



**Investigating Indonesian Senior High School Students' Implementation of
Self-Regulated Learning towards the English Subject**

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Abstract

English is considered as a foreign language for Indonesian speakers. It also becomes the first obligatory foreign language to be taught in Indonesian Secondary Schools. However, English is rarely used as the medium of communication in the daily life context. Consequently, learners encounter difficulties in uttering sentences and creating written expressions. Therefore, they need to be self-regulated and strategic to acquire English proficiency. The researchers argued that applying Self-Regulated Learning (SRL) by both students and teachers could enhance students' language mastery. This paper aimed to investigate whether or not self-regulated learning towards the English subject of Grade X and XI students was implemented in one Senior High School in Yogyakarta, Indonesia. It adopted convergent mixed method approach by distributing questionnaire to 60 students, and conducting a semi-structured interview to one English teacher. One English teacher was chosen as a convenience sample in this study. Based on the finding, the students depict positive results in responding four strategies represented Self-Regulated Learning, including: 1) Planning, 2) Monitoring, 3) Controlling, and 4) Reflecting. Meanwhile, the researcher classified the findings of the teacher's interview into four major points. The points were: 1) Modelling, 2) Encouraging, 3) Applying Strategic Teaching Method, 4) Checking Outcome and Giving Feedback. From the findings, it could be concluded that both the students and the teacher implemented some aspects of self-regulated learning; even though the process should be conducted more systematically and consistently.

Keywords: English learning strategies, self-regulated learning, autonomous learning, English subject

Introduction

Nowadays, English becomes the worldwide global communication. It is ubiquitously found in the context of education, technology, commerce, politics, and many other essential fields. According to Kirkpatrick (2012), English is playing critical role in South East Asia countries; further, he explains that English becomes the only official working language of ASEAN. Considering to the importance of English, the government of Indonesia responds it and obligates English as one of the compulsory subjects for Senior High School students. According to Zein (2017), English proficiency is deemed necessary to prepare the non English speakers in the broader working opportunities. However, one study which is conducted by Mustafa (2018) depicts that the process of teaching and learning English at school does not significantly influence the students' English proficiency. 76 percent of the participants agreed that their English proficiency level is partially influenced by teaching and learning process at school. Meanwhile, 15 percent agreed that their current English proficiency is due to the learning at school, and then only 9 percent of the participants believe that teaching and learning at school does not contribute to their English mastery. Some of salient ways to improve the students' English proficiency are by enhancing autonomous learning, upgrading teachers' competence, and advancing facilities in relation to students' English proficiency improvement (Mustafa, 2018).

In accordance to promoting autonomous learning, the students must make active attempts and apply strategic learning to enhance their achievement. Self regulated learning (SRL) can be the learning skills and work habits to create successful English proficiency. Zimmerman (2016) proposes a SRL theory that refers to self-generated thoughts, feelings, and behaviours which are oriented to attaining goals.

Self-Regulated Learning has been broadly discussed across the world and amongst ASIA countries. Choi, Zhang, Lin, & Zhang (2018) investigate the framework of self regulated learning strategies in influencing the English

vocabulary knowledge among 230 Korean high-school students. Meanwhile, Abadikhah, Aliyan, & Talebi (2018) investigate EFL university students' attitude towards self-regulated learning strategies in writing academic papers. In this study, the findings revealed that particular writing strategies involving pre-writing, goal-setting and self-consequence were not applied appropriately by the participants. Therefore, supplementary strategies to improve students' writing skills are required. Williamson (2015) explores about the relation of self-regulated learning with metacognition, motivation, and behavior. It encompasses the advantages the self-regulated learning in terms of metacognition skill, which involves setting goal and monitoring progress. The finding of the study also underlines the intrinsic motivation rather than extrinsic motivation, such as giving extrinsic rewards.

