THE USE OF SELF-REGULATED LEARNING METHOD TO DEVELOP STUDENTS' SPEAKING ABILITY

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ARTICLE INFO	ABSTRACT
	This research aimed to know did the use of Self-Regulated Learning method improve the students' accuracy (pronunciation) and fluency (smoothness) at the eleventh grade students of SMAN 5 Barru. The subjects of this research consisted of 33 students at the eleventh MIA 1 grade students of SMAN 5 Barru. The method in this research was quantitative research with pre-experimental research. The instruments used for collecting data namely, Speaking test in oral form. The result of the data indicated that, the students' mean score of accuracy (pronunciation) post-test was 70.15. While the post-test was higher than mean score of pre-test, the post-test in accuracy (pronunciation) was 79.39. Moreover, based on the data analysis, t-test value was higher than the t-test table values (10.265 > 1.693). It meant that there was a significant difference. Therefore, H0 was rejected and H1 was accepted. And the students' mean score of pre-test in fluency (smoothness) was 71.66. While, the post-test was higher than mean score of pre-test, the post-test in fluency (smoothness) was 81.06. Moreover, based on the data analysis, t-test value was higher than the t-test table values (12.590 > 1.693). It meant that there was a significant difference. Therefore, H0 was rejected and H1 was accepted. Those meant that the implementation of Self-Regulated Learning in the teaching and learning process of speaking was believed to be effective to improve the students' speaking skills especially accuracy (pronunciation) and fluency (smoothness). *This is an open access article under the *

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INTRODUCTION

Speaking is the most influence skills to communicate than other skills in English. Recently, speaking has taken an important role in foreign language settings as a means of communication in daily life. It is supported by O'Malley and Pierce' in Hidayah (2017: 2) finding that is among the four skills, speaking take an important skill that a learner must acquire since one of the major responsibilities of any teacher working with English language learners is to enable students to communicate effectively through oral language. And also Flutcher in Permanasari (2014:1) wrote :"The ability to speak a foreign language is without doubt the most highly prized language skills and rightly so." It means speaking has the main role in english also to communicate each other. Speaking should be mastery first.

In some schools, Speaking in Senior High School, Junior High School and also elementary school are not really good. The usually problem is the students are afraid to wrong and get mocked by their friends bacause bad of pronounciation. It makes what they learn is useless. The other factors are the less of experience, lack of vocabulary and technology make the students hard to improve their English. Then the environment is not supporting them to know more about English. Because if some of the students use english in their environment, there are some students mock them. It make them not confindence, embarassed and of course lazy to learn English. It hard to make them learn independently. They just learn English in the class. When class over, the learning about English is over too.

To improve the education in indonesia also English, Government make curriculum 2013 (K13). (Mulyasa, 2013: 7) Curriculum 2013 emphasizes character education, especially at the elementary level, which will be the foundation for the next level. Character education is main point on this curriculum. Not only to develop character education, Curriculum 2013 is trying to develop the students competence too. Curriculum 2013 is a curriculum based on character and competence (Mulyasa, 2013: 163). In Curriculum 2013 use students center where students will be more active in the class. As the result, students will be more independent. It makes students more easily to learn by theirselves. (Permendikbud No. 69 of 2013 concerning the Basic Framework and Structure of High School Curriculum / Madrasah Aliyah): The aim of the 2013 curriculum is to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, affective and capable contribute to the life of society, nation, state and world civilization.

Based on the curriculum 2013 purposes and all the problem above the researcher decide to use Self-Regulated Learning to develop speaking ability. In general, students can be said as self-regulated to the level that they are motivationally, metacognitively and behaviorally active participants in their own learning process (Zimmerman, 1986, 1989). Self-Regulated Learning give the independency to the students in learning process, but of course with controlling by the teacher. It will help the students to learn more enjoyable. In line with this, the researcher formulates the following research questions:

1. Does Self-Regulated Learning method develop students' speaking accuracy (pronunciation) at the eleventh grade students of SMAN 5 Barru?

2. Does Self-Regulated Learning method develop students' speaking fluency (smoothness) at the eleventh grade students of SMAN 5 Barru?

RESEARCH METHOD

The researcher used quantitative data with pre-experimental research to know the students' speaking ability through the use of Self-Regulated Learning at the eleventh grade students of SMAN 5 Barru. The instrument of this research was speaking or oral test. For collecting data in this research used SPSS application.

