

CHAPTER I

INTRODUCTION

This research informs the research that deals with the research background, identification of the issues, the focus of the study, research questions, aims of the research, significance of the research, theoretical foundation, previous research, frame of thought, and research method.

1.1 Background of Research

In the context of English as a Foreign Language (EFL), speaking has consistently been regarded as one of the most challenging skills to master because it requires learners to simultaneously manage linguistic, cognitive, and social dimensions of communication (Wulandari, 2022). Many students struggle with fluency, vocabulary recall, and pronunciation, especially in classroom settings where opportunities for real communication are limited (Latifa et al., 2021; Nazwa Aulia et al., 2025). At UIN Syekh Nurjati Cirebon, these challenges are particularly visible among English education students, where speaking activities are often restricted to formal assignments rather than authentic communicative practices, leading to hesitation, anxiety, and low confidence when speaking English publicly.

Self-regulated learning (SRL) has emerged as a crucial framework for addressing these issues because it empowers students to take control of their learning through goal-setting, monitoring, and reflection (Zimmerman, 2002; Oxford, 2011). In the EFL speaking context, SRL encourages students to prepare for communication tasks, evaluate their progress, and adjust their strategies accordingly (Putri et al., 2022; Nurhidayat, 2023). However, despite the growing body of research highlighting SRL's effectiveness, many EFL learners, including those at UIN Syekh Nurjati Cirebon, still demonstrate limited awareness and inconsistent application of these strategies in speaking classes.

Field data from questionnaires and interviews conducted with UIN Syekh Nurjati students reveal that while 76.5% of respondents set speaking

goals, only around 52.9% regularly evaluate their performance (Chapter 3, 2025). This suggests that while students recognize the importance of planning, they often neglect consistent monitoring and reflection, two key elements of SRL. Lecturers also observed that although students show enthusiasm in early sessions, their motivation tends to decline due to time constraints, low self-efficacy, and lack of continuous feedback, which indicates an incomplete cycle of self-regulation.

In this setting, planning plays an essential role in shaping learners' speaking readiness. As seen in UIN Syekh Nurjati's English classes, students often plan their vocabulary lists or outlines before performing, but their preparation tends to be superficial, focusing on memorization rather than strategic rehearsal (Halim et al., 2023; Rachmawati, 2023). A few students engage in more advanced planning behaviors, such as recording rehearsals or using AI-assisted applications like ELSA Speak to monitor pronunciation, yet these practices remain individual rather than systematically encouraged (Nazwa Aulia et al., 2025).

Monitoring, as the second phase of SRL, allows learners to assess their real-time performance, adapt their language use, and observe audience reactions (Oxford, 2011; Teng & Zhang, 2016). At UIN Syekh Nurjati, students reported difficulties maintaining focus during speaking because they were preoccupied with grammatical accuracy rather than communicative clarity. Peer feedback and lecturer guidance were found to support monitoring, yet not all students actively sought such feedback, leading to inconsistent improvement across individuals (Putri et al., 2022; Chapter 3, 2025).

The reflection phase, although essential, remains the least practiced among students. Interviews revealed that only a small number of learners habitually reviewed recordings of their own speech or analyzed feedback from peers and lecturers (Nurjanah et al., 2021; Prompan, 2022). Many students expressed discomfort in listening to their own voices or lacked clear rubrics for self-assessment. As a result, reflection is often replaced by

surface-level evaluations, such as focusing on grades rather than communicative competence or progress.

Lecturers at UIN Syekh Nurjati Cirebon identified both supporting and inhibiting factors in the implementation of SRL. Supporting factors include access to digital tools like YouTube, Google Translate, and pronunciation apps, as well as the collaborative environment in classroom discussions. However, inhibiting factors such as limited time for practice, large class sizes, lack of feedback continuity, and low student confidence hinder the sustainability of SRL in speaking courses (Rachmawati, 2023; Nurhidayat, 2023). These findings resonate with broader studies showing that contextual and emotional barriers often limit SRL application in EFL settings (MacIntyre & Doucette, 2010; Schunk & Zimmerman, 2012).

Contextually, UIN Syekh Nurjati's transition to a cyber-university model (UIN Syekh Nurjati Cyber Campus) also presents both opportunities and challenges. Online learning platforms such as LMS and Zoom provide flexibility and access to resources that support SRL, but they also reduce face-to-face interaction, leading to decreased accountability and self-discipline among some students (Nurjanah et al., 2021; Öztürk & Çakıroğlu, 2021). Many students admitted that without direct lecturer supervision, they often postponed practice sessions or failed to complete reflective journals, indicating a gap between digital autonomy and self-regulation.

Empirical evidence consistently shows that successful SRL application correlates with improved fluency, confidence, and speaking performance (Sari & Syarif, 2023; Wulandari, 2022). Students who actively plan, monitor, and reflect demonstrate higher willingness to communicate and greater persistence in overcoming speaking anxiety (Zhang, 2024; Yin, 2021). However, in the local context, SRL has not been systematically integrated into the EFL speaking curriculum, resulting in fragmented awareness and inconsistent outcomes among learners and instructors alike.

Therefore, this study aims to explore how both students and lecturers at UIN Syekh Nurjati Cirebon apply self-regulated learning strategies planning,

monitoring, and reflection in EFL speaking activities, and to identify the supporting and inhibiting factors that influence their implementation. By examining both perspectives, this research seeks to bridge theoretical understanding and classroom realities, providing pedagogical implications for promoting learner autonomy, metacognitive awareness, and sustainable speaking proficiency in EFL higher education.

1.2 Identification of The Issue

Based on the problems from the background above, this research released some issues, some of which are mentioned below.

- 1) Speaking in EFL contexts is cognitively and affectively demanding, requiring learners to spontaneously process language, manage anxiety, and negotiate meaning in real-time interactions.
- 2) Despite being a core communicative skill, EFL speaking remains underdeveloped for many learners due to a lack of strategic preparation and emotional control during performance.
- 3) Self-Regulated Learning (SRL) has emerged as a valuable approach for empowering learners to manage their own learning through planning, monitoring, and reflection, yet its application in speaking instruction is still limited.

1.3 Delimitation and Focus of The Study

This study is delimited to investigating how EFL students apply self-regulated learning (SRL) strategies, planning, monitoring, and reflection in speaking activities, and to identifying the supporting and inhibiting factors affecting their implementation. The focus is not on overall language proficiency but on learners' self-regulatory behaviors in improving their speaking performance.

The participants are university EFL students, chosen because they possess sufficient linguistic and cognitive awareness to apply SRL strategies such as goal-setting, self-monitoring, and reflection. The study excludes other skills (reading, writing, listening) and education levels to maintain focus on

speaking as a productive and interactive skill, which demands immediate regulation and feedback.

The research also includes lecturers' perspectives to enrich understanding of the classroom context and external factors influencing SRL. However, curriculum design and institutional policies are beyond the study's scope. Through these delimitations, the study aims to provide insights into the role of SRL in promoting learner autonomy, motivation, and communicative competence in EFL contexts.