In Indonesian learning contexts self-regulated learning topic also gains much attention. There are ample of significant studies that shed light on the essence of Self-Regulated Learning. Wangid (2014) discusses the impact of SLR to the students and teachers due to the implementation of 2013 curriculum. The shifting curriculum from School Based Curriculum (KTSP) to 2013 curriculum emerges the changes on teacher and student's role and their study habit. The students are demanded be more active and dynamic to engage themselves in the classroom. Meanwhile, the teachers are required to arrange the activities to facilitate the students with the changes. Therefore, self regulated learning allows both the teacher and students to think more critically and metacognitively in the learning-teaching practices. Meanwhile, Kartika (2015) examines the implementation of self-regulated learning upon the process of writing task for university students. In the study, the participants employ a profound model that helps a learner to be well-regulated in his or her writing. The finding depicts that planning, translating and reviewing as a cohesive process for writing shows meaningful improvement in the participant's writing. Another significant study which is done by Mbato (2013) portrays how self regulation can facilitate the Indonesian students of higher education in reading. The study describes that the application of Self Regulation must be interwoven with many

components, such as colleagues regular meeting, multiple methods application to engage learners with the approach, regular feedback contribution, and applying suitable and consistent assessment. Further, it is explained that teacher's support enables students' Self Regulated Learning grows. Based on those research findings done by previous researchers, the researcher finds that self-regulated learning strategies have not been discussed deeply in terms of English learning implementation for Indonesian Senior High School students. Thus, this research focuses on investigating the implementation of self-regulated learning strategies in learning English for Indonesian Senior High School students.

The reason for conducting the study is because of the consideration of the role of English as an obligatory subject in the curriculum and also the important role of English in the globalized era. Therefore, the students need to develop self regulated learning to perform better in English subject. Moreover, having good English skill can be advantageous for them to pursue their career or study in the future. In this study, students of Senior High School are chosen because the middle school years are the perfect period to apply self regulated learning strategies; it is known that the students start to experience significant tasks and learning responsibilities (Zimmerman, Bonner, & Kovach, 1996). In fact, their academic performance will erode if they are not able to self-manage the learning strategies.

This study is expected to contribute to the educational field, especially in Indonesia. It is expected that the strategies of self regulated learning can be the foundation for students and teachers to enhance and retain English mastery. Moreover, it is hoped to foster the student-centered learning process as it is explicitly stated in the 2013 curriculum. In this study, the researchers are going to answer two questions; they are (1) How do the students respond to the implementation of self regulated learning strategies in learning English? (2) What are teacher's strategies to support the students to become self-regulated English learners?

Research Methodology

In order to obtain and provide thorough data, this study employed convergent mixed methods proposed by Creswell (2014). According to Creswell (2014), convergent mixed method is quantitative and qualitative data are collected, analyzed discretely, then compare the findings of the results to whether the results are related and unrelated each other.

Firstly, the researchers collected the data through questionnaire to 60 students of Senior High School. Then, the researchers continued collecting data through interviewing one of English teachers. The interview was done in semi-structured interview. In order to improve the trustworthiness of the findings, the researchers conducted member checking validation when the transcribing process had been completely done.

Research Setting and Participants

The setting of the study was in SMAN 1 Cangkringan Sleman Yogyakarta. The study was conducted from 6th of September 2019 until 9th of September 2019. In this study, the researchers used convenience sampling method of two types of participants. In Convenience sample, the participants were randomly selected to participate in this study. The first participants were the students of grade X and XI of Senior High School. The researchers chose one class in each grade. The total number of the students in two classes was 60 students. The other participant was one English teacher who taught grade XI. The consideration for choosing only one English teacher was due to tight teaching schedule and the availability of the teacher.

Data collection and analysis

In the data gathering, the researchers distributed the questionnaire to the students to collect quantitative data. The statements of the questionnaire reflected Pintrich's (2000) theory about self-regulated learning phases; the phases involved (1) planning, (2) monitoring, (3) controlling, and (4) reflecting. The questionnaire was distributed on 6th September 2019 to the students of grade X and XI. Students completed the questionnaire by self-

rating items on a Likert-type scale. These scales ranged from strongly agree to strongly disagree. The results were counted in the form of percentage for each scale. Further, the researchers explained and elaborated the result of questionnaire descriptively. In order to gain more information about teacher's role in fostering self-regulated learners, the semi-structured interview was done to one English teacher. In the interview session, the researcher gave brief description about what self regulated learning and its importance. After obtaining the data from the interview, the researchers listened the interview recording several times and transcribed the raw data by coding the data into some themes. The last, the researchers interpreted the meaning of themes in narrative passage to convey the analysis findings.

