

DEVELOPING OF STUDENTS' SPEAKING PROFICIENCY THROUGH SELF-REGULATED LEARNING STRATEGIES AT SMK DARUL ULUM DEPOK WEST JAVA

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Abstract

In foreign language and teaching in Indonesia, when teaching speaking, most of teachers employ the same strategy. The teacher must change the strategy to be applied to students in order to successfully in the learning process. By using Self-Regulated Learning Strategies can be used to make students improve their learning outcomes. Self-Regulated learning strategies were defined as the strategies used by speakers to control their level of fluency. This research purpose to develop of students' speaking by using self-regulated learning strategies. The data of this research used Quantitative research method in pre-experimental design. The data sample techniques only used 10 grader BDP A of SMK Darul Ulum Depok, West Java. And the data analyzed used statistically by t-test. The results of this study presented that the mean of students' pre-test 57.42 and post-test 75.45. The statistic calculation showed that the result of t-calculation (t_{cal}) > t-table (t_{table}) was 19.040 for t-calculation (t_{cal}) and 2.037 for t-table (t_{table}) at the significance level of 5% (0.05), indicating that t_{cal} was greater than t_{table} . Hence, that the Null Hypothesis (H_0) was rejected and the Alternative Hypothesis (H_1) was accepted. Based on the result, it can be decided that using self-regulated learning strategies can develop to students speaking proficiency.

Keywords: Self-Regulated Learning; Strategy; Speaking

Introduction

Language is referred to as a bridge that can allow people of different cultural backgrounds to connect and communicate with each other. One of the popular languages is English. In Indonesia, English is important that must be applied to students among each level of education, starting from primary school to university level. English becomes a foreign language in this country that English is not colloquial language for human communication with other. But in order to advance their careers and education, they must learn English. (Rico Troncoso, 2012)

There are four skills of English i.e., speaking, listening, reading and also writing. Especially Speaking, it is skill that can be used actively or productively to communicate across the world among different nations. According to Bailey as cited by (Ikromova, 2021) mentioned that speaking also known as oral proficiency is a collaborative activity

in which speakers produce, receive, and analyze information to construct meaning. Additionally, McDonough and Shaw in (Leong, 2017) mentioned that Speaking is determined by desire and aims; in other words, we genuinely want to communicate ourselves in order to fulfill a particular objective. Based on the preceding sentence, it may be inferred that oral proficiency serves a variety of purposes, including the ability to express one's feelings correctly and sentence by sentence in order to accomplish more apparent objectives.

Speaking in a foreign tongue involves that English language elements must also be understood to be able to focus more intently on using the proper words and correct grammar. In our daily lives, speaking has emerged as the most important fundamental skill to develop (Nilufar Kadamovna, 2021). Since speaking in English is the hardest skill to learn, it must to be step by step in the process of development. In regards to speaking, most students complain about speaking in class because they already have a poor mindset in learning how to make speaking easier. It is supported from (Kassem, 2018) stated that the majority of English students find speaking to be the most challenging skill to learn, and they still struggle with communication in English. This makes students not develop their speaking proficiency.

There are several factors that can influence the students speaking proficiency, according to (Tuan & Mai, 2015) as well as: confident, motivation, a capacity for attentive listening, and feedback on one's public speaking. Each of these characteristics has a significant influence on how well students learn speaking. And other factors that can't influence the students speaking skill at SMK Darul Ulum Depok West Java, include: Students are not given the chance to practice speaking in their environment, which demotivates them from continuing to improve their speaking skill. Due to their flawless speaking abilities, the students then come across as uneasy with persons who frequently use English to communicate with one another. And, students' weak of pronunciation. Sometimes, they embarrassed to pronounce English properly, due to their not confidence. Therefore, speaking is one of the biggest challenges for the majority of foreign language students (Chand, 2021), which must be solved to make this easier when taking speaking classes.

