2001), this concept transcends disciplinary boundaries, impacting various educational contexts. Zimmerman's pioneering work defined self-regulation as a metacognitive process, enabling learners to set goals, monitor progress, and adapt strategies in response to challenges. This conceptual shift revolutionized pedagogical practices and instructional design across diverse educational domains. It empowered educators to impart knowledge and foster the development of essential cognitive skills, equipping students with the tools to take ownership of their learning journey. Zimmerman's legacy inspires educators and researchers alike, driving ongoing exploration into the multifaceted dimensions of self-regulation in education.

Linguistic education enthusiastically adopted self-regulation as an essential element, influenced by Holec's work on autonomy and foreign language learning in 1979 (Chan, 2015; Holec, 1981). This pivotal publication sparked a transformative shift in language education by advocating for learner autonomy as a catalyst for effective language acquisition. Holec's groundbreaking insights challenged conventional teaching paradigms, emphasizing the pivotal role of self-regulation in nurturing independent language learners. His work laid the foundation for subsequent research delving into the interplay between self-regulation, learner autonomy, and language proficiency (Han, 2014; Hu & Zhang, 2017; Tsai, 2019; Uztosun, 2017), revealing the

profound advantages self-regulation offers to language learners, irrespective of linguistic and cultural boundaries. Holec's legacy continues to shape contemporary language education, inspiring educators to cultivate environments that empower learners to actively engage with language acquisition actively, ultimately fostering more profound and meaningful language learning experiences.

Despite extensive global research on self-regulation in English language learning, including technological applications (Chien, 2016; Ding & Shen, 2019) and investigations into students' beliefs about its implementation (Ewijk, 2013; Ozan, 2015), the field still grapples with the need for a clear framework to identify research gaps. While these studies have provided valuable insights, they emphasize the necessity for a comprehensive approach to pinpoint precise research gaps and advance collective understanding in the field. As the landscape of educational technology evolves and students' beliefs and attitudes towards self-regulation continue to shape learning experiences (Lai, 2013; Lee et al., 2014), there is an increasing imperative to establish a cohesive framework that navigates the evolving terrain of self-regulation research. This study endeavors to contribute to this ongoing dialogue by offering a rigorous examination of self-regulation practices in English language learning, specifically focusing on speaking proficiency.

The unequivocal positive impact of self-regulation on academic achievement, as supported by Kistner (2015), and its crucial role in fostering autonomous, lifelong learners, as articulated by Han (2014) and Hu and Zhang (2017), is well-established. This strategy emerges as a powerful tool to overcome students' learning challenges, especially in contexts where performance anxiety is a significant factor, as noted by Asif (2017) and Chen and Wang (2020). These findings highlight the transformative potential of self-regulation in education, offering a pathway to dismantle the barriers impeding student progress. By equipping learners with the metacognitive tools to navigate challenges and the agency to take charge of their learning, self-regulation serves as a powerful equalizer, ensuring that all students, regardless of their background or learning style, have the opportunity to thrive academically and develop into lifelong learners equipped for success in an ever-evolving global landscape.

While self-regulation has received attention within Indonesia's educational landscape since the 1990s, particularly in psychology (Armelia & Ismail, 2021; Rosito, 2018), its comprehensive application in linguistic education, especially concerning speaking proficiency, requires further exploration. Indonesia's unique cultural and educational context offers a rich tapestry for investigating the multifaceted dimensions of self-regulation, providing insights that resonate both locally and globally. As a nation with a diverse linguistic landscape and a rapidly evolving educational ecosystem, Indonesia offers a compelling backdrop for examining the intersection of self-regulation and language learning. By delving into the specific challenges and opportunities faced by Indonesian learners, this study aims to contribute to the broader discourse on self-regulation in linguistic education, offering insights that have relevance far beyond the borders of Indonesia.