Findings and Discussion

Findings

This study sought to investigate the implementation of self-regulated learning (SRL) strategies toward English subject for Indonesian Senior High School students, and the teacher's roles to assist the students in implementing SRL. There were two kinds of findings which would be discussed in the discussion. The first finding was the result of the questionnaire from 60 students. Meanwhile, the second was the result from the interview of one English teacher. The data from the students' questionnaire was elaborated as follows:

Table 1. Students' questionnaire result

Statement	Category	Agree	Undecided	Disagree
1. I Plan out English tasks that I want to complete.	Planning	57 %	42 %	2%
2. If an English test is coming, I create a study plan.		68 %	26 %	5 %
3. I estimate how much time my English homework will take to	Monitoring	60%	38%	2%

complete.				
4. Before I'm doing something fun, I consider all the things that I need to get done.		53 %	43 %	3 %
5. Daily, I check things I need to get done and track what gets done.		70 %	30 %	0 %
6. I track my progress for reaching my goals.		65 %	35 %	0 %
7. As soon as I see things aren't going right, I want to do something about it.	Controlling	77 %	22 %	1 %
8. I make choices to help me succeed, even when they aren't the most fun right now.		74 %	22 %	4 %
9. When I fail at something, I try to learn from my mistakes.	Reflecting	90 %	10 %	0 %
10. I think about how well I'm doing on my English assignments.		77 %	22 %	2 %

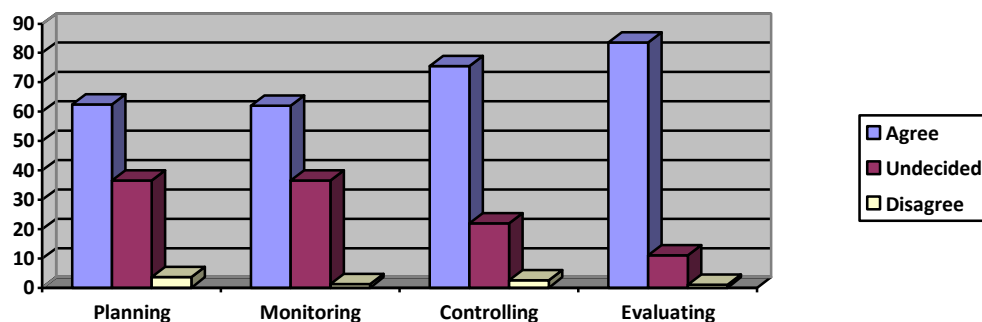


Figure 1. Students' questionnaire result

The above graph portrayed the averages of the results for each strategy of Self Regulated Learning implementation toward English subjects. The detailed elaboration of the results was discussed as follows.

1. Students' role in implementing Self Regulated Learning toward English subject

The table which was shown above depicted the results of questionnaire from sixty students. There were four self regulated learning strategies proposed by (Pintrich, 2000), planning, monitoring, controlling, and evaluating that later were broken down into ten statements. Each statement represented each category (strategy). Each strategy which was perceived by the students was elaborated as follows:

a. Planning Strategy

In terms of planning out the English tasks, the researchers could see positive response from the students. The result portrayed 57% of students agreed to make plans to complete the task. However, the other 42% were in undecided state toward the statement. For the second statement, planning out for the upcoming English test, 68% of students strongly agreed to the statement. Meanwhile, 26 % of the students chose undecided.

b. Monitoring strategy

The second strategy was Monitoring the task. There were four points in monitoring strategy, involving, estimating time to complete the task, completing task before doing leisure activities, tracking done and undone task, and tracking the progress. The students showed good attitudes regarding to time estimation in completing the homework. The result displayed 60 % of the students agreed to the statement. Meanwhile, there were 53% of the students finished their task before doing leisure activities. In accordance to tracking the progress of the assignment, the students showed very positive response; 62% of the students agreed that they did monitoring toward done and undone tasks. Moreover, 65% of the students also displayed good attitude to track their progress with the goals.

c. Controlling Strategies

The third was controlling strategy. There were two points in controlling strategy; they were controlling and correcting the error, and making the best choices to succeed. The result showed that 55% of the students were controlling and correcting the error in the middle of their process of learning. Meanwhile, 52% of the students stated that they were able to control their choices to succeed despite not easy to do.

d. Reflecting strategies

There were two statements reflected reflecting strategies. The first was evaluating the failure, and doing self-reflection on test performance. 90% of the students showed positive response toward evaluating their failure in doing something. Meanwhile, there was 77% portrayed good attitude at doing self-evaluation in English assignment. The process of reflection included learner's judgments and evaluation of their task performance, and also their attribution for the performance.

