

Indonesian EFL Students' Self-Regulated Learning Strategies for English Speaking

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ABSTRACT

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This study investigated self-regulated learning (SRL) strategies employed by Indonesian undergraduate students to enhance their English-speaking abilities. A quantitative research design was employed, with data collected from 30 undergraduate students through a modified Self-Regulated Motivation for Improving Speaking English as a Foreign Language (SRMIS-EFL) questionnaire. Descriptive statistical analyses, including mean scores and standard deviations, were conducted using SPSS to examine the extent to which four SRL factors, Task Value Evaluation, Regulation of Learning Environment, Regulation of Affect, and Regulation of Classroom Environment, were demonstrated. The findings indicated that Task Value Evaluation was the dominant factor supporting students' speaking skills, while Regulation of Affect and Classroom Environment showed moderate engagement. These results suggest that cognitive, affective, and environmental strategies collectively influence students' motivation and participation in English-speaking activities. Implications for teaching include designing meaningful speaking tasks, promoting peer collaboration, and creating supportive learning environments to strengthen students' SRL and oral proficiency.

I. Introduction

Speaking skills are widely recognized as one of the most essential language skills for effective communication in the era of globalization [1]. Language development occurs through interaction with others, making speaking a fundamental component of language learning [2]. However, speaking is often considered one of the most challenging skills for English as a Foreign Language (EFL) learners because it requires grammatical accuracy, fluency, pronunciation, and the ability to respond spontaneously during real-time communication [3], [4]. Learners are expected to process linguistic knowledge quickly while managing limited opportunities to learn from mistakes, which increases the complexity of the speaking process [1].

EFL learners, particularly in Indonesia, face various challenges in mastering speaking skills. These challenges may stem from internal and external factors such as anxiety, shyness, lack of preparation, limited exposure to English-speaking environments, low self-confidence, and performance pressure during direct interactions [5]. As a result, many learners tend to avoid communication, which can slow their language development. To address these challenges, self-regulated learning (SRL) strategies have been identified as an important approach that helps students manage their learning and support their speaking development [6], [7].

Self-regulated learning refers to a process in which learners actively control their cognition, motivation, and behavior to achieve academic goals [8], [9]. This approach is particularly relevant in higher education, where students are expected to take greater responsibility for their learning.

SRL involves several interconnected processes, including goal setting, self-monitoring, and self-reflection, which enable learners to evaluate and adjust their strategies for better learning outcomes [10]. Previous research has shown that SRL supports language learning by strengthening motivation, encouraging strategic behavior, and helping learners overcome emotional barriers [11].

Recent studies highlight the significant role of SRL in enhancing EFL students' speaking skills by addressing both cognitive and affective dimensions of learning. Learners who apply self-regulatory strategies such as goal setting, monitoring progress, and reflective evaluation tend to demonstrate stronger speaking development [6], [12]. Motivational and emotional factors, particularly self-confidence and self-regulated motivation, have also been identified as important elements that support students' engagement in speaking activities [13], [14]. Additionally, research on SRL instruments emphasizes that self-regulation consists of cognitive, motivational, and behavioral dimensions that foster learner autonomy [7].

Despite these findings, many studies examine SRL as a general construct without investigating which specific components are most prominently used by students to support their speaking development. Limited research has explored factors such as task value evaluation, regulation of affect, regulation of learning environment, and regulation of classroom environment within the Indonesian higher education context. Consequently, a clearer understanding of how these SRL factors are utilized by learners remains needed.

Addressing this gap, this study aims to examine Indonesian undergraduate students' self-regulated learning strategies for speaking skills at Universitas Kristen Satya Wacana (UKSW). Specifically, it seeks to identify which SRL factors are most prominently used by students in supporting their speaking development. By exploring how learners regulate their learning processes when improving their speaking abilities, this study is expected to provide insights that may inform pedagogical practices aimed at strengthening learner autonomy, confidence, and communicative competence. This study addresses the following research questions:

1. What self-regulated learning factors supporting English speaking are demonstrated by undergraduate EFL students?
2. Which SRL factor is most strongly demonstrated?