1.4 Research Question

Based on several issues above, the researcher formulated the two research questions below.

- 1) How do EFL students apply self-regulated learning strategies in planning, monitoring, and reflection for speaking activities?
- 2) What are the supporting and inhibiting factors in implementing SRL in EFL speaking, as perceived by students and lecturers?

1.5 Aims of Research

Based on the problems above, this research aims to.

- 1) To explore how EFL students apply self-regulated learning (SRL) strategies in planning, monitoring, and reflection for speaking activities.
- 2) To investigate the supporting and inhibiting factors that influence the implementation of SRL in EFL speaking, from both students' and lecturers' perspectives.

1.6 Significance of The Research

This study is expected to provide both theoretical and practical significance in the field of English language teaching, particularly in enhancing speaking skills through self-regulated learning (SRL).

1.6.1 Theoretical Significance

The research contributes to the growing body of knowledge on self-regulated learning how by providing empirical evidence of how EFL students apply SRL strategies, planning, monitoring, and reflection in speaking activities. It also enriches the understanding of the

supporting and inhibiting factors that influence SRL implementation, especially in the Indonesian university context. The findings may strengthen the theoretical link between metacognitive awareness, motivation, and communicative competence.

1.6.2 Practical Significance

For students, the study encourages the development of independent and reflective learning habits that can improve fluency, confidence, and motivation in speaking. For lecturers, it offers insights into how teaching strategies can integrate SRL-based approaches such as goal-setting tasks, peer feedback, and reflection activities to enhance students' autonomy. For future researchers, the study serves as a reference for exploring SRL applications in other language skills or different educational contexts.

Overall, this research aims to promote a more autonomous, reflective, and communicative approach to EFL speaking, supporting learners to become active participants in their own learning process.

1.7 Theoretical Foundation

This section discusses the main theories and concepts that form the basis of this research. It explains the framework of self-regulated learning (SRL) and its relation to EFL speaking, focusing on how students and lecturers apply SRL strategies, planning, monitoring, and reflection in speaking activities. The discussion also connects previous studies and theoretical models to provide a clear foundation for understanding the relationship between SRL and speaking performance in the context of UIN Syekh Nurjati Cirebon.

1.7.1 Self-Regulated Learning (SRL)

Self-Regulated Learning (SRL) is a learning concept in which students actively take a role in managing, controlling, and directing their own learning process (Zimmerman, 2000, reviewed in recent literature). In the last decade, research has strengthened the notion that SRL is not only related to cognitive and metacognitive aspects, but also

relies heavily on students' motivational, emotional, and environmental regulation of their learning (Oxford, 2017; Teng & Zhang, 2016).

One Indonesian study, "Exploring Self-Regulated Learning Strategies to Improve English Speaking Skills Among EFL Students" by Ulin Ni'mah, Mutiatun Nasihah, and Farid Munfaati (2023), found a positive correlation between SRL strategies and students' speaking ability. They reported that students used three phases of SRL: forethought (planning and preparation), performance/intentional control (performance monitoring), and reflection (self-evaluation), including the use of the Dare platform to support their learning process.

Another relevant study is "Exploring Self-Regulated Learning in EFL Students for Practicing English Speaking in Debate" by Najah Puspita Banapsaj et al. (2024). In the debate context, students employ careful planning, self-management, and high motivation during the forethought phase; while the performance phase involves noticing difficulties and developing problem-solving strategies, the reflection phase involves evaluating self-satisfaction and assessing one's own progress.

In the context of SRL, motivation and emotional regulation are often the differentiating factors between effective SRL use and formality. Arifin, Nurkamto, Rochsantiningsih, & Gunarhadi (2024) investigated pre-teacher students' strategies for overcoming speaking anxiety during the transition from bold to engaging learning. They found that metacognitive and cognitive strategies significantly reduced anxiety, which then enabled students to respond more actively to the monitoring and reflection phases. The cognitive and metacognitive aspects of SRL planning and monitoring are evident in studies that describe how students prepare dialogue, select insights, plan their utterance structure, and pay attention to aspects of pronunciation, speaking rate, and grammar usage during performance. For example, in the SRL study discussed by Banapsaj et al. (2024), students also

engaged in self-monitoring during performance: noticing deficiencies, using corrective strategies, or asking for clarification as part of their monitoring.

Reflection, as the final part of the SRL cycle, also frequently occurs, but the implementation of independent reflection remains limited. In the study by Ulin Ni'mah et al. (2023), reflection was often conducted in the context of teacher-assigned tasks or on a dare platform, rather than as a conscious practice for each student after speaking. This suggests that although the reflection phase is considered important, spontaneous or internal reflection is still lacking.

Several studies also highlight barriers to SRL, particularly in speaking. Speaking anxiety (speaking anxiety) is one of the factors most frequently associated with inhibiting the performance and reflection phases. For example, the study "Indonesian EFL Learners and Speaking Anxiety: Insights From a Meta-Synthetic Analysis" (2024) showed that factors such as fear of negative evaluation and lack of self-confidence significantly influence students' engagement in speaking, which in turn impacts the monitoring and reflection phase.

Furthermore, technology and digital learning media are also strong supporting factors for SRL. A recent example is the interactive e-learning module in the study "Enhancing Speaking Skills and Overcoming Anxiety Used Technology: An E-Learning Module for EFL Learners" (2025), which provides students with preparation activities, practice, and feedback, enabling them to more easily plan, self-monitor, and reflect after using the module.

Overall, SRL remains a highly relevant and multifaceted theoretical framework: active learning, planning, monitoring, and reflection. However, its application in EFL practice, in particular, remains heavily reliant on external support (teacher, technology, task structure), and lacks consistent internal reflection and emotional and motivational regulation.

1.7.2 Self-Regulated Learning (SRL) in EFL

Self-Regulated Learning (SRL) in the context of English as a Foreign Language (EFL) refers to learners' ability to independently direct their language learning process through planning, monitoring, and reflecting on their linguistic performance. Over the past ten years, research has shown that SRL is a crucial foundation for successful English language learning because it encourages students to take responsibility for their own language development (Teng & Zhang, 2016; Apridayani & Teo, 2024). EFL learners who implement SRL strategies consistently demonstrate significant improvements in intrinsic motivation, self-confidence, and metacognitive awareness of their speaking abilities (Ni'mah et al., 2023; Muhsinin et al., 2025).

In the context of foreign language learning, EFL learners often face limitations in authentic environments, so SRL serves as a compensatory tool to overcome limited language exposure (Teng & Zhang, 2016). Research by Apridayani and Teo (2024) shows a positive relationship between self-efficacy and SRL strategies, where students who believe in their abilities are more disciplined in setting goals and monitoring their performance. This finding confirms that successful SRL depends not only on cognition, but also on stable motivation and emotional regulation.