2. Teacher's Role in supporting the students to be self-regulated learner

The second finding was the interview result of one English teacher namely Ms. Tyas (pseudonym). The interview was conducted on 9th of September 2019. Ms. Tyas was a young English teacher, aged 32 years old. She had been working as an English teacher for 8 years in that school. During the interview session, Ms. Tyas showed cooperation and enthusiasm in answering the questions and telling about her practice in teaching English. However, she admitted that self regulated learning topic was uncommon and unfamiliar for her. Thus, the researcher built her prior knowledge by giving explanation about self regulated learning. From the interview results, the researcher transcribed and coded the results into four themes. The themes were modeling, encouraging, applying strategic teaching method and checking outcome and giving feedback.

a. Modeling

Ms. Tyas declared that she wanted to be the best version of teacher; a teacher who was adaptive, punctual, and up-to-date in teaching

"Students' achievement is the barometer of the teaching goals. As the consequence, the teacher is required to be flexible and adaptive to bridge the students' need. A teacher must be able to reflect and evaluate the learning-teaching progression".

In the interview, Ms. Tyas also told that she let the students to explore the material. For instance, in learning narrative text materials, the students had initiative to make a video blog (vlog) about the legend of the village name where the school location took place. She also admitted to have less lecturing, yet focused on producing and problem solving.

b. Encouraging

Ms. Tyas admitted that some students had low motivation in learning English. Nevertheless, Ms. Tyas always tried to encourage the students in terms of material preparation. She delivered the material attractively and interestingly. It, therefore, enhanced and motivated the students to learn English. Another promising way to encourage her students to learn English was collaborating with SEA-Teachers programs held by SEAMEO (Southeast Asian Ministers of Education). In this program, the school got a chance to have the pre-service overseas teachers do practice teaching in that school.

"Sometimes, the students are demotivated to learn English. They seemed too reluctant to learn. But, the SEA-Teachers program really boosts the students' motivation to speak up more. It is because they know the real purpose of communicating in English".

c. Applying Strategic Teaching Method

Ms. Tyas provided particular assistance to help the students to break the assignments components systematically. In curriculum 2013, she asserted that she could explore the material to the students. The material given was related to project based learning, problem based learning, or inquiry based learning.

"In the project based learning, I tell the students about the steps to make a video blog (vlog). First is setting the theme, exploring the idea, drafting and consultation. Every week, the students see me to consult the progress of the project".

In order to create more interactive classroom, Ms. Tyas also liked to integrate the use of technology in her teaching practice. Recently, she implemented **quizizz** for doing daily quiz to the students. She admitted that the use of technology could enhance the students' motivation to learn.

"For the daily quiz, we can use quizizz.com as the enrichment material for the students. It really can improve the students' vocabulary because we can replay the quiz. We also get the direct score and discussion through it".

d. Checking outcome and giving feedback

The teacher did some ways to check the students' outcome. Daily quiz, Mid-Semester Assessment, and Final Semester Assessment were the regular outcome checking that were done by the teacher. The teacher developed the assessment based on the standard competency and basic competency in Curriculum 2013. The feedback was given to the students in transparent way. The teacher gave personal feedback about what it should have been improved in the remedial. The remedial was flexible, meaning; the students could either choose their own assignment or teacher's task given.

"For the remedial, the students can suggest what kind of assignment they are going to do. The teacher permits the students to choose the assignment as long as it is related to the topic".

However, Ms. Tyas stated that she was not able to give regular personal feedback to each student. If the schedule was tight, she skipped the feedback for the students.

Discussion

From the above-mentioned data, there are two broad types of findings in this study which were taken from questionnaire and interview. The first is students' role in implementing self regulated learning toward English subject and the second is teacher's role in supporting the students to be self-regulated learner. The discussion of two broad themes will be elaborated as follows:

1. Students' role in implementing self regulated learning toward English subject

The results depict that the students show positive response in all strategies phases, such as, planning, monitoring, controlling, and reflecting. The percentage of the result portrayed more than 50% of the students agreed to all self regulated learning strategies. Even though, there is slightly low result (57%) for planning out the completion of English task. Meanwhile, in terms of monitoring the task before doing leisure activities, the result only showed 53%. It means that the students are not really good at checking the task progression before doing fun activities. The highest result is shown in reflecting strategies. The students showed very positive response (90%) in evaluating their failure.