II. Method

A. Research Design

This study employed a quantitative descriptive research design to identify self-regulated learning (SRL) factors that support English speaking among undergraduate EFL students. Quantitative research is used to examine measurable variables through statistical procedures and numerical data analysis [15].

The study focused on four SRL factors: task value evaluation, regulation of the learning environment, regulation of affect, and regulation of the classroom environment. Rather than testing causal relationships, this study aimed to describe the extent to which these factors are demonstrated by students in supporting their speaking development. This approach enables an objective understanding of learners' self-regulatory behaviors within the English Education context at Universitas Kristen Satya Wacana (UKSW).

B. Participants

The target population of this study was undergraduate students enrolled in the English Education program at Universitas Kristen Satya Wacana (UKSW), as they are expected to actively develop English speaking skills throughout their academic study. A total of thirty third-year students participated in this research.

This study employed purposive sampling to select participants based on their relevant experience in learning and using English [16]. Two criteria were applied: (1) participants were currently learning English, and (2) participants reported actively using English in academic or daily communication.

All participant identities were protected by assigning labels such as "Participant 1" and "Participant 2." Informed consent was obtained through Google Forms to ensure confidentiality and ethical research practices.

Table 1. Participants' Demographic Information

<i>Demographic variable</i>	<i>Category</i>	<i>Frequency</i>
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<i>Demographic variable</i>	<i>Category</i>	<i>Frequency</i>
Gender	Male	19
	Female	11
Age	22 years old	17
	23 years old	7
	24 years old	5
	26 years old	1
Year of Study	3rd year	30
Total Participants		30

Data were obtained from 30 undergraduate students at Universitas Kristen Satya Wacana (UKSW).

C. Research Instruments

This study used a questionnaire as the primary instrument to collect data on students' self-regulated learning strategies related to speaking development. The instrument was adapted from the Self-Regulated Motivation for Improving Speaking English as a Foreign Language (SRMIS-EFL) developed by [17], which specifically measures motivational dimensions of SRL in speaking contexts.

The questionnaire consisted of 19 items grouped into four factors: Task Value Evaluation (items 1–7), Regulation of Learning Environment (items 8–12), Regulation of Affect (items 13–14), and Regulation of Classroom Environment (items 15–19). Responses were recorded using a five-point Likert scale ranging from strongly disagree to strongly agree.

Minor wording adjustments were made to improve clarity and ensure relevance to the Indonesian EFL context without altering the original constructs. A brief readability check was conducted with several students to confirm that the items were easily understood.

Table 2. Questionnaire Items

<i>No.</i>	<i>Questions</i>
1	I remind myself that I have to speak well in English
2	I listen carefully to the teacher when he/she talks in English
3	I enhance my motivation and desire to learn English
4	I learn from my mistakes when I speak English
5	I learn from other; mistakes to communicate better in English
6	I try to stay focused in English class
7	I explore different strategies to increase my motivation to speak English
8	To strengthen my English skills, I engage with friends from different countries
9	I communicate in English with foreign on the internet
10	I engage with native English speakers
11	To improve my English, I visit locations frequented by many foreign guests
12	I try to practice my English whenever I interact with foreigners
13	Speaking English helps me overcome my fear
14	I handle my anxiety when I communicate in English
15	I use English to communicate during class whenever I can
16	I speak English when I meet my friends
17	I do my best to take part in as many English-speaking opportunities as possible during lessons
18	I agree with the idea that students need to speak English while in class
19	My friends and I spend time together encouraging each other to speak English

Data was adapted and modified from Uztosun (2017)

Based on the results of the SPSS analysis, the correlation coefficients ranged from 0.043 to 0.689. All 19 questionnaire items had correlation coefficients (*r-count*) greater than the critical

value ($r\text{-table} = 0.250$), indicating that each item was valid and capable of measuring the intended variables.