Although some prior studies have initiated the exploration of self-regulation within Indonesian universities (Armelia & Ismail, 2021), the emphasis on self-regulated learning practices in speaking proficiency remains relatively uncharted territory. For that reason, this research aims to bridge this critical gap by conducting an in-depth

investigation into the practices of self-regulated learning among EFL students, specifically in the domain of speaking proficiency. Employing reflective techniques as a robust method for data collection, this study aims to illuminate the dynamic interplay between self-regulation and speaking proficiency within the unique educational context of a higher education institution in Southeast Sulawesi. By focusing on the specific context of speaking proficiency, this research provides granular insights into the strategies and approaches students employ to enhance their oral communication skills. Through a meticulous examination of these practices, this study aspires to offer valuable contributions to the broader understanding of self-regulated learning, both within the Indonesian educational landscape and in the broader international context.

2. Method

This study adopted a case study research design to delve into the essence of experiences perceived by participants, aligning closely to explore students' practices of self-regulated language learning in speaking (Creswell, 2014)). The case study provided a robust framework for understanding individuals' lived experiences, making it well-suited for this investigation.

The research was conducted at a higher education institution in Southeast Sulawesi, specifically within the English Education Department. The selection of this research location was not only due to its accessibility but also because self-regulation research within this context was relatively underexplored. Participants were drawn from various semesters, reflecting the applicability of self-regulated language learning concepts across different educational levels. To ensure participants were well-versed in self-regulation, they underwent a preparatory mentoring class collaboratively guided by lecturers and researchers before the data collection process commenced. This ensured that the concept of self-regulation was familiar to all participants. Reflective journals were employed as the primary data collection instrument in this study. These journals were designed to prompt participants to reflect on their role in learning, considering personal backgrounds, cultural influences, and experiences in developing interpretive skills (Creswell & Creswell, 2018).

Additionally, the reflection incorporated usability parameters, including learnability and satisfaction, adapted from Rubin and Chisnell (2008) and visual design elements from Hassenzahl and Tractinsky (2006). This comprehensive reflection process aimed to gain deeper insights into students' practices of self-regulated language learning in speaking. The researchers initiated participant selection by observing the students' development within the mentoring class that introduced the concept of self-regulation in English learning. Through this process, 14 suitable student candidates referred to as S1 to S14 were identified to participate in the study, chosen for their relevance to self-regulation practices applied during the speaking learning process.

On the other side, the process of distributing and collecting reflections extended over two weeks. This duration provided participants ample time to respond thoughtfully to the reflective prompts, ensuring comprehensive and insightful contributions to the study. Several measures were implemented to ensure the quality and rigor of the data. First, participants underwent a preparatory mentoring class to provide a foundational understanding of self-regulation concepts. Second, the reflective journaling process was structured with straightforward questions to facilitate

comprehensive and relevant responses. Furthermore, the research team remained available to address any participant queries during the data collection period, further enhancing data accuracy and completeness. These measures collectively contributed to the robustness and reliability of the collected data. The collected data underwent a rigorous thematic analysis following Braun and Clarke's (2006) method. This process involved multiple phases. Initially, the researchers conducted thorough readings of the transcripts to ensure a profound grasp of the content. This led to identifying distinct themes, representing patterns, recurring ideas, and relationships within the data. These themes were then cross-referenced with the central theoretical concepts, enabling a comprehensive exploration of our research questions. Given the depth and complexity of the participants' reflective journal entries, this study complemented the thematic analysis with open, axial, and selective coding. Open coding involved breaking down data into meaningful units and assigning descriptive codes to capture their essence, allowing for flexibility and the emergence of unexpected themes. Axial coding built on open coding, involving connecting initial codes to establish relationships and patterns, leading to a more structured understanding of the data. Finally, selective coding involved selecting a core category that tied all other categories together, thus refining the core findings. This comprehensive approach ensured a thorough and nuanced data analysis, enhancing the validity and reliability of the study's conclusions.

3. Findings

The study employed a rigorous thematic analysis, following Braun and Clarke's (2006) method, to delve into participants' reflections regarding their strategies for implementing self-regulated language learning in speaking. This analytical process involved multiple iterative phases, beginning with a comprehensive reading of the transcripts to establish a profound understanding of their content. This foundational step led to identifying distinct themes, representing patterns, recurring ideas, and relationships within the data. These emergent themes were then cross-referenced with central theoretical concepts, enabling a comprehensive exploration of the research questions.