The students portray positive response toward planning strategy which is shown in the table of the result. It could be concluded that the students showed positive attitude to make learning plan in completing the task and creating study plan for the test. Making plans is a good start to set and achieve ultimate goals for the students. Consequently, planning enables the students to increase academic success (Zimmerman, 2002). According to Zhang & Seepho (2013), planning strategy is considered as metacognitive skill which combine cognitive process and ones' learning regulation. The students' response in monitoring strategy also depicts a good result. It can be seen from each statement in Monitoring strategy demonstrates more than 50% result. Mbato (2013) asserted that monitoring becomes essential aspect to produce metacognitive understandings that allow the choices of intelligent to carry on with tasks. A study which is done by Aziz (2018) also shows the essence of doing self-monitoring. He asserts that self-monitoring can be a way to observe and evaluate one's learning behavior. The third was controlling strategy which entails controlling and correcting the errors, and making choices to succeed. In line with controlling strategy, Pintrich (2000) claims the importance of cognition controlling strategies. It evokes the students' actual selection to apply cognitive

strategies for memorizing, learning, problem solving, and thinking. The selection of the strategies contributed positive influence on learning and performance. The last strategy in implementing self regulated learning is reflecting strategies. There are two statements in this strategy, evaluating the failure, and doing self-reflection on test performance. The process of reflection included learner's judgments and evaluation of their task performance, and also their attribution for the performance. Reflection process triggered learner's awareness on the importance of the goals set for the task (Pintrich, 2000).

2. Teacher's role in supporting the students to be self-regulated learner

There were four themes are documented to support the students' self regulation, which are modeling, encouraging, applying strategic teaching method and checking outcome and giving feedback. In the interview, the teacher states that she wants to be a good a role model for the students by showing good example, being punctual, and being literate in applying technology. According to Lumpkin (2008), teachers interact with the students everyday. Modeling teacher is essential for them to foster the students with positive character, create professional judgments and decision according to societal and moral virtues. Meanwhile, according to Barbieru (2016), teachers are hoped to be a model of action who can set limits and apply it with full of consistency for the sake of sculpturing students' independence. The second role is encouraging the students. Every student is a unique being. They show different personal interest in learning particular subject. Learning English was not the exception. The teacher is supposed to respect the students' diversity in learning. Salter (2012) said that rewarding and recognizing students' effort and self-improvement is a noteworthy aspect to provide the students with opportunity and experience personal improvement. Moreover, In Indonesian context, we are familiar with a maxim "*Tut Wuri Handayani*" that becomes the motto for Indonesian Ministry of Education. It reflects the profound meaning to be an Indonesian ideal teacher who can educate the knowledge, motivate and encourage the

students in the pursuit of knowledge (Towaf, 2017). The third role done by the teacher is applying Strategic Teaching Method. The variation of teaching strategies might avoid the students from boredom. The strategic teaching method might also trigger the students' active participation and engagement. Using a variety of evaluation methods, and reducing emphasis on social competition and comparisons of students' work are great strategies to improve students' learning performance (Salter, 2012). The last role is checking outcome and giving feedback for the students. Based on the interview result, there are some types of assessment done by the teacher to check the student's outcome. As the follow up, the teacher provides feedback to retain students' learning performance. Havnes, Smith, Dysthe, & Ludvigsen (2012) explain that feedback also can define the aspect of assessment quality. Further, it is explained that there are some considerations to deliver feedback to the students, such as what feedback the teacher provides, how the teacher presents it to the students, how the students accept it, and to what extent feedback can be integrated in future teaching and learning.

Conclusion and Suggestions

As seen through the discussion, self-regulated learning can be the learning skills and habit which influence the students' academic achievement. The success of self regulated learning must be supported by teacher and students. The students should have internal and external motivation to be self-regulated learners. On the other hand, teacher's support in terms of choosing strategies and being a role model can help the growth of students' self regulation.

However, in order to maximize the implementation of the Self-Regulated learning, the researcher suggests the future researcher to explain about what self regulation and its importance to the students after gathering the data. Moreover, it would be better if the future researcher conducts classroom observation and interview some of the students to check and verify the questionnaire result. The last but not least, the

strategies in self regulated learning is a prominent aspect to assist the teacher and students to foster language learning, thus the government needs to introduce the important strategies of Self Regulated Learning for Indonesian teachers. The particular seminar can be held to discuss self regulated learning strategies more deeply; explanation and discussion of self-regulated learning also can be discussed in Subject Teachers Discussion Forum, or in Indonesia it is known as MGMP (Musyawarah Guru Mata Pelajaran).

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