Table 3. Item-Total Statistics

	<i>Scale Mean if Item Deleted</i>	<i>Scale Variance if Item Deleted</i>	<i>Corrected Item-Total Correlation</i>	<i>Cronbach's Alpha if Item Deleted</i>
A1	51.9667	58.309	0.407	0.888
A2	52.1000	58.645	0.332	0.890
A3	52.0000	59.655	0.290	0.891
A4	52.2000	55.890	0.667	0.881
A5	52.2333	56.254	0.576	0.884
A6	52.3667	56.171	0.501	0.886
A7	52.3333	58.851	0.329	0.890
B8	53.1000	53.679	0.588	0.883
B9	53.0333	56.240	0.404	0.890
B10	52.9333	55.857	0.533	0.885
B11	53.3667	56.378	0.447	0.888
B12	52.7000	54.769	0.607	0.882
C13	52.8667	53.706	0.661	0.880
C14	53.0000	54.414	0.626	0.882
D15	52.5667	55.702	0.706	0.881
D16	52.7000	54.493	0.633	0.881
D17	52.6000	52.386	0.788	0.875
D18	52.2000	62.234	0.043	0.900
D19	52.7333	53.306	0.689	0.879

The reliability test results showed a Cronbach's Alpha (α) value of 0.891, indicating good internal consistency. This value suggests that the instrument was reliable and could be effectively used as a measurement tool in this study.

Table 4. Reliability Statistic

Reliability Statistic	
<i>Cronbach's Alpha</i>	<i>N of Items</i>
0.891	19

D. Data Collection

The Data were collected using a closed-ended questionnaire distributed through Google Forms to undergraduate English Education students at UKSW. Closed-ended questions provide structured response options that facilitate statistical analysis [18]. The questionnaire included an introductory section explaining the purpose of the study, assuring confidentiality, and encouraging honest responses to enhance data quality.

E. Data Analysis

The collected data were analyzed using descriptive statistics in SPSS version 21, including mean scores and standard deviations, to identify the extent to which each SRL factor was demonstrated by students. Mean score classification was used to interpret the level of each indicator. The score range was calculated by subtracting the lowest possible value from the highest possible value and dividing it by the number of categories to obtain the class interval [19]. The level of each indicator was categorized as follows:

Table 5. Category of The Mean

<i>Average Score</i>	<i>Criteria</i>
1,00 – 1,60	Very Low
1,61 – 2,21	Low
2,22 – 2,81	Average
2,82 – 3,41	High
3,42 – 4,00	Very High

III. Results and Discussion

This section presents the results of the data analysis and discusses the findings related to the relationship between SRL strategies and students' English-speaking skills.

A. Result

The data collected from 30 undergraduate EFL students were analyzed using descriptive statistics in SPSS version 21. For each SRL factor, an aggregate score was calculated by summing the scores of the individual items within that factor to represent the overall level of self-regulated learning. Mean scores and standard deviations were then computed to describe the central tendency and variability of each factor. This procedure allows comparison across the four SRL dimensions, highlighting which strategies are most prominently used by students to support their English-speaking development.

The analysis focused on four SRL factors: Task Value Evaluation, Regulation of Learning Environment, Regulation of Affect, and Regulation of Classroom Environment. The results are summarized in Table 6.

Table 6. Mean of All Factors

<i>Factors</i>	<i>Mean</i>	<i>SD</i>
Task Value Evaluation Factor	23,3	2.548
Regulation of Learning Environment	12,3	3.200
Regulation of Affect	5,1	1.357
Regulation of Classroom Environment	14,7	2.793

The highest mean score was found in the Task Value Evaluation Factor ($M = 23.3$), indicating that students primarily enhance their speaking abilities through motivation and awareness of task importance. The lowest mean score was Regulation of Affect ($M = 5.1$), suggesting that emotional regulation remains a challenge in supporting students' SRL for speaking.

1. Task Value Evaluation Factor

Table 7. Task Value Evaluation Factor

<i>Statement</i>	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
I remind myself that I have to speak well in English.	30	2.00	4.00	3.5333	0.57135
I listen carefully to the teacher when he/she talks in English.	30	2.00	4.00	3.4000	0.62146
I enhance my motivation and desire to learn English.	30	3.00	4.00	3.5000	0.50855
I learn from my mistakes when I speak English.	30	2.00	4.00	3.3000	0.59596
I learn from others; mistakes to communicate better in English.	30	1.00	4.00	3.2667	0.63968
I try to stay focused in English class.	30	1.00	4.00	3.1333	0.73030
I explore different strategies to increase my motivation to speak English.	30	2.00	4.00	3.1667	0.59209

The highest mean score ($M = 3.5333$, $SD = 0.57135$) was found in the statement “*I remind myself that I have to speak well in English,*” while the lowest score was “*I try to stay focused in English class*” ($M = 3.1333$, $SD = 0.73030$). All statements within this factor received relatively high scores, showing that students’ motivation and task value awareness strongly contribute to their speaking improvement.