Most teachers who teach foreign languages employ the same method for teaching speaking. The majority of them place a higher priority on learning theory than on continuing practice in the field. (Alibekova & Urinboyeva, 2020) stated that teaching is a process which can influence students' habits in order to achieve the intended goals, not only a means of transmitting knowledge. As a result, it is definitely a good idea to implement the appropriate strategies when instructing students to operate effectively and efficiently.

One of the strategies that suitable for speaking by using Self-Regulated Learning. (El-Sakka, 2016) claimed that Self-regulated learning strategies were defined as a collection of strategies used by speakers to control their level of fluency. Similarly, Zimmerman, as mentioned by (Järvelä & Kirschner, 2020) that learners use self-regulation in a variety of ways, including metacognitive, emotionally, and behaviorally,

to actively engage in the learning process. Besides, according to (Lilian & Soon Hin, 2021) students use Self-Regulated Learning Strategies (SRLS) to evaluate their development and assess the advantages and disadvantages of their learning strategies. Based on the statement above, it can be presented that Self-regulated learning strategies (SRLS) are practices where learners take an active role in controlling their own learning. starting with self-planning, self-control, and self-evaluation to reach learning objectives. However, the teacher still has control over the learning outcomes. This is really a suggestion for Language teachers who must prepare various types of speeches and who need greater planning and practice using these strategies.

Specifically, there are the advantages by using self-regulated learning strategies, based on Zimmerman in (Hiemstra & Van Yperen, 2015), those: Students can do in anywhere and anytime, the students can modify and extend the course material based on their talent and interest, mainly in speaking, and Students can avoid unclear pressure from learning, such as shocking, disappointed, etc., by practicing self-regulated learning. Furthermore, there are disadvantages by self-regulated learning strategies, those: lack of students' communication with other, it takes more time to learn individually, that makes them difficult to understand learning and some students require study partners and cannot adapt to independent learning. That the happens when use the self-regulated learning strategies, but this strategy is suitable for higher students, especially for vocational high school.

According to (Alotaibi & Tohmaz, 2019) claimed that Students in high school or vocational programs have gone through different stages of cognitive and mental development than those in elementary and junior high schools. Students in senior high school and vocational high school have come on stage of adolescence when they can already think critically and abstractly. It implies that the use of self-regulated learning strategies is quite appropriate for high school students, particularly for students in vocational high schools.

The following are the main findings of this study on how to teach speaking to students using self-regulated learning strategies: By preparing the material that students must undertake independently, the teacher should first assess the students' verbal skills. Following that, the teacher asks the class to discuss the assigned topic. Additionally, the students are taught to independently research their topic at home and create a video to submit to the teacher as proof of their speaking ability. The teacher must give score for each student's speaking performance in order to evaluate the students' speaking performance.

There are several researchers that have investigated by self-regulated learning, but with the variety of different aims. One of the other researchers from Illam University Iran, (Mahjoob, 2015) that Self-regulated learning techniques had a beneficial effect on the learners who were adults. The researcher discussed with 60 male and female students at Iran Language Institute the relationship between self-regulation and Iranian EFL learners' speaking proficiency. Iranian students who have been assessed as high scorers using the IELTS have not had such tactics used, and the

researcher employed correlational analysis as a procedure to regulate the relationship between those students and low achievers. as a consequence. There wasn't much of a difference between the students in the two groups according to the t-test. However, the group of low achiever students outperformed the group of high achievers in terms of performance.

For this one study case, the prior researcher might be cited as a source. This study can be viewed from a range of viewpoints on how to use self-regulated learning can develop students learn English more fluently and give them opportunity to practice public speaking. Certainly, this study aims to develop of students' speaking by using self-regulated learning strategies.

Research Methodology

This research was used quantitative research method in the pre-experimental design. In this study, the writer was given the correlation between independent variable and population-dependent variables. (Rogers & Revesz, 2019) stated that pre-experimental design is research in which a subject or one group was studied following the application to see if the treatment could result in more significant change. The mean of pre-experimental is only use one class as an observed by the researcher. The participant are the students of 10 grader BDP A of SMK Darul Ulum Depok West Java in academic year 2021/2022.

