**THE EFFECTIVENESS OF SELF REGULATED LEARNING TO TEACH SPEAKING IN SMAN 1 TANJUNGBUMI**

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**Abstrak:**

Self-regulated learning adalah suatu metode yang digunakan dalam pembelajaran dengan cara memberikan motivasi pada siswa. namun siswa masih ada yang kebingungan dalam berbicara bahasa inggris karena masih ada kecemasan dalam dirinya seperti ketakutan dengan salah berbicara bahasa inggris atau salah dengan pronunciation nya. Oleh karena itu Self-regulated learning dapat membantu siswa untuk berpikir kritis serta dapat meningkatkan rasa percaya diri mereka. Tujuan dari penelitian ini untuk mengetahui pengaruh penggunaan strategi SRL untuk mengajar berbicara bahasa inggris. Jenis penelitian ini adalah descriptive quantitative. Jumlah sampel dalam penelitian ini sebanyak 11 responden. Adapun responden dalam penelitian ini adalah keseluruhan siswa aktif dari kelas XI-IPA 1 dan XI-IPA 2 SMAN 1 Tanjungbumi. Penentuan sample menggunakan sampling Teknik random sampling. Teknik pengumpulan data dengan memberikan test pre-test dan post-test pada responden, dan dokumentasi. Dalam membuktikan dan menganalisis hal tersebut peneliti menggunakan SPSS 23 untuk menghitung keseluruhan responden yang menggunakan uji reabilitas dan validitas serta uji f (ANCOVA). Hasil pengujian menunjukkan bahwa penggunaan metode Self- regulated learning berpengaruh terhadap siswa kelas XI IPA 1-2 SMAN 1 Tanjungbumi. Hasil pengujian tersebut diperoleh dari hasil uji f diperoleh p-value sebesar 14,547 ≥ 4,35 dengan taraf signifikansi 5% dan f-kritis (20), maka H1 di terima dan H0 di tolak. Dengan demikian hasil uji-t menunjukkan adanya pengaruh positif dan signifikan terhadap penggunaan metode self-regulated learning kepada siswa kelas XI-IPA 1-2 SMAN 1 Tanjungbumi.

**Kata Kunci**: *metode pembelajaran, self-regulated learning, berbicara.*

***Abstract:***

*Self-regulated learning is a method used in learning by providing motivation to students. However, there are still students who are confused about speaking English because they still have anxiety, such as fear of speaking English incorrectly or making mistakes with their pronunciation. Therefore, self-regulated learning can help students think critically and increase their self-confidence. The purpose of this study was to determine the effect of using the SRL strategy to teach speaking English. This type of research is quantitative descriptive. The number of samples in this study was 11 respondents. Meanwhile, the respondents in this study were all active students from classes XI-IPA 1 and XI-IPA 2 at SMAN 1 Tanjungbumi. Determination of the sample using random sampling techniques. Data collection techniques by giving pre-tests and post-tests to respondents, and documentation. In proving and analyzing this, the researcher used SPSS 23 to count all respondents using reliability and validity tests and the f test (ANCOVA). The test results show that the use of the self-regulated learning method has an effect on students in class XI IPA 1-2 at SMAN 1 Tanjungbumi. The test results obtained from the f test results obtained a p-value of 14.547 ≥ 4.35 with a significance level of 5% and f-critical (20), so H1 was accepted and H0 was rejected. Thus, the t-test results show that there is a positive and significant influence on the use of self-regulated learning methods in class XI-IPA 1-2 students at SMAN 1 Tanjungbumi.*

***Keywords:*** *learning methods, self-regulated learning, speaking*

**INTRODUCTION**

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poken language is an important part of mastering English. However, most students who learn English have difficulty understanding it. Students do not know how to pronounce English correctly as in their pronunciation and fluency in speaking English. Most language teachers focus on strategies for developing students' language skills. That's why spoken English is very popular among teachers and students. This is because spoken language plays an important role in the language learning process. In teaching spoken english. communicative efficiency is the main objective (Ananto & Rusmiati, 2018). Speaking problems is a phenomenon of new students that we see today some new students are used to using their mother tongue, they tend to use their mother tongue because they have been familiar since childhood, so it is easier to talk to each other. They feel they lack mastery of foreign languages, so they lack motivation. Related to this, many students cannot manage their own learning process during speaking. So that their way of speaking is not as good as in pronunciation and fluency in speaking English. then students also experience fear to speak English. In current learning students also still have a time limit that is not good in learning because of the many inhibiting factors, or the lack of encouragement from the school. To further develop independent learning, this researcher chooses to use independent learning strategies. And this strategy is also very necessary to increase students' learning independence, so that their language skills increase along with their independence in learning. There is a need for fostering learning independence in the learning model of school students to support learning success, especially in English Speaking learning. Based on this background, in short, self-regulated learning (SRL) has an impact on students' English-speaking ability. The purpose of this study was to determine the extent to which self-directed learning (SRL) affects student’ spoken English proficiency. English speaking skills are basic competencies needed in learning English and are competencies that require a lot of practice to get used to vocabulary and pronunciation and conversational context which tend to be different from Indonesian. Therefore, learning independence really needs to be developed in student learning patterns at school to support success in individuals and groups. According to Stephen Brookfield (2000: 130-133) in the article (Aminah & Maulida, 2020), self-study is the ability to be self-aware, self-control, and learn to achieve goals. For students Self-Regulated Learning can increase their self- confidence and recognize their academic abilities. On the other hand, self- regulate learning is used as a method that has a positive impact in supporting the achievement of students' speaking ability. The ability to speak is an oral message that is delivered effectively and functionally.