2. Regulation of Learning Environment

Table 8. Regulation of Learning Environment

<i>Statement</i>	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
To strengthen my English skills, I engage with friends from different countries.	30	1.00	4.00	2.4000	0.89443
I communicate in English with foreigners on the internet.	30	1.00	4.00	2.4667	0.86037
I engage with native English speakers.	30	1.00	4.00	2.5667	0.72793
To improve my English, I visit locations frequented by many foreign guests.	30	1.00	4.00	2.1333	0.77608
I try to practice my English whenever I interact with foreigners.	30	1.00	4.00	2.8000	0.76112

The regulation of learning environment describes how students create or seek authentic opportunities to practice English. The highest mean score was found in the statement “*I try to practice my English whenever I interact with foreigners*” ($M = 2.8000$, $SD = 0.76112$). The lowest was “*To improve my English, I visit locations frequented by many foreign guests*” ($M = 2.1333$, $SD = 0.77608$).

3. Regulation of Affect

Table 9. Regulation of Affect

<i>Statement</i>	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
Speaking English helps me overcome my fear.	30	1.00	4.00	2.6333	0.80872
I can handle my anxiety when I communicate in English.	30	1.00	4.00	2.5000	0.77682

The regulation of affect represents students’ ability to manage their emotions while learning to speak English. The highest item mean ($M = 2.6333$, $SD = 0.80872$) shows that speaking English helps students overcome fear, while the lowest ($M = 2.5000$, $SD = 0.77682$) indicates difficulties in managing anxiety. These results reveal that emotional regulation remains a challenge for many learners.

4. Regulation of Classroom Environment

Table 10. Regulation of Classroom Environment

<i>Statement</i>	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
I use English to communicate during class whenever I can.	30	2.00	4.00	2.9333	0.58329
I speak English when I meet my friends.	30	1.00	4.00	2.8000	0.76112
I do my best to take part in as many English-speaking opportunities as possible during	30	1.00	4.00	2.9000	0.80301

<i>Statement</i>	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
lessons.					
I agree with the idea that students need to speak English while in class.	30	2.00	4.00	3.3000	0.59596
My friends and I spend time together encouraging each other to speak English.	30	1.00	4.00	2.7667	0.81720

The Regulation of Classroom Environment factor refers to students’ efforts to create a supportive atmosphere for speaking English during class activities. The highest mean score was recorded for “*I agree with the idea that students need to speak English while in class*” (M = 3.3000, SD = 0.59596). The lowest was “*My friends and I spend time together encouraging each other to speak English*” (M = 2.7667, SD = 0.81720). These findings suggest that while students recognize the importance of using English in classroom contexts, peer collaboration and mutual encouragement remain relatively limited.

B. Discussion

The present study investigated four major factors influencing undergraduate students’ self-regulated learning (SRL) in enhancing English-speaking skills: Task Value Evaluation, Regulation of Learning Environment, Regulation of Affect, and Regulation of Classroom Environment. The analysis was based on aggregate scores calculated by summing item-level Likert scores for each factor, providing a quantitative measure of the extent to which students demonstrate each SRL dimension. Descriptive statistics, including mean scores and standard deviations, were generated using SPSS version 21 to identify the dominant strategies used by students, offering an analytical orientation aligned with the research objectives.

1. Task Value Evaluation Factor

Among the four SRL factors, Task Value Evaluation recorded the highest aggregate mean score (M = 23.3), indicating that students possess strong awareness of the importance of learning English, particularly in speaking activities. High item-level mean scores, such as “I remind myself that I have to speak well in English” (M = 3.53), demonstrate that students are intrinsically motivated and perceive speaking tasks as personally meaningful. This aligns with [13], who explained that learners who perceive their learning tasks as valuable maintain higher motivation in EFL learning, and with [20], who emphasized that students who view English as important engage more actively in language practice. Understanding that speaking English is connected to personal goals encourages students to employ SRL strategies more effectively [21].