Technology is also a crucial catalyst for SRL practices in modern EFL classrooms. Research by Faza and Lestari (2025) shows that the use of digital platforms such as Learning Management Systems (LMS), AI-based applications, and YouTube allows students to plan speaking practice, receive instant feedback, and reflect after speaking assignments. However, technical challenges such as internet access, digital skills, and instructor support remain barriers that can hinder the full SRL cycle (Putri et al., 2023; Öztürk & Çakıroğlu, 2021). Nonetheless, technology integration has been shown to enhance independent learning and self-reflection in EFL learning.

Recent research shows that EFL students employ SRL strategies most frequently during the planning phase and least frequently during the reflection phase. Nurjanah et al. (2023) found that in online speaking classes, students found it easier to set goals and monitor tasks than to reflect after speaking. Similarly, Fitriainingsih et al. (2023) revealed that metacognitive strategies such as planning and monitoring were more popular than self-evaluation because students still relied on teacher feedback rather than their own analysis. This suggests the need for a more explicit teaching approach to foster self-reflection as part of SRL.

Several studies highlight the influence of emotions on the success of SRL in EFL. Zhang (2024) reported that self-regulation strategies influence EFL students' motivation, willingness to communicate, and self-efficacy. Muhsinin et al. (2025) added that high self-confidence strengthens the relationship between SRL and speaking skills. Conversely, Rohmah and Mushthoza (2024) found that speaking anxiety hinders the monitoring phase because students fear negative evaluation and avoid self-evaluation. These findings confirm that the affective dimension should be an integral part of the SRL model in language learning.

The application of SRL in the context of speaking activities (EFL speaking) is increasingly being researched in authentic situations such as debates or presentations. Banapsaj et al. (2024) found that students participating in debates used SRL strategies more intensively, from planning material and monitoring their performance to reflecting on feedback from judges. Ni'mah et al. (2023) showed that involvement in such activities encourages students to be more aware of their learning strategies and more actively regulate their own speaking learning process.

In addition to individual strategies, environmental support also influences the effectiveness of SRL. Research by Putri et al. (2023)

showed that using YouTube as a medium for independent practice helped students increase motivation and self-monitoring, despite challenges in time management and discipline. A supportive classroom environment, ongoing feedback, and metacognitive training by lecturers can enhance the sustainable application of SRL (Harahab Putri et al., 2023; Nurjanah et al., 2023). This intervention encourages students to become reflective and autonomous learners.

Thus, SRL in EFL is a holistic approach that combines cognitive, metacognitive, motivational, and emotional regulation to support independent language learning. However, its effectiveness is still influenced by external factors such as teacher support, access to technology, and the learning environment. Focusing on developing SRL through speaking activities will help EFL learners become more independent, confident, and effective in managing their own language learning.

1.7.3 Speaking

Speaking is widely recognized as one of the most complex and demanding language skills in English as a Foreign Language (EFL) learning. It requires learners to integrate linguistic, sociolinguistic, and strategic competences in real time to convey meaning effectively (Bygate, 2009; Brown, 2001). Over the past decade, researchers have emphasized that speaking is not merely a matter of linguistic knowledge, but also of psychological readiness and communicative confidence (Teng, 2016; Zhang, 2024). In EFL contexts, where exposure to authentic communication is limited, speaking remains the skill most affected by anxiety, hesitation, and lack of practice (Rohmah & Mushthoza, 2024; Muhsinin et al., 2025).

Recent studies have explored speaking as an active and cognitive process involving planning, execution, and reflection. According to Ni'mah et al. (2023), speaking requires learners to prepare ideas and language structures (planning), monitor their output during

communication (performance), and evaluate effectiveness afterward (reflection). These three phases parallel the SRL cycle, showing that effective speaking practice inherently involves self-regulation. Learners who consciously apply strategies such as goal setting, rehearsal, and self-monitoring demonstrate higher fluency and confidence than those relying solely on teacher feedback (Fitrianingsih et al., 2023; Banapsaj et al., 2024).

In the Indonesian EFL setting, speaking anxiety continues to be one of the primary challenges for learners. Lailatul Rohmah and Dina Amaliyah Mushthoza (2024) found that fear of negative evaluation, linguistic insecurity, and lack of exposure are among the dominant factors causing speaking anxiety. This emotional barrier not only reduces willingness to communicate but also disrupts the monitoring and reflection phases of SRL. In other words, students' emotional regulation directly affects their ability to evaluate and adjust their performance effectively (Zhang, 2024; Nurjanah et al., 2023). Consequently, managing affective factors becomes essential for improving speaking fluency through SRL-based strategies.

Technological advancement has provided new opportunities for improving EFL speaking performance. Studies such as Putri et al. (2023) and Öztürk & Çakıroğlu (2021) indicate that digital tools like YouTube, ELSA Speak, and flipped classroom models help learners independently monitor pronunciation, intonation, and fluency. These tools provide immediate feedback, which enhances learners' awareness of their speaking process and supports the reflection phase of SRL. Harahab Putri et al. (2023) also reported that students using YouTube as a reflective tool perceived improvements in confidence and vocabulary mastery, suggesting that technology fosters both self-monitoring and motivation in speaking activities.

Speaking competence also encompasses metacognitive control, where learners consciously plan speech, regulate delivery, and review

outcomes. Fitriyaningsih et al. (2023) revealed that EFL students who apply metacognitive strategies such as outlining ideas, rehearsing, and assessing their own performances tend to perform better in oral communication tasks. These findings align with Oxford's (2017) assertion that effective speakers are self-regulated learners who strategically manage their linguistic and affective resources. Furthermore, Teng and Zhang (2016) emphasize that metacognitive awareness in speaking helps learners develop adaptive strategies for coping with communication breakdowns, such as paraphrasing, circumlocution, and self-correction.

Beyond the cognitive and affective dimensions, social interaction plays an integral role in developing speaking competence. Banapsaj et al. (2024) observed that students engaged in English debates actively used SRL processes planning arguments, monitoring delivery, and reflecting on feedback to enhance their communicative performance. Similarly, Muhsinin et al. (2025) found that speaking activities embedded in collaborative contexts, such as peer discussions or role-play, strengthen learners' motivation and promote self-reflective habits. This supports the sociocultural view that speaking is co-constructed through interaction, where feedback and self-regulation coexist dynamically.

Despite the increasing integration of speaking-focused instruction, several challenges persist in EFL classrooms. Many learners remain teacher-dependent and show limited initiative in practicing independently or self-evaluating their progress (Nurjanah et al., 2023; Ni'mah et al., 2023). Reflection tends to occur only when prompted by teachers, and self-assessment is often superficial. As a result, students' development in fluency and accuracy progresses slowly. This finding underscores the importance of promoting reflective speaking practices where students consciously review their speaking experiences and set improvement goals (Rachmawati, 2023; Wulandari, 2022).

In conclusion, speaking in the EFL context is not only a communicative skill but also a metacognitive process that requires continuous regulation. Effective speaking development involves learners' ability to plan, monitor, and reflect on their performance while managing cognitive, emotional, and social factors. The adoption of SRL strategies supported by technology, peer collaboration, and reflective guidance can empower students to overcome anxiety, sustain motivation, and achieve communicative competence. Therefore, understanding speaking through the lens of SRL provides valuable insights into how learners transform from passive recipients into active, autonomous communicators in English.