Given the depth and complexity of the participants' reflective journal entries, the study integrated the thematic analysis with open, axial, and selective coding. Open coding involves several steps: breaking down the data into meaningful units, assigning descriptive codes to capture their essence, and allowing for flexibility and the emergence of unexpected themes. Building on open coding, axial coding established connections between initial codes to discern relationships and patterns, leading to a more structured understanding of the data. Finally, selective coding entailed the selection of a core category that served as the linchpin connecting all other categories, thereby refining the core findings.

This comprehensive approach ensured a thorough and nuanced data analysis, significantly enhancing the validity and reliability of the study's conclusions. The findings of the thematic analysis illuminated a diverse array of strategies employed by participants in implementing self-regulated language learning in speaking. These encompassed reading practice, watching videos, engaging in speaking exercises, writing practice, note-taking, and listening to English content. The subsequent sections provide an in-depth exploration of each of these identified strategies, shedding light on their specific applications, benefits, and challenges experienced by the participants.

This detailed analysis offers valuable insights into participants' multifaceted approaches in their self-regulated language learning journeys.

3.1. Reading Practice

The participants consistently emphasize the pivotal role of reading in their self-regulated language learning strategies. This is evident in their statements such as "Third, by reading books" (S1), "Lately, I always read" (S2), and "The way that I manage myself and keep learning to speak is by watching videos, reading and also practicing speaking" (S3). The act of initiating a book was a prevalent theme among participants S6, S7, S9, S13, and S14, highlighting a collective engagement with written materials. Participant S8 further underscored the enduring practice of reading as a central component of their self-regulated learning journey. Participants like S10 and S11 also demonstrated an intrinsic drive to explore diverse reading materials, underscoring their proactive pursuit of language proficiency. Overall, these findings illuminate the prominent role of reading in the participants' self-regulated language learning endeavors, emphasizing its significance as a foundational strategy for enhancing speaking skills.

Participants also credit reading for expanding their vocabulary and enhancing their speaking proficiency. They employ techniques like recording new words and exploring diverse topics for discussion, as exemplified in statements like "By reading this book, I got a lot of vocabulary. It also helps me to speak" (S1) and "I then record the new vocabulary that I get from the books I read or the videos I watch" (S2). This practice extends beyond personal interests, aiming to gain comprehensive knowledge and improve speaking skills. Reading widely, including articles, aids in formulating ideas and concise expressions. Furthermore, participants engage in critical analysis, demonstrating a multifaceted approach to self-improvement in speaking through reading.

While some participants acknowledge the value of reading, others admit to infrequent engagement due to its limited focus on vocabulary acquisition. For some, reading is confined to entertaining materials like comics and short stories. Overcoming this practice's challenges, they persist in their reading efforts, even when grasping certain concepts remains elusive. This is evident in statements like "I rarely do this third method, and it is only limited to finding new vocabulary" (S1) and "I only read comics and short stories in English, which, of course, are only for entertainment" (S3). This practice poses a challenge for a few, requiring a conscious effort to persevere. One participant, despite facing comprehension difficulties, persists in continuous reading, determined to grasp the material, as demonstrated in the statement, "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).

3.2. Watching Videos

In this study, participants extensively employ video-based learning methods to bolster their English proficiency. This encompasses activities like watching instructional videos, conferences, and observing interactions among native speakers. This multimedia approach is seamlessly integrated into their self-regulated learning strategies, emphasizing its indispensable role in their language acquisition process.

Participant S2 expressed, "Lately, I always read or watch videos about what knowledge is important in English." This sentiment was echoed by S3, who

emphasized "some of the ways that I seamlessly integrate myself and keep learning speaking, namely by watching videos." S4 highlighted, "Third, the habit of self-regulation in watching activities." Additionally, S10 mentioned, "Besides reading, I also watch videos," while S12 stated, "I have started watching." S6 mentioned, "I also usually learn speaking by watching videos made in English," and S14 noted, "Watching video conferences in English." Furthermore, S5 articulated, "Watching Caucasians' expressions more, their voice intonation, and paying attention to how they talk to each other."