In techniques of collecting the data, the procedure divided into 3 times, such as: pre-test, treatment and post-test that conducted the research eight meeting, starting from April to June 2022. As followed below: The First Meeting about Pre-test that the students talk with the topic "Inspiration Idol" in 2 minutes with the record video as a result to collect the teacher. The second meeting until sixth meeting are explaining about speaking in self-regulated learning strategies that the researcher gave the videos and preparation about the videos that the students want to make it with the speaking outlines. The seventh meeting the students talk with the topic that was given and the research gave feedback to the students. In the last meeting about the post-test that the students talk with the topic "Say No to Drugs" with 2 minutes and make video recording as a result to collect the task. And the researcher will be assessed this with on 5 criterions: vocabulary, grammar, pronunciation, fluency, and content of the explanation.

In this research, in techniques of analyzed the data, the research was analyzed the technique quantitatively with pre-test and post-test statistically. To determine the significance of speaking performance differences between students taught using Self-Regulated Learning Strategies used paired sample t-test at SPSS (Statistical Product and Service Solution). In SPSS, the $t_{obtained}$ should be promptly contrasted with the $t_{critical}$ after being received. The alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected if $t_{obtained} \geq t_{critical}$ at the level of significance (p) = 0.05.

Result and Discussion

The result and discussion collected with two the description of the data and the analysis of data from SMK Darul Ulum Depok West Java in the sample of this study from 33 students in BDP A class of 10 graders. By comparing the results of the students' Pre-test and Post-tests, the researcher was conducted this study. One of the following categories could be used to describe the students' speaking abilities:

Table 1
Criteria Students' Score

| No | Qualification | Range Score |
|----|---------------|-------------|
| 1. | Excellent | 90 – 100 |
| 2. | Good | 76 – 89 |
| 3. | Enough | 66 – 75 |
| 4. | Poor | 40 – 65 |
| 5. | Very Poor | 0 – 39 |

Sources: (Cordier & Speyer, 2015)

1. The description of the data

a. Students Pre-test Score Result of 10 grader BDP A

Based on the pre-test analysis that was conducted by researcher in SMK Darul Ulum Depok West Java in 10 Grader BDP A OF 33 participants. Therefore, the obtained explanation of pre-test below:

Table 2
The Result of Pre-test

| Criteria | Score | Number of students | Number of students in percentage |
|-----------|----------|--------------------|----------------------------------|
| Excellent | 90 – 100 | 0 | 0% |
| Good | 76 – 89 | 0 | 0% |
| Enough | 66 – 75 | 7 | 21% |
| Poor | 40 – 65 | 24 | 73% |
| Very Poor | 0 – 39 | 2 | 6% |

The criteria in the table above reveal that no students received good or excellent grades. From all of the students, nearly all were classified as poor (73%), while the remaining students were designated as very poor (6 %). Seven students felt the outcomes were enough (21%).

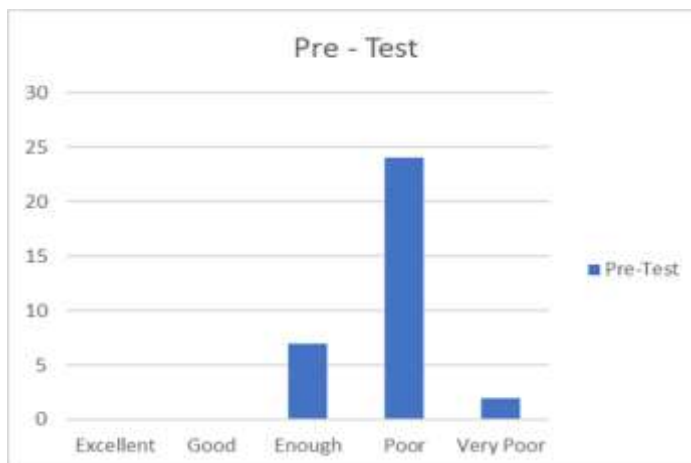


Diagram 1
The Result of Pre-test Chart

b. Students Pre-test Score Result of 10 grader BDP A
The obtained explanation of post-test below:

Table 3
The Result of Post-test

| Criteria | Score | Number of students | Number of students in percentage |
|-----------|----------|--------------------|----------------------------------|
| Excellent | 90 – 100 | 0 | 0% |
| Good | 76 – 89 | 13 | 40% |
| Enough | 66 – 75 | 15 | 45% |
| Poor | 40 – 65 | 5 | 15% |
| Very Poor | 0 – 39 | 0 | 0% |

The criteria in the table above reveal that no students received excellent grades. From all of the students, nearly all were classified as good (40%), while the remaining students were designated as enough (45%). five students felt the outcomes were still poor (15%).



Diagram 2
The Result of Post-test Chart

2. The Analysis of the Data

a. Normality Test

| | | Pre-test | Post-test |
|--|----------------|------------------|-----------|
| N | | 33 | 33 |
| Normal Parameters ^{a,b} | Mean | 57.42 | 75.45 |
| | Std. Deviation | 10.689 | 7.220 |
| Most Extreme Differences | Absolute | .110 | .180 |
| | Positive | .090 | .169 |
| | Negative | -.110 | -.180 |
| Test Statistic | | 110 | 180 |
| Asymp. Sig. (2-tailed) ^c | | 200 ^d | 008 |
| Monte Carlo Sig. (2-tailed) ^e | sig. | .378 | .007 |
| | Lower Bound | .365 | .005 |
| | Upper Bound | .390 | .010 |

In this part, the pre-test and post-test scores showed significant (2-tailed) findings of $0.07 > \alpha (0.05)$, where the significant score was higher than $\alpha = 0.05$, based on the computation of table data normality. This indicates that the pre-test and post-test data are normal. So, the information used in this study is typical. In order for the data to be predated to another statistical test.

b. Paired Sample Test

| | Mean | Std. Deviation | Std. Error Mean | Lower | Upper | t | Df | One-Sided p | Two-sided p |
|---------------------------|---------|----------------|-----------------|---------|---------|---------|----|-------------|-------------|
| Pair 1 Pre-test-Post-test | -18.030 | 5.440 | .947 | -19.959 | -16.101 | -19.040 | 32 | <.001 | <.001 |

Calculation of the t-test stated above, this research's data showed the significant result. The mean result was -18.030, the standard deviation was 5.440, the mean of the standard error was 947, the lower and higher confidence intervals were -19.959 and -16.101, the degree of freedom was 32, the t-test result was -19.040, and the significance level (2-tailed) was 0.001 $\alpha (0.05)$. It can be assumed that the distinct significance and it was reliable that H_0 was rejected and H_1 was approved if the significance score is less than $\alpha = 0.05$. This study looked at the students' scores before and after utilizing self-regulated learning strategies to see if there was a significant difference. The researcher divided the hypotheses below: H_1 : Self-Regulated Learning Strategies can develop the students' speaking proficiency. H_0 : Self-Regulated Learning Strategies cannot develop the students' speaking proficiency. It can be argued from data above that teaching speaking proficiency through self-regulated learning strategies was successful in developing students' speaking proficiency, particularly of students in the 10 grades at SMK Darul Ulum Depok West Java.

Conclusion

Based on study completed with students in the tenth grade at SMK Darul Ulum Depok, West Java, it can be said that using self-regulated learning strategies can develop students in their speaking proficiency. The data from the statistical analysis showed that $t_{\text{calculation}}$ (19.040) is greater than t_{table} (2.037) at a significance level of 5%. As a result, the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. So that the tenth-grade students at SMK Darul Ulum Depok, West Java, can develop students in their speaking proficiency by using self-regulated learning strategies.

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