1.7.4 SRL in EFL Speaking from Insights Students

In recent years, a growing body of research has highlighted how EFL students actively apply self-regulated learning (SRL) strategies to develop their speaking competence. Through the SRL framework, learners engage in planning, monitoring, and reflection three metacognitive phases that guide them toward greater autonomy and communicative control (Zimmerman, 2000; Teng & Zhang, 2016). These stages allow students not only to manage their linguistic performance but also to regulate motivation, emotion, and attention while speaking. Recent studies emphasize that successful speaking performance among EFL learners is strongly correlated with the extent to which they consciously apply these SRL phases (Ni'mah et al., 2023; Muhsinin et al., 2025).

The planning phase in SRL involves goal-setting, strategic preparation, and anticipation of speaking challenges. EFL students often begin by identifying objectives such as improving pronunciation, increasing fluency, or mastering topic-specific vocabulary. Ni'mah et al. (2023) found that students who planned their speaking tasks by outlining topics, preparing keywords, or rehearsing demonstrated better coherence and confidence in oral presentations. Similarly, Fitrianiingsih

et al. (2023) reported that pre-speaking planning enhances learners' readiness and reduces anxiety, particularly in high-stakes contexts like debates or presentations. Students who established clear goals also showed greater motivation and consistency in practice. This phase, therefore, serves as the foundation for self-directed improvement in speaking.

Technology has also enriched the planning phase of SRL. Learners use AI tools and digital media, such as YouTube and ELSA Speak, to set pronunciation targets and rehearse before real interactions (Harahab Putri et al., 2023; Öztürk & Çakıroğlu, 2021). These platforms enable students to visualize progress, receive formative feedback, and refine their strategies. As a result, planning is no longer limited to cognitive preparation but extends into digital environments that promote learner autonomy. However, Ni'mah et al. (2023) note that while technology supports planning, many students still require explicit training to transform technological engagement into metacognitive awareness rather than passive consumption.

The monitoring phase is where students actively observe and regulate their performance during speaking. According to Banapsaj et al. (2024), students engaged in English debates demonstrated real-time self-monitoring through strategies such as adjusting tone, modifying vocabulary, and self-correcting grammatical errors. This aligns with findings by Nurjanah et al. (2023), who observed that students in online speaking classes recorded their performances, reviewed recordings, and used checklists to evaluate progress. Monitoring helps students become more conscious of their language use, identify breakdowns, and adapt on the spot key features of metacognitive competence in speaking.

However, maintaining consistent self-monitoring can be challenging. Many EFL learners struggle to balance content delivery and performance observation simultaneously, particularly under anxiety inducing conditions (Rohmah & Mushthoza, 2024). Zhang (2024)

suggests that high speaking anxiety interferes with cognitive control and self-evaluation accuracy, leading to avoidance behaviors. To overcome this, students who practice mindfulness and self-instruction such as silently repeating encouraging cues or focusing on message clarity report improved confidence and monitoring consistency. Thus, emotional regulation becomes integral to sustaining effective self-monitoring in speaking.

The reflection phase completes the SRL cycle and is crucial for transforming speaking experience into long-term competence. Reflection allows learners to assess what worked, identify weaknesses, and plan future improvements (Teng & Zhang, 2016; Oxford, 2017). Yet, studies show that reflection is often the least developed phase among EFL students. Fitriainingsih et al. (2023) found that while students acknowledged the importance of reflection, they tended to rely on teacher feedback instead of engaging in self-assessment. Similarly, Nurjanah et al. (2023) observed that reflections in online speaking journals were often superficial, focusing on task completion rather than deep analysis of learning progress.

Effective reflection can, however, be nurtured through guided prompts and technology integration. Putri et al. (2023) demonstrated that students who used YouTube vlogs to reflect on their speaking progress exhibited more self-awareness and confidence over time. The asynchronous nature of video reflection allowed them to critically evaluate pronunciation and delivery at their own pace. Moreover, structured reflection forms asking students to describe strengths, challenges, and improvement plans proved effective in promoting deeper metacognitive engagement (Banapsaj et al., 2024). Reflection thus bridges experiential learning with self-regulation by transforming feedback into future-oriented strategies.

While planning, monitoring, and reflection are distinct, they function as a continuous cycle in speaking development. Ni'mah et al.

(2023) and Muhsinin et al. (2025) highlight that students who complete all three phases show significant improvement in fluency, pronunciation, and self-confidence. The planning stage prepares mental frameworks, monitoring ensures real-time regulation, and reflection consolidates learning through evaluation and adjustment. However, many EFL learners tend to focus heavily on planning while neglecting monitoring and reflection, indicating an imbalance that limits their communicative autonomy. Encouraging students to perceive these phases as an ongoing, self-reinforcing cycle is essential for long-term speaking development.

From the students' perspective, the adoption of SRL strategies in speaking yields both benefits and challenges. Benefits include greater awareness of linguistic weaknesses, improved confidence, and a stronger sense of control over learning outcomes (Ni'mah et al., 2023; Fitriyaningsih et al., 2023). However, challenges arise from limited time, lack of feedback literacy, and emotional barriers such as fear of mistakes or negative evaluation (Rohmah & Mushtoha, 2024). Students often report that planning is relatively easy, while reflection requires more effort and introspection. Addressing these barriers requires explicit instruction and scaffolding from lecturers to internalize SRL strategies as habitual learning behavior.

Overall, insights from students indicate that SRL serves as a transformative framework for developing EFL speaking proficiency. The process of planning, monitoring, and reflection not only enhances linguistic performance but also builds metacognitive awareness and emotional resilience. However, without structured guidance and reflective practice, students tend to apply SRL strategies inconsistently. Therefore, empowering students through explicit SRL instruction, reflective technology use, and feedback-based learning can promote sustained autonomy and confidence in speaking English.

1.7.5 SRL in EFL Speaking from Insights Lecturers

In EFL classrooms, lecturers play a crucial role in facilitating students' self-regulated learning (SRL) during speaking activities. While students are the agents of self-regulation, lecturers act as scaffolders who guide, model, and reinforce SRL behaviors across planning, monitoring, and reflection stages (Oxford, 2017; Teng & Zhang, 2016). Lecturers' insights are vital because their instructional design, feedback style, and affective support directly influence how effectively students internalize SRL strategies. Recent studies show that teachers who consciously embed SRL oriented methods into speaking tasks help students develop higher metacognitive awareness, persistence, and confidence (Ni'mah et al., 2023; Muhsinin et al., 2025).

From the lecturers' perspective, the planning phase is foundational to fostering self-regulation in speaking. Lecturers encourage students to set personal learning goals, identify linguistic challenges, and design action plans before performance. In the study by Nurjanah et al. (2023), lecturers guided students to create speaking outlines, choose relevant topics, and prepare vocabulary banks, which improved their preparedness and reduced anxiety. Similarly, Muhsinin et al. (2025) noted that explicit goal-setting activities led to a noticeable improvement in students' self-confidence and speaking fluency. Lecturers perceive structured pre-speaking planning not as a mechanical task, but as an entry point to developing students' independent learning skills.