Participants consistently rely on video-based learning to enhance their English speaking skills. They engage with various forms of English videos, focusing on linguistic nuances such as intonation, expressions, and communication dynamics. They find this practice complements their reading habits and significantly contributes to their overall language proficiency. Video-based learning is considered essential to their self-regulated learning strategies, highlighting its paramount importance in their language learning journey.

Participants adopt a systematic approach to video learning involving selective phrase extraction, comprehensive content processing, repetition, and meticulous attention to linguistic nuances. They actively extract and record new vocabulary and emphasize observing native speakers for pronunciation and expressive cues. This method equips them with valuable linguistic insights, ultimately enhancing their proficiency in English.

For instance, S3 described, "copying three to five phrases that I think are cool… I will process the ideas conveyed by the video. After that, I will repeat, watch it again, pay attention to the sentence structure, the way of delivering the presentation, and the arrangement." S12 explained, "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." S6 shared, "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 will also write down vocabulary or sentences that I think are important." S10 mentioned "to hear the pronunciation of native English speakers and the words they use frequently." S14 stated, "I watch videos of native speakers to see how they speak well, then I quote the new vocabulary they say." S4 expressed, "... 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."

While participants encounter challenges in sustained English video consumption, experiencing ocular discomfort and drowsiness, they persist, demonstrating their commitment to enhancing their language skills through video-based learning. S4 stated, "My eyes often hurt and even make me sleepy when watching something in English." Despite these physical constraints, their determination to improve their language skills through video-based learning remains steadfast.

3.3. Speaking Practice

In this theme, participants utilize to enhance their speaking proficiency. These encompass self-talk, mirror exercises, as well as reading, writing, and video watching. Participants stress the significance of applying acquired knowledge in their speaking

practice, highlighting a multifaceted approach to skill improvement. This explores diverse strategies participants employ to enhance their speaking proficiency. Methods range from self-talk and mirror exercises to incorporating reading, writing, and video-watching into their routines. Additionally, participants emphasize the importance of engaging with acquired knowledge in their speaking practice, underscoring a multifaceted approach to self-improvement in speaking skills.

Participant S2 explains, "I practice to talk about the knowledge I get," emphasizing the practical application of acquired knowledge. Similarly, S3 outlines, "There are several ways that I manage myself and keep learning to speak," indicating a comprehensive approach involving video watching, reading, and practice.

Moreover, participants like S5 engage in self-talk, while S6 states, "The third thing I do is to practice speaking," showcasing their commitment to structured speaking exercises. Participant S13 details, "Practice in managing myself to keep learning speaking I started reading, writing and practicing speaking," illustrating a systematic approach.

Furthermore, S14 highlights an unconventional yet effective practice: "Then I started talking to myself in the mirror," emphasizing the utilization of reflective techniques. S10 introduces an element of leisure, stating, "I also do speak in my spare time as an entertaining exercise," indicating a holistic approach to skill development.

The study also examines participants' efforts to integrate newly acquired vocabulary into their speech, emphasizing pronunciation and articulation. Participant S2 mentions, "I try to use my new vocabulary in my speaking," demonstrating a conscious effort to apply learned vocabulary.

Similarly, S13 notes, "Then I started to try by speaking, this can practice my pronunciation slowly and clear articulation when speaking," highlighting a deliberate approach to refining linguistic skills. Furthermore, S14 adopts an imitation-based technique: "...by following the style of native speakers I've seen. I imitate how they speak, their body language, and how they communicate with the audience. By doing this method, I can also train my confidence when speaking."

In summary, participants employ a range of strategies, from structured exercises to leisurely pursuits, to enhance their speaking proficiency. They emphasize the practical application of acquired knowledge, showcasing a multifaceted approach to skill improvement. Additionally, participants focus on integrating new vocabulary, with particular attention to pronunciation and articulation, ultimately culminating in enhanced confidence and proficiency in speaking.