**RESEARCH METHOD**

In this method, researchers use a quasi-experimental method designed using two groups, namely the control group and the experimental group by comparing the results of the pre-test and post-test. The experimental group is a group of students who are taught using self-regulate learning. While the control group is a group of students who are taught without self-regulate learning. Both groups were given pre-tests to determine their initial ability before being given treatment. Next, researchers give treatment according to the group. After being given treatment twice, a post test was held to find out if there was a change in student learning outcomes between the experimental group and the control group. And This study consists of one independent variable (teaching speaking) and one dependent variable (Self regulate). The participants were assigned to two groups: group A who accepted the use of self-regulate methods with the help of video media, while group B who did not accept the use of self-regulate methods with the help of video media. The population in this study were students of class XI SMAN 1 Tanjungbumi class XI Science, totalling 22 students. while the samples in this study were students of class XI science/1, totalling 11 students and class XI science/2, totalling 11 students. In this study the researcher used random sampling where by applying the random sampling technique the researcher was able to group students who were in each class XI IPA, namely the researcher chose class IPA 1 - IPA 2, then the researcher chose students who were in the class randomly by mentioning their names. in the class attendance data. In this study use test in the form of pre-test and post-test and the last researcher carried out documentation as pictures or orally. To analyses the collected data, researchers use SPSS 23 to help researchers accurately calculate and analyses the data. This research method is a quasi- experiment, the method that researchers use in SPSS is ANCOVA. According to (Khammar et al., 2020) ANCOVA is a variant of ANOVA with control of linear influence of covariate variables using regression analysis.

**RESEARCH FINDING AND DISCUSSION**

In the previous chapter, the researcher has research question. To know the answer to that question, the researcher takes data of the research in SMAN 1 Tanjungbumi. The researcher chooses the XI/Science 1-2 grade as sampling of the research. The XI/Science 1-2 grade are the sample of this research. There are kinds of test that are pre-test and post-test. The researcher uses video English short story as media in giving treatment for knowing the effectiveness of self-regulated learning to teach speaking in SMAN 1 Tanjungbumi.

1. **The Result of Pre-test, Post-test of Experimental group**

The pre-test is a test of speaking ability, and the value is taken from the results or a student who dares to appear in front of the class to analysis the video and present it orally in front of the class. The researcher asked all students of class XI/scient 1 to analysis the video for the pre-test. Then the researcher used 2 aspects of student assessment. These aspects are fluency and pronunciation as well as students' understanding of the video. In this step, the researcher got scores from all students of class XI/Scient 1. The post-test is a test of speaking ability, and the value is taken from the results or a student who dares to appear in front of the class to analyze pictures and present them orally in front of the class. Researchers provide pictures to students as media. Then the researcher asked the students to analyze the picture directly in front of the class which was given 5 minutes. Fluency and pronunciation as well as student time management. in this section to assess students' speaking ability. Therefore, the researcher got a score from the post-test which was used as an assessment.

1. **The Result of Pre-test, Post-test of control group**

In the control group student did not study using the self-regulated learning method. Students are taught using video as a learning medium but are not given a time limit to complete video content analysis. The pre-test is a speaking ability test whose assessment is taken from the results of their speaking about the contents of the video. The researcher asked all students of class XI/science 22 to describe the video that happened. then the researcher assessed the students by the way they spoke in English. And assessed from the fluency and the way students pronounce. Post-test is a test of students' speaking ability by describing pictures. The researcher asked the students to choose a picture and then the students were given the task of describing the pictures that had been chosen by the students. Then students describe the picture in front of the class. therefore, the researchers got the results of their speaking test by describing the existing images. And it can be judged from the way students pronounce using English, namely from how to read fluency and well as good pronunciation. And The pre-test and post-test student scores in the experimental and control classes can be presented in the table below:

**Descriptive Statistics**

|  |  |  |  |
| --- | --- | --- | --- |
| Group | Mean | Std. Deviation | N |
| Group Experimental | 64.3636 | 3.32484 | 11 |
| Group Control | 62.1818 | 6.88212 | 11 |
| Total | 63.2727 | 5.39119 | 22 |

Based on the table above, the average score of the student speaking skills increased from 64.3636 to 62.1818. the standard deviation shows the standard deviation coefficient of 3.32484 group experimental and 6.88212 group control.