Technological tools have expanded lecturers' capacity to support this planning phase. Öztürk and Çakıroğlu (2021) reported that in flipped classroom designs, lecturers use online materials and speaking simulations to train students in planning and goal formation outside class. Likewise, Harahab Putri et al. (2023) found that lecturers who integrate YouTube or ELSA Speak assignments promote learner

initiative, as students plan their own practice sessions and evaluate pronunciation goals before class presentations. These findings demonstrate that lecturers' use of blended learning not only strengthens students' speaking preparation but also activates their self-directed planning and digital literacy.

In the monitoring phase, lecturers emphasize formative assessment and feedback as mechanisms to sustain self-observation. Lecturers guide students to use self-recording, peer evaluation, and observation checklists to identify their progress and areas for improvement (Fitrianingsih et al., 2023; Banapsaj et al., 2024). This aligns with the view that continuous feedback helps learners become more self-aware and responsible for their speaking performance. Ni'mah et al. (2023) revealed that lecturers often encourage reflective monitoring during presentations by prompting students to evaluate their delivery, pronunciation, and interaction with audiences. Through these activities, learners develop the ability to monitor themselves in real time rather than relying solely on external correction.

However, lecturers also acknowledge that sustaining students' motivation to monitor their performance is challenging. Zhang (2024) highlighted that emotional factors such as fear of mistakes and speaking anxiety frequently hinder students from engaging in honest self-monitoring. To counter this, lecturers employ motivational scaffolding such as verbal encouragement, low-stakes speaking tasks, and positive reinforcement (Rohmah & Mushthoza, 2024). These approaches help create a safe and supportive classroom environment where learners feel confident to self-assess and take risks, which are essential to the monitoring phase of SRL.

The reflection phase is considered the most transformative yet often neglected stage of SRL. Lecturers emphasize the need to help students go beyond surface-level reflection, moving from "what I did" to "what I learned and how I can improve." Nurjanah et al. (2023)

found that lecturers who assign reflective journals or post-task discussions cultivate deeper metacognitive insight in their students. Similarly, Putri et al. (2023) demonstrated that lecturers who incorporate digital reflection tools (e.g., vlog reflections or online self-reports) foster more autonomous and critical learners. However, many lecturers also report that without guided reflection questions, students tend to write vague or descriptive reflections, indicating a lack of analytical engagement (Fitrianingsih et al., 2023; Rachmawati, 2023).

Lecturers further observe that reflection can be strengthened through social interaction and collaborative dialogue. In group feedback sessions, students share challenges and successes, which not only normalizes learning struggles but also promotes collective regulation (Banapsaj et al., 2024). This reflective dialogue enables learners to construct shared understanding and integrate peer insights into their self-evaluation. Such peer-supported reflection reinforces the cyclical nature of SRL connecting reflection with renewed planning for the next speaking task.

Despite recognizing the benefits of SRL, lecturers identify several barriers to its full implementation. Time constraints, large class sizes, and students' low self-regulation awareness are among the most common issues (Ni'mah et al., 2023; Nurjanah et al., 2023). Additionally, students' tendency to depend heavily on teacher evaluation rather than self-assessment limits the internalization of SRL principles. Lecturers also mention that many students equate reflection with emotional expression rather than analytical learning review, showing a need for explicit SRL instruction integrated into the curriculum (Muhsinin et al., 2025).

From lecturers' insights, effective SRL-based speaking instruction requires deliberate pedagogical design. Strategies include (1) modeling goal setting and self-questioning before tasks, (2) providing structured monitoring tools such as rubrics or peer-evaluation forms,

and (3) scaffolding reflection with guided prompts and feedback (Oxford, 2017; Teng & Zhang, 2016). Integrating these components into lesson planning enables students to internalize SRL gradually. Lecturers also stress the importance of combining affective support with cognitive training helping students manage anxiety while fostering self-efficacy to ensure SRL strategies are sustainable beyond classroom boundaries.

Overall, lecturers' perspectives underscore that self-regulated learning in EFL speaking is most effective when instruction intentionally integrates planning, monitoring, and reflection. Lecturers serve as facilitators who nurture learners' autonomy through structured tasks, feedback loops, and reflective dialogue. Nevertheless, challenges such as limited time, lack of student metacognitive awareness, and emotional barriers must be addressed to maximize SRL's potential. As lecturers refine their teaching practices to align with SRL principles, students can develop not only linguistic competence but also the autonomy, motivation, and resilience necessary for lifelong communicative success.

1.7.6 The Relationship Between SRL and Speaking Performance

The relationship between self-regulated learning (SRL) and speaking performance has gained increasing attention in second and foreign language education. SRL provides the framework through which learners manage their cognitive, metacognitive, motivational, and behavioral processes to achieve learning goals (Zimmerman, 2000; Teng & Zhang, 2016). In speaking, a highly demanding and interactive skill, learners must actively regulate their learning planning what to say, monitoring their use of language, and reflecting on their communicative performance. Therefore, SRL does not only function as a learning strategy but as a dynamic process that directly impacts learners' oral communication proficiency (Oxford, 2017; Ni'mah et al., 2023).

The planning phase in SRL plays a crucial role in shaping learners' speaking readiness. Before engaging in oral activities, effective learners set specific goals, such as improving pronunciation, increasing fluency, or enhancing vocabulary use. They also plan strategies to achieve these objectives, for instance, practicing dialogues, watching English videos, or rehearsing speech outlines. According to Fitriarningsih et al. (2023), students who actively engage in planning demonstrate greater confidence and reduced anxiety during speaking tasks. This preparation helps learners anticipate challenges and develop mental scripts that support smoother, more structured communication. Thus, goal-oriented planning fosters psychological readiness and cognitive clarity, essential foundations for improved speaking performance.

During the monitoring phase, learners track their progress and adjust their speech production in real time. Monitoring enables students to evaluate the accuracy of their grammar, pronunciation, and vocabulary while maintaining fluency and coherence. Dwi and Setiyadi (2022) found that learners who regularly monitor their speaking performance achieve higher accuracy and fluency scores compared to those who do not. Monitoring also involves awareness of listener feedback, peer responses, and self-corrections, which are vital for sustaining meaningful interaction. This metacognitive control during communication allows learners to maintain focus, manage hesitation, and repair breakdowns effectively, thereby strengthening oral competence.

The reflection phase is equally vital, as it transforms learners' experiences into long-term improvement. After completing speaking tasks, reflective learners evaluate their strengths and weaknesses, analyze feedback, and adjust their learning strategies for future performance. Reflection builds metacognitive awareness, helping students identify recurring errors or ineffective habits (Teng, 2020;

Muhsinin et al., 2025). Through continuous reflection, learners internalize new speaking strategies and build self-awareness that promotes autonomous language development. Studies have shown that reflection-driven learning fosters faster progress in pronunciation, discourse management, and pragmatic competence.