3.4. Writing Practice

This section illuminates participants' journey in language learning, highlighting their progression from constructing individual sentences to composing cohesive paragraphs. This represents a substantial advancement in their proficiency, underscoring the effectiveness of their learning strategies. For instance, participants such as S7 and S12 express, 'I started making sentences,' signifying the initial steps in this developmental process. Others, like S9 and S13, note how they progressed further, stating, 'I wrote it down into several sentences, and finally it became a paragraph,' indicating a transition towards more complex linguistic structures.

Furthermore, participants stress the transformative impact of associating their reading with real-life experiences. They noted significant improvements in their

speaking abilities through this practice. Specifically, S7 emphasizes, 'I think this has a huge impact on my speaking so that it can develop little by little,' highlighting the gradual but notable enhancement in their speaking proficiency. Similarly, S9 mentions, '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,' underscoring the profound influence of this approach on their overall language skills.

Moreover, participants articulate a deliberate effort to construct longer sentences. They believe this enables them to incorporate newly acquired vocabulary and ideas into their speech effectively. S12 exemplifies this by stating, '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.' This conscious approach to sentence construction reflects their commitment to refining their speaking proficiency.

Additionally, participants like S13 highlight the importance of connecting ideas obtained through reading and listening to real-life situations. This practice allows for elaborating thoughts in writing, further reinforcing their speaking skills. S13 states, '…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 vocabularies. This I can also feel my speaking begins to be honed by writing.' This integrated approach demonstrates their dedication to a comprehensive and effective language-learning process.

In summary, participants embark on a language learning journey, progressing from crafting individual sentences to forming cohesive paragraphs. They highlight the significance of associating reading with real-life experiences, emphasizing substantial enhancements in their speaking abilities. Additionally, deliberate efforts to construct longer sentences and integrate acquired vocabulary further contribute to their overall proficiency in speaking.

3.5. Note-Taking

Participants in this theme discuss their methods for integrating new vocabulary into their writing routine. They range from constructing small sentences based on recent lessons to promptly recording newly discovered words. This proactive approach underscores their commitment to expanding and retaining their vocabulary.

Participant S1 employs a systematic method: ' Writing new vocabulary is like what I took from yesterday's class, namely the mindset course class. I make small sentences,' highlighting the deliberate process of incorporating new words. Similarly, S7 expresses a direct approach, 'When I find a new word, I write,' showcasing the immediate action taken upon encountering unfamiliar vocabulary. Additionally, S9 emphasizes the importance of documentation, saying, 'I note down the new vocabulary I got,' demonstrating a conscientious effort to retain new words. Participants demonstrate their dedication to integrating new vocabulary into their writing practice. They employ various techniques, from forming sentences to promptly noting down unfamiliar words. This reflects their proactive approach to reinforce and retain an expanding vocabulary, emphasizing the importance of continuous learning in their language acquisition process.

Participants attribute significant improvements in their speaking proficiency to focused vocabulary expansion through writing. They emphasize the transformative

impact of associating reading with real-life experiences, leading to increased verbal expression. This approach highlights their intentional efforts to enhance their speaking skills. Participant S7 notes, '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,' underscoring the substantial impact of targeted vocabulary expansion on speaking proficiency. Similarly, S9 highlights the connection between reading, real-life experiences, and increased verbal expression, stating, '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.'

In summary, participants employ proactive strategies, such as writing and immediate documentation, to integrate new vocabulary into their writing practice. They emphasize the significant impact of this approach on their speaking proficiency, highlighting the importance of continuous learning and real-life associations in their language acquisition process.

3.6. Listening to English Content

Participant S1 employs a dynamic vocabulary acquisition approach, engaging with social interactions and digital media. As S1 puts it, "I hear new vocabulary from my friends or from what I see on my cellphone." They actively learn from friends and extract new words from digital content, showcasing a multifaceted approach to language learning. This underscores their proactive stance in expanding their vocabulary.

S1 emphasizes the significance of consistent exposure to new words through listening, repetition, and practical application. In their words, "It will 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." This method significantly enhances their fluency, highlighting their commitment to effective language acquisition.

Furthermore, S1 stresses the value of regular vocabulary exposure in language retention, noting, "But sometimes two days or more if I don't use or hear the word, then it will make me forget." They express that it can be forgotten for a few days without consistent use or exposure to a word. This underscores the need for continuous practice and reinforcement in language learning to ensure adequate retention and recall.