In this study, researchers used content validity which aims to measure students' understanding or speaking skill. An instrument is said to have content validity if the sample items have appropriate or relevant universal content. And the results of validity calculations can be seen in the following table:

**Correlations**

|  |  |
| --- | --- |
| Pretest | Posttest |
| Pretest | Pearson Correlation | 1 | .738\*\* |
| Sig. (2-tailed) |  | .000 |
| Sum of Squares and Cross-products | 1093.091 | 602.818 |
| Covariance | 52.052 | 28.706 |
| N | 22 | 22 |
| Posttest | Pearson Correlation | .738\*\* | 1 |
| Sig. (2-tailed) | .000 |  |
| Sum of Squares and Cross-products | 602.818 | 610.364 |
| Covariance | 28.706 | 29.065 |
| N | 22 | 22 |

 Correlation is significant at the 0.01 level (2-tailed).

Based on the data above, the results of the correlation of people are 0.738, this data is said to be valid because of the table of people correlation items. If the number of students is 22, then the table is 0.433. so, it can be concluded that 0.738 > 0.433 so this strategy can be used for students.

In this study, researchers used a test-retest to determine the reliability of the instrument and aimed to measure or test the reliability of the measurement values taken. And the instrument instructions applied at different times. The following results of the reliability calculation can be seen in the table:

 **Case Processing Summary**

|  |  |  |  |
| --- | --- | --- | --- |
| Cases | Valid | 22 | 100.0 |
| Excludeda | 0 | .0 |
| Total | 22 | 100.0 |

a.Listwise deletion based on all variables in the procedure

**Reability Statistic**

Cronbach's Alpha

.829

N of Items

2

 So based on the table above, it is known that Cronbach’s Alpha calculation results are 0.829 while the number of items is 2. So, it can be concluded that the test has unacceptable reliability.

On the target test, the researcher calculated the f-test value from the pre- test and post-test values using the ANCOVA test to analyze the research f-test score. The result of the f-test is presented in the table below:

 **Tests of Between-Subjects Effects**

Dependent Variable: Post-test

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Source | Type IIISum of Squares | df | Mean Square | F | Sig. | Partial Eta Squared |
| CorrectedModel | 369.233a | 2 | 184.616 | 14.547 | .000 | .605 |
| Intercept | 255.335 | 1 | 255.335 | 20.119 | .000 | .514 |
| Pretest | 343.051 | 1 | 343.051 | 27.031 | .000 | .587 |
| Group | 36.790 | 1 | 36.790 | 2.899 | .105 | .132 |
| Error | 241.131 | 19 | 12.691 |  |  |  |
| Total | 88686.000 | 22 |  |  |  |  |
| CorrectedTotal | 610.364 | 21 |  |  |  |  |

Based on the table above, information can be obtained that the sum of the squares and the average squared is 184,616. in this study took a 95% confidence level, meaning he applied 5% or 0.05 of the research standard error, which is the numerical standard error for Education statistics. The calculated P-value is 14.547. degrees of freedom (df) consist of df1 and df2 namely df1 is (21) and df2 (20). The degree of freedom (df2) is 20 of the f-critical with a significance level of 5% or 0.5, which is 2.085. then H1 is accepted and H0 is rejected and is proven by a P-value of 0.105 <0.05 (a).

**CONCLUSION**

Based on the results in the experimental group and the control group using SPSS 23 Analysis of Covariance (ANCOVA) Researchers can conclude that the use of self-regulated learning methods is effective in class XI students of SMAN 1 TANJUNGBUMI on their speaking abilities than using direct learning methods. Researchers used pre-test and post-test analysis using SPSS 23. Based on these results, it was compared with a significant value of α = 0.05 (5%) and obtained results at a significant level of 0.000 (0.000 ≤ 0.05). already explained in chapter four and get results after analysis the data that students who are taught using self-regulated learning methods are effective than using direct learning methods. the data shows that speaking skills increased from 60.3636 to 63.2727. the standard deviation shows a standard deviation coefficient of 7.21470 pretest and 5.39119 post-test. It was concluded that teaching using the self-regulated learning method did affect the speaking ability of students in eleventh grade at SMAN 1 Tanjungbumi.

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