Empirical studies consistently demonstrate a strong correlation between SRL and EFL speaking achievement. Harahab Putri et al. (2023) reported that learners with higher SRL levels show better fluency, pronunciation, and self-confidence during oral assessments. Similarly, Muhsinin et al. (2025) found that SRL-based instruction significantly improves both linguistic and affective outcomes in speaking. These findings indicate that SRL empowers learners to become self-directed speakers who can plan, monitor, and refine their oral skills beyond classroom boundaries. Moreover, SRL supports lifelong speaking development, as learners develop habits of independent practice, such as self-recording, peer reviewing, and using digital speaking platforms.

Beyond its cognitive benefits, SRL also addresses affective factors that influence speaking success. Speaking in a foreign language often triggers anxiety, fear of making mistakes, or low self-efficacy (Ni'mah et al., 2023). However, SRL strategies such as goal setting, self-motivation, and self-evaluation help students manage these emotions effectively. Learners who regulate their emotions maintain higher motivation and persistence even when facing communication difficulties. According to Dignath and Büttner (2018), affective self-regulation is as critical as cognitive regulation, as it enables learners to sustain confidence and composure, both of which are essential for oral fluency and interpersonal communication.

Another dimension of SRL's influence on speaking performance lies in its interaction with technological and social learning environments. Recent research shows that integrating digital tools, such

as video recordings, online journals, and AI-assisted feedback, strengthens learners' self-monitoring and reflection processes (Harahab Putri et al., 2023). Technology enables learners to revisit their performances, receive instant feedback, and independently track progress over time. Moreover, peer collaboration and lecturer guidance act as social supports that enhance self-regulation. This blended SRL environment encourages active participation, authentic communication, and greater learner autonomy.

Furthermore, the relationship between SRL and speaking performance is reciprocal and cyclical. Improved SRL skills lead to better speaking outcomes, and positive speaking experiences, in turn, enhance learners' motivation and self-regulation (Teng, 2020). When students experience progress through SRL-based speaking practice, they develop higher self-efficacy, which motivates them to engage further in reflective learning. This cyclical relationship creates a self-sustaining learning pattern that continuously enhances both learning regulation and communicative competence. Hence, fostering SRL in speaking instruction produces not only immediate performance gains but also long-term learner autonomy.

In summary, SRL contributes significantly to the improvement of EFL speaking performance through the synergy of cognitive, metacognitive, and affective regulation. Planning helps learners organize ideas and reduce anxiety, monitoring enables real-time adjustment and accuracy, and reflection leads to ongoing self-improvement. Empirical evidence consistently supports the positive impact of SRL on learners' fluency, confidence, and self-awareness. Therefore, integrating SRL principles into EFL speaking pedagogy is essential to develop learners who are strategic, reflective, and independent communicators capable of sustaining their learning beyond the classroom.

1.8 Previous Studies

A study by Teng and Zhang (2016) entitled “Affective and Metacognitive Dimensions of Self-Regulated Learning in Language Education” employed a mixed-method design to examine the relationship between SRL, motivation, and metacognitive awareness among EFL learners in China. The results showed that students with higher SRL levels achieved better speaking and writing outcomes. However, this study focused on SRL in general language learning, while the present research specifically explores SRL in EFL speaking activities and includes both students’ and lecturers’ perspectives.

Similarly, Oxford (2017) conducted a theoretical review titled “Teaching and Researching Language Learning Strategies” which explained how SRL principles underpin language learning strategies. The study emphasized the importance of planning, monitoring, and evaluating learning for learner autonomy. Unlike Oxford’s theoretical orientation, the current study applies these SRL constructs empirically to EFL speaking and examines their practical application in classroom contexts.

Teng (2020) carried out a quantitative study titled “The Role of Self-Regulated Learning in Oral English Performance: A Study of EFL Learners in Hong Kong.” The findings showed that self-regulation significantly improved learners’ oral fluency and confidence. While Teng’s study used statistical analysis, the present research uses a qualitative descriptive design supported by interviews and questionnaires to explore how SRL strategies are applied rather than to measure their impact.

Ni’mah, Nasihah, and Munfaati (2023) conducted a qualitative study entitled “Exploring Self-Regulated Learning Strategies to Enhance English Speaking Skills among EFL Students.” They found that students who practiced goal setting, self-monitoring, and self-evaluation achieved better fluency and accuracy. However, their study only examined students’ perspectives, while the current research incorporates both student and lecturer insights for a more comprehensive understanding.

A study by Fitriainingsih, Nasrullah, and Faridawati (2023) titled “EFL Students’ Metacognitive Strategies in Learning Speaking” applied a qualitative descriptive method. The results revealed that metacognitive strategies such as planning and reflection improved speaking outcomes. Unlike that study, the present research integrates SRL as a complete cyclical model (planning–monitoring–reflection) rather than focusing only on metacognition.

Harahab Putri, Syafrizal, and Mulyani (2023) in their study “The Influence of Self-Regulated Learning on Students’ Speaking Performance through Digital Learning Platforms” used a quasi-experimental design. The study found that integrating SRL in digital environments improved fluency and learner autonomy. The present research differs as it employs a qualitative approach in a traditional classroom setting, focusing on both internal and external factors influencing SRL.

Nurjanah, Waluyo, and Tamami (2023) conducted a qualitative case study titled “Self-Regulated Learning Strategy in Online Speaking Class: How Is It Implemented?” They discovered that online platforms facilitated reflection and feedback but also posed motivational challenges. In contrast, the current study investigates face-to-face speaking contexts, examining how students and lecturers perceive SRL in direct classroom interaction.

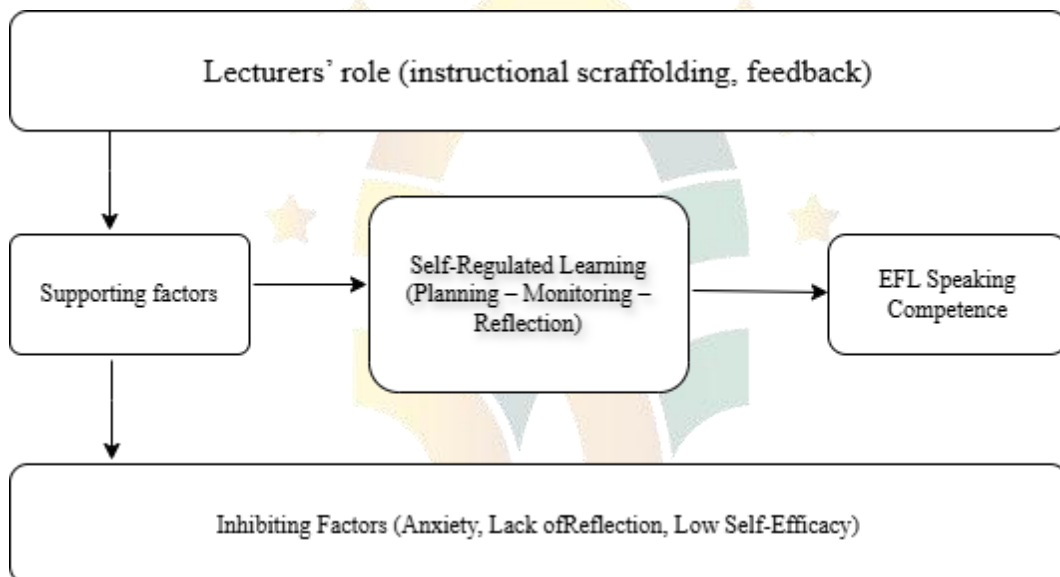
Dwi and Setiyadi (2022) examined “The Correlation between Students’ Self-Regulated Learning and Their Speaking Ability in EFL Context” using a correlational quantitative method. They found a strong positive correlation between SRL and speaking performance. However, their focus was on numerical relationships, while the present study aims to describe the process and experiences behind SRL practice qualitatively.