4. Discussion

The findings from this study illuminate a comprehensive array of self-regulation strategies students employ to fortify their English-speaking skills. These strategies encompass reading English content, watching videos, engaging in speaking practice, writing exercises, note-taking, listening to English content, and adopting a healthy lifestyle. Each of these strategies assumes a corpus of preceding research substantiates a pivotal role in augmenting language development, and their effectiveness.

Reading practice emerges as a foundational strategy in students' self-regulation endeavors. This discovery resonates harmoniously with the research by Morshedian (2016), who suggested that students with an affinity for reading tend to outshine their peers in self-regulated learning. The efficacy of this practice is multifaceted and supported by some prior research studies (Ariel & Karpicke, 2018; Dylman, 2020; Kim

et al., 2015; Teng, 2016b). As one participant astutely observes, "The vocabulary can then be used by students when they are speaking English." Furthermore, reading acts as a catalyst for broader perspectives, permitting students to make substantial contributions to class discussions, in alignment with Teng's (2016a) assertion that "students who read a lot tend to have many ideas that come from their reading."

Moreover, the practice of reading substantially fosters critical thinking skills (Fahim & Hosseini, 2014), as exemplified by the fourth participant's insight. This finding harmonizes with the premise that reading equips students to dissect information critically (Naderifar, 2018). This skill is invaluable in articulating eloquent responses during class discussions on intricate topics. As one participant aptly notes, "The emergence of awareness built by participants in the process of self-regulation helps them to have high learning motivation." Cultivating critical thinking through reading enhances language skills, empowers students as independent learners, and enables them to approach complex subjects confidently.

The next self-regulation strategy, watching videos, emerges as a potent instrument for language development. Previous research studies conducted by Peters and Webb (2018), Perez (2017), and Suárez (2019) have already underscored the efficacy of video-based learning. Through this strategy, students acquire novel vocabulary and refine their pronunciation skills. As one participant argued, "… 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." Watching activities also empowers students to practice body language when speaking, given that they can glean visual examples from videos. However, students confront eye health challenges due to extended screen exposure.

Speaking practice serves as another cornerstone of students' self-regulation initiatives, offering them a platform to apply their accumulated knowledge in verbal communication. This concurs with previous studies (Rafiee et al., 2014.) that emphasize the pivotal role of consistent practice in retaining vocabulary. As elucidated by one participant, "Then I started to try by speaking; this can practice my pronunciation slowly and clear articulation when speaking." Regular practice not only aids in vocabulary retention but also facilitates the development of pronunciation and body language skills. Engaging in speaking practice not only refines linguistic skills but also builds confidence in articulating thoughts, enabling students to communicate effectively in various social and academic settings.

Writing practice similarly occupies a crucial niche in self-regulation, aligning seamlessly with prior research (Fulton, 2018; Galbraith, 2016). Through writing, students hone their ability to elaborate on ideas, enhancing their writing and speaking proficiencies. Additionally, this strategy encourages reviewing and reinforcing vocabulary, fostering ownership and retention (Chen, 2019). As one participant aptly noted, "The vocabulary can then be used by students when they are speaking English." This writing process encourages students to bridge ideas and knowledge acquired from reading and watching, fortifying their speaking skills. Furthermore, writing is a reflective process that encourages students to articulate their thoughts coherently, enhancing their ability to convey ideas effectively in writing and verbal communication.

In addition to reading, watching, speaking, and writing, the practice of note-taking also emerges as a valuable self-regulation strategy. Note-taking empowers students to grasp vocabulary usage in context, reinforcing its application in spoken English. One participant pointed out, "The students' note-taking strategy allowed them to understand the use of the vocabulary in sentences." Furthermore, note-taking aids students in cultivating a diverse vocabulary by exploring synonyms and antonyms, enabling them to wield an array of expressions when conversing in English. This practice enhances vocabulary retention and trains students to engage with the language actively, reinforcing their ability to apply newly acquired words in their speaking endeavors.