The high consistency of item scores further indicates that motivation is largely internally driven, rather than solely by external rewards such as grades or teacher feedback [17]. However, the lower mean for “I try to stay focused in English class” (M = 3.13) highlights that maintaining attention remains challenging for some learners. These results suggest that enhancing students’ awareness of task value through authentic and meaningful speaking activities can further strengthen intrinsic motivation and facilitate sustained skill development [13].

2. Regulation of Learning Environment

The Regulation of Learning Environment factor reflects students’ capacity to manage surroundings for practicing English. Aggregate scores show moderate engagement (highest mean: “I try to practice my English whenever I interact with foreigners,” M = 2.80). This indicates proactive use of existing opportunities for communication, aligning with [22] who described the importance of actively shaping learning contexts. Lower scores, such as “To improve my English, I visit locations frequented by many foreign visitors” (M = 2.13), suggest that students rarely create new speaking opportunities, potentially due to constraints like time, cost, or access [23].

Digital and online interactions, such as “I communicate in English with foreigners online” (M = 2.47) and “I interact with native English speakers” (M = 2.57), reveal that students utilize flexible, low-cost strategies. These findings support [12] and [24], showing that online platforms enable accessible global interactions. Nevertheless, moderate engagement also points to challenges,

including speaking anxiety or low confidence [3], [4]. Compared with sociocultural strategies in Vietnam [3], Indonesian students' environmental regulation remains moderate. Interventions such as web-based speaking practice or intercultural communication projects can strengthen environmental regulation, autonomy, and sustained motivation [1].

3. Regulation of Affect

The Regulation of Affect factor had the lowest aggregate mean score ($M = 5.1$), highlighting difficulties in emotional management during speaking. Items such as "I can handle my anxiety when I communicate in English" ($M = 2.5$) indicate that many students struggle with fear, nervousness, or self-doubt, consistent with [4] and [6]. Emotional barriers can hinder cognitive processing, including vocabulary recall and sentence construction [3], [25].

Despite these challenges, "speaking English helps me overcome my fear" ($M = 2.63$) reflects positive trends in emotional regulation. Students gradually develop confidence through repeated practice and supportive interactions, consistent with findings by [24]. Teachers play a critical role in fostering emotional regulation through peer collaboration, reflective feedback, and anxiety-reduction strategies [1], [6]. Developing positive mindsets and safe learning environments can transform fear into motivation, enhancing both SRL and speaking proficiency [13].

4. Regulation of Classroom Environment

Students acknowledged the importance of using English in classroom contexts, with the highest mean score for "I agree with the idea that students need to speak English while in class" ($M = 3.30$). However, lower engagement in peer encouragement activities ("My friends and I spend time together encouraging each other to speak English," $M = 2.77$) suggests that classroom collaboration is limited. This implies that although students recognize the value of English, peer support and environmental scaffolding are insufficient.

According to [10], regulating the classroom environment is essential for optimizing learning opportunities. The students' willingness to speak English reflects teacher-guided regulation more than autonomous initiative. Autonomous motivation is influenced by the learning context [26], and collaborative classroom environments tend to enhance engagement and motivation [13]. Encouraging supportive peer interactions and structured group speaking tasks can further strengthen SRL behaviors, fostering sustained practice and confidence [27].

IV. Conclusion

This study revealed that undergraduate students employ various self-regulated learning strategies to enhance their English-speaking abilities, with Task Value Evaluation being the most strongly demonstrated factor. Students show moderate regulation of their learning environment and classroom activities, and emotional regulation remains a challenge for some learners. Aggregate scoring of questionnaire items and descriptive statistical analysis provided clear insights into which SRL behaviors were most frequently used and which areas require instructional support. These findings emphasize the importance of integrating cognitive, affective, and environmental strategies in EFL teaching to foster motivation, confidence, and active engagement in speaking activities. Educators are encouraged to implement meaningful speaking tasks, encourage peer collaboration, and cultivate supportive classroom contexts to optimize students' SRL and oral proficiency development.

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