Muhsinin, Haerazi, and Rahman (2025) carried out a mixed-method study titled “Implementing Self-Regulated Learning to Improve EFL Students’ Speaking Skills Integrated with Self-Confidence Level.” They concluded that SRL-based instruction enhanced both speaking ability and confidence. Unlike their intervention-based design, the current study explores

naturally occurring SRL behaviors in learners without experimental treatment.

Finally, Banapsaj et al. (2024) in “Lecturers’ Roles in Promoting Self-Regulated Learning in EFL Speaking Classrooms” used a qualitative approach to examine teacher practices that foster SRL. The findings revealed that lecturer feedback and reflective discussions improve students’ self-regulation. The current research extends this by analyzing the interplay between students’ and lecturers’ perspectives, highlighting both supporting and inhibiting factors influencing SRL implementation.

1.9 Frame of Thought



The conceptual framework of this study is grounded in Self-Regulated Learning (SRL) theory, which explains how learners manage their own learning through a cyclic process of planning, monitoring, and reflection. In EFL speaking contexts, these three phases represent learners’ ability to prepare, control, and evaluate their oral performance. The process begins with planning, where learners set goals and prepare strategies for speaking tasks. It continues with monitoring, in which learners observe and regulate their speaking performance in real time. Finally, reflection enables them to assess their achievements and identify areas for improvement. Together, these stages

foster autonomy, metacognitive awareness, and motivation key elements in achieving communicative competence (Oxford, 2017; Ni'mah et al., 2023).

In the context of EFL speaking, SRL theory helps explain how learners bridge the gap between linguistic knowledge and communicative performance. Speaking is not a spontaneous activity but a regulated process that demands active engagement and self-assessment (Fitrianingsih et al., 2023; Banapsaj et al., 2024). When students plan their speaking tasks, monitor their delivery, and reflect on feedback, they internalize self-directed learning habits. However, the success of this self-regulation is influenced by various supporting and inhibiting factors, including self-confidence, motivation, anxiety level, technological support, and instructional feedback (Zhang, 2024; Muhsinin et al., 2025). Students who receive guided SRL instruction and constructive feedback from lecturers tend to demonstrate higher engagement and communicative competence (Nurjanah et al., 2023).

Lecturers, on the other hand, play a mediating role in cultivating SRL behaviors in students. Their instructional design emphasizing goal setting, formative assessment, and reflection creates conditions that enhance students' ability to self-regulate. Through scaffolding and reflective dialogue, lecturers help students understand how to plan effectively, monitor performance accurately, and reflect meaningfully (Harahab Putri et al., 2023; Öztürk & Çakıroğlu, 2021). Therefore, this study views SRL in EFL speaking as an interactive process involving both students' internal regulation and lecturers' external facilitation. The interplay between these two perspectives forms the foundation for analyzing how SRL strategies are applied in speaking activities and what factors influence their implementation.

1.10 Research Method

This section presents the methodological foundation of this study, outlining the procedures used to explore how EFL students apply Self-Regulated Learning (SRL) strategies in planning, monitoring, and reflection during speaking activities. It describes the research design, sources and types

of data, data collection techniques, and instruments employed to achieve the research objectives systematically and accurately. Furthermore, this section explains the data analysis approach applied to ensure the accuracy, consistency, and validity of the findings. The entire research process was conducted based on the principles of objectivity, academic integrity, and alignment between the chosen methods and the aims of the study.

1.10.1 Research Design

This study employed a qualitative descriptive research design to explore how EFL students apply self-regulated learning (SRL) strategies specifically planning, monitoring, and reflection in speaking activities, and to identify the supporting and inhibiting factors that influence this process. The qualitative descriptive design was selected because it provides rich, detailed descriptions of participants' real experiences rather than focusing on experimental control or variable manipulation (Creswell & Poth, 2018; Merriam & Tisdell, 2016). In this study, the researcher aimed to uncover how students and lecturers perceive, experience, and apply SRL strategies within natural classroom settings, particularly in speaking-related tasks. This approach allows the complexity of language learning behavior to be explored holistically rather than reduced to statistical measurements.

Qualitative descriptive research aligns well with the nature of SRL, which involves internal cognitive, affective, and behavioral processes that are best understood through participants' narratives, reflections, and observed behaviors. Since SRL is inherently dynamic and context-dependent, a qualitative design enables the researcher to examine how learners regulate their speaking practices in authentic EFL environments (Teng & Zhang, 2016). Unlike quantitative research that tests hypotheses, qualitative inquiry aims to interpret meaning how students think, plan, and respond when engaging in speaking activities that require self-regulation. Therefore, this design

is suitable for capturing both observable behaviors and the underlying thought processes that characterize SRL.

The choice of a descriptive orientation within qualitative inquiry was also motivated by the need to provide an accurate portrayal of the current state of SRL implementation in EFL speaking classes. As suggested by Sandelowski (2000), descriptive research aims to “stay close to the data,” presenting findings in participants’ own words while maintaining clear links to theoretical frameworks. This approach is especially appropriate for studies seeking to inform pedagogical practices rather than to construct new theories. By describing how students and lecturers enact SRL strategies in context, this research contributes practical insights to the design of more reflective, student-centered speaking instruction.

Furthermore, the qualitative design in this study integrates multiple perspectives from both students and lecturers. Students’ perspectives reveal how SRL manifests in individual learning behaviors, while lecturers’ insights shed light on the pedagogical scaffolding that supports or constrains students’ self-regulation. This two-dimensional view strengthens the descriptive validity of the research (Lincoln & Guba, 1985), ensuring that the findings are not limited to one viewpoint. It also reflects the ecological nature of SRL, where learners’ regulation is shaped by both personal motivation and instructional context (Oxford, 2017; Ni’mah et al., 2023).

The research setting consisted of speaking classes within an English Education Department at a university in Indonesia. This context was chosen because speaking remains one of the most challenging skills for EFL learners, and SRL is considered a crucial factor in overcoming these challenges (Muhsinin et al., 2025). In such a setting, students are required to prepare (plan), perform (monitor), and evaluate (reflect) their speaking tasks making it a relevant environment for examining how SRL is naturally practiced. The

classroom interactions, lecturer guidance, and students' independent learning behaviors provided a rich foundation for qualitative exploration.