Listening to English content surfaces as another effective self-regulation strategy, leveraging students' surroundings and accessible resources. This aligns with research suggesting that students can assimilate vocabulary through listening (Wang & Chen, 2020). Listening activities cultivate students' vocabulary mastery without the need for rote memorization. As students habitually listen and reiterate newly acquired words, their speaking skills incrementally improve. Nonetheless, the challenge persists in maintaining consistent listening habits to forestall the erosion of freshly acquired vocabulary. As one participant highlighted, "But sometimes, two days or more if I don't use or hear the word, then it will make me forget."

Lastly, the practice of self-awareness in learning emerges as a pivotal strategy. This harmonizes with previous studies indicating that heightened awareness correlates with augmented motivation and self-efficacy (Csizér & Tankó, 2017; Hwang et al., 2017; Shunck, 2014). Participants' proactive approach to scrutinizing and modulating their learning process reflects a mature level of self-discipline, enabling them to optimize their study time. As one participant keenly highlights, "The emergence of awareness built by participants in the process of self-regulation helps them to have high learning motivation." This heightened awareness improves motivation and encourages metacognition, allowing students to assess their learning strategies and adjust to optimize their language acquisition process.

Furthermore, integrating a healthy lifestyle, particularly regular exercise, surfaces as a beneficial self-regulation strategy. This aligns with studies indicating that physical activity contributes to mental well-being and concentration (O'Connor et al., 2010; Williams et al., 2012). Implementing a healthy lifestyle through exercise aids students in focusing on their studies, which is indispensable for their learning process (Kirk et al., 2017). As noted by a participant, "Thus, implementing a healthy lifestyle through routine exercising would be a great way to train their focus to study, which is important in their learning process." Exercise fosters physical well-being and nurtures mental clarity, giving students the vigor and focus necessary for effective language learning.

In conclusion, the self-regulation strategies elucidated in this study offer a robust framework for enhancing English speaking skills. These strategies are supported not only by participants' experiences but also by a wealth of preceding research. By embracing these strategies, students can embark on a transformative journey towards proficiency and fluency in English speaking. Through the diligent application of these techniques, learners empower themselves to engage meaningfully

with the language, fostering their ability to communicate effectively in diverse contexts and ultimately enriching their overall language proficiency.

5.　Conclusion

This study conducted a comprehensive investigation into the self-regulation strategies utilized by EFL students to enhance their English-speaking proficiency. The findings unveiled various highly effective techniques, each significantly impacting language development. These include reading practice, video consumption, speaking exercises, writing tasks, note-taking, listening to English content, and maintaining a healthy lifestyle.

Reading practice emerges as a foundational strategy. Its emergence allows students to expand their vocabulary, develop critical thinking skills, and broaden their perspectives. Watching videos is a potent tool for language development, enabling students to acquire new vocabulary, refine pronunciation, and observe effective body language. Speaking practice provides a platform for students to apply their knowledge in verbal communication, resulting in enhanced vocabulary retention, pronunciation, and body language skills. Writing practice sharpens students' ability to articulate ideas, strengthening both their writing and speaking proficiencies. Note-taking empowers students to comprehend vocabulary usage in context, aiding in vocabulary retention and applying newly acquired words in spoken English. Listening to English content cultivates vocabulary mastery through active listening and repetition, contributing to incremental improvements in speaking skills. Moreover, the practice of self-awareness in learning and integrating a healthy lifestyle, particularly regular exercise, emerged as a beneficial strategy, amplifying motivation and mental clarity for effective language acquisition.

These findings align with prior research and offer a comprehensive framework for EFL learners to optimize their language acquisition process. By embracing these strategies, students enhance their proficiency and fluency in English speaking and cultivate a deeper engagement with the language, enabling them to communicate effectively across diverse contexts.

Furthermore, this study provides significant pedagogical implications that extend beyond the confines of the classroom, presenting valuable insights for educators, curriculum designers, and policymakers in English Language Teaching (ELT). Therefore, it is recommended that educational institutions and language learning programs consider integrating these self-regulation strategies into their curricula. This entails providing educators with the necessary training and resources and creating a supportive learning environment where students are encouraged to engage with these strategies actively.

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