The researcher's role in this qualitative study was that of a participant observer and interpreter. As the primary instrument of data collection, the researcher engaged directly with participants through interviews, questionnaires, and observations while maintaining reflexivity to minimize bias (Cohen et al., 2018). Reflexivity was maintained through continuous journaling, memo-writing, and peer review discussions to ensure that interpretations were grounded in the data rather than personal assumptions. This approach follows Creswell and Poth's (2018) principle that qualitative researchers must actively engage in meaning-making while preserving the authenticity of participants' voices.

Finally, the qualitative descriptive design was supported by thematic analysis as the analytical method (Braun & Clarke, 2006). Thematic analysis complements descriptive research by allowing the researcher to identify and interpret recurring themes within participants' narratives such as goal setting, self-monitoring, reflection habits, or technology use in SRL. This combination of qualitative description and thematic interpretation ensures a balanced approach: rich in contextual detail but systematically organized to answer the research questions. Overall, this design provided a comprehensive framework to investigate how SRL strategies are understood, applied, and influenced by various contextual factors in EFL speaking instruction.

1.10.2 Source and Type of Data

This study used two main data sources: primary and secondary data. The primary data were collected directly from EFL students and a lecturer through semi-structured interviews and questionnaires,

while the secondary data were obtained from relevant literature on self-regulated learning (SRL) and EFL speaking.

The primary data served as the core of the study. Interviews provided detailed qualitative insights into how students and lecturers perceived and applied SRL strategies, planning, monitoring, and reflection in speaking activities. The questionnaire, consisting of 15 Likert-scale items, complemented the interviews by showing general patterns of SRL strategy use among students. Together, these instruments provided both depth and breadth in understanding SRL practices.

The secondary data were gathered from books, journals, and previous studies published between 2016 and 2025, which helped establish the theoretical and empirical foundation of the study (Teng & Zhang, 2016; Ni'mah et al., 2023; Muhsinin et al., 2025).

1.10.3 Data Collection Techniques and Instrument

To collect relevant data addressing the research questions, this study employed two primary data collection techniques, namely semi-structured interviews and questionnaires. The combination of these two instruments was chosen to ensure data triangulation and strengthen the validity of findings (Creswell & Poth, 2018). The use of both qualitative and descriptive quantitative techniques allowed the researcher to capture a comprehensive understanding of how EFL students apply self-regulated learning (SRL) strategies, planning, monitoring, and reflection in speaking activities, and what factors support or hinder these processes.

1.10.3.1 Questionnaire

The questionnaire served as a supplementary instrument to collect broader data from students regarding the frequency and consistency of their SRL strategy use in speaking. It consisted of 15 closed-ended items adapted from the SRL framework proposed by Teng and Zhang (2016),

Dignath and Büttner (2018), and Oxford (2017). The items were distributed into three main categories: Planning strategies (items 1–5) – goal setting, preparation, and task organization. Monitoring strategies (items 6–10) – attention control, performance monitoring, and feedback use. Reflection strategies (items 10–15) – self-evaluation, learning from mistakes, and goal adjustment.

The questionnaire used a five-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5) to measure the extent to which students practiced each SRL strategy. The instrument was distributed to EFL students enrolled in speaking classes, ensuring that participants were familiar with speaking-related learning contexts. The responses provided descriptive quantitative data to support and triangulate the qualitative interview results (Creswell & Poth, 2018).

Prior to distribution, the questionnaire underwent expert validation by two English education lecturers specializing in SRL and language learning strategies. They reviewed each item to ensure clarity, relevance, and alignment with SRL theory. Minor revisions were made based on their suggestions, especially in wording and order of items to enhance readability and content accuracy. The instrument's internal consistency was also examined during the pilot phase, and ambiguous items were revised before the final administration.

1.10.3.2 Semi-Structured Interviews

The semi-structured interview was used as the main qualitative tool to obtain detailed insights from both students and lecturers regarding their experiences with SRL in speaking activities. The interview was conducted with six

students (S1–S6) and one lecturer (L1) who were purposefully selected based on their involvement in speaking courses. The semi-structured format allowed flexibility for participants to express their perspectives while ensuring alignment with the three SRL dimensions: Planning: setting goals, preparing materials, and managing time before speaking. Monitoring: awareness, self-correction, and performance evaluation during speaking. Reflection: post-task self-assessment, feedback interpretation, and improvement planning.

Each interview lasted approximately 20-25 minutes and was conducted in person in a quiet classroom setting. The interviews were conducted in both English and Bahasa Indonesia to help participants express themselves clearly. All sessions were audio-recorded with participants' consent and later transcribed verbatim for analysis. This technique was chosen because interviews enable researchers to explore learners' thought processes, beliefs, and motivations that cannot be fully captured through questionnaires (Cohen et al., 2018; Merriam & Tisdell, 2016).

The interview guide was constructed based on Zimmerman's (2000) SRL framework and adapted from previous studies by Teng and Zhang (2016) and Ni'mah et al. (2023). Example questions included:

“How do you prepare before speaking in class?”

“How do you know whether your speaking performance is improving?”

“What do you usually do after completing a speaking task to evaluate yourself?”

These close-ended questions helped reveal not only learners' actions but also their metacognitive and emotional engagement in SRL.

1.10.3.3 Ethical and Procedural Considerations

All participants were informed of the research purpose and procedures prior to data collection. Participation was voluntary, and informed consent was obtained to ensure ethical compliance. The researcher maintained confidentiality by anonymizing all participants using codes (e.g., S1–S6 for students and L1 for lecturer). Data were securely stored and used solely for research purposes. The triangulation of interviews and questionnaires provided both depth (from qualitative insights) and breadth (from descriptive quantitative patterns), ensuring a reliable and comprehensive understanding of SRL implementation in EFL speaking (Oxford, 2017).

1.10.4 Data Analysis Techniques

The data collected from interviews and questionnaires were analyzed using a thematic analysis approach, following the framework proposed by Nowell, Norris, White, and Moules (2017) and further elaborated by Castleberry and Nolen (2018) and Maguire and Delahunt (2021). This method was chosen because it provides a systematic and flexible process for identifying, organizing, and interpreting patterns of meaning across qualitative data. The analysis began with data familiarization, where the researcher repeatedly read the interview transcripts to gain a deep understanding of participants' perspectives. The next stage involved generating initial codes to capture key ideas and concepts related to students' and lecturers' experiences in applying Self-Regulated Learning (SRL) strategies,

particularly in planning, monitoring, and reflection during speaking activities.

After the coding process, the researcher searched for emerging themes by grouping similar codes that represented recurring concepts or patterns. These themes were reviewed and refined to ensure consistency and accuracy in relation to the research questions and theoretical framework. Each theme was then clearly defined and supported by direct quotations from participants to maintain authenticity and strengthen credibility. In addition, descriptive statistics from the questionnaire were used to complement and triangulate the qualitative findings, providing a broader understanding of the frequency and consistency of SRL strategy use among students. Throughout the process, the researcher ensured transparency, reflexivity, and alignment between data interpretation and the overall objectives of the study.