RESULT AND DISCUSSION
Result
1. The Use of Self-Regulated Learning to improve Accuracy (Pronunciation)
a. Pre-Test

Table 1. Students' score in accuracy (pronunciation) pre-test

N	Valid	33
	Missing	0
	Mean	70.1515
	Std. Deviation	6.55325
	Range	35.00
	Minimum	40.00
	Maximum	75.00

Based on the data of Pre-Test, as clearly presented the mean of the total pre-test score is 70.15, the minimum is 40, maximum is 75 and standard deviation is 6.55.

Table 2. Frequency and rate percentage of the students' accuracy (pronunciation) in pre-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40.00	1	3.0	3.0	3.0
	60.00	2	6.1	6.1	9.1
	70.00	19	57.6	57.6	66.7
	75.00	11	33.3	33.3	100.0
	Total	33	100.0	100.0	

b. Post-Test

Table 3. Students' score in accuracy (pronunciation) post-test

N	Valid	33
	Missing	0
	Mean	79.3939
	Std. Deviation	6.09272
	Range	30.00
	Minimum	60.00
	Maximum	90.00

Based on the data of post-test above, as clearly presented the mean of the total post-test score is 79.39, the minimum is 60, maximum is 90 and standard deviation is 6.092.

Table 4. Frequency and rate percentage of the students' accuracy (pronunciation) in post-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60.00	1	3.0	3.0	3.0
	70.00	3	9.1	9.1	12.1
	75.00	6	18.2	18.2	30.3
	80.00	12	36.4	36.4	66.7
	85.00	10	30.3	30.3	97.0
	90.00	1	3.0	3.0	100.0
	Total	33	100.0	100.0	

Table 5. The students' improvement in speaking accuracy (pronunciation)

Indicator	Pre-test	Post-test	Improvement
Speaking Accuracy (Pronunciation)	70.15	79.39	13.17%

Based on table above shows that the mean score of pre-test is 70.15 and post-test is 79.39. The improvement of pre-test and post-test is 13.17%. Based on the result, it concludes that the using of Self-Regulated Learning is able to give good contribution in teaching and learning speaking especially to improve Accuracy (Pronunciation).

2. The Use of Self-Regulated Learning to improve Fluency (Smoothness)

a. Pre-Test

Table 6. Students' score in fluency (smoothness) pre-test

N	Valid	33
	Missing	0
Mean		71.6667
Std. Deviation		4.94764
Range		25.00
Minimum		50.00
Maximum		75.00

Based on the data of Pre-Test, as clearly presented the mean of the total pre-test score is 71.66, the minimum is 50, maximum is 75 and standard deviation is 4.94.

Table 7. Frequency and rate percentage of the students' fluency (smoothness) in pre-test

		Frequency	Percent	Valid Percent	Cumulative Percent
	50.00	1	3.0	3.0	3.0
	65.00	2	6.1	6.1	9.1
Valid	70.00	13	39.4	39.4	48.5
	75.00	17	51.5	51.5	100.0
	Total	33	100.0	100.0	

b. Post-Test

Table 8. Students' score in fluency (smoothness) post-test

N	Valid	33
	Missing	0
Mean		81.0606
Std. Deviation		5.83063
Range		30.00
Minimum		60.00
Maximum		90.00

Based on the data of post-test above, as clearly presented the mean of the total post-test score is 81.06, the minimum is 60, maximum is 90 and standard deviation is 5.830.

Table 9. Frequency and rate percentage of the students' fluency (smoothness) in post-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60.00	1	3.0	3.0	3.0
	70.00	1	3.0	3.0	6.1
	75.00	4	12.1	12.1	18.2
	80.00	12	36.4	36.4	54.5
	85.00	13	39.4	39.4	93.9
	90.00	2	6.1	6.1	100.0
	Total	33	100.0	100.0	

Table 10. The students' improvement in speaking fluency (smoothness)

Indicator	Pre-test	Post-test	Improvement
Speaking Accuracy (Pronunciation)	71.66	81.06	13.11%

Based on table above shows that the mean score of pre-test is 71.66 and post-test is 81.06. The improvement of pre-test and post-test is 13.11%. Based on the result, it concludes that the using of Self-Regulated Learning is able to give good contribution in teaching and learning speaking especially to improve Fluency (Smoothness).

3. Hypothesis Testing (t-test of Significant)

Table 11. *t*-test calculation/value

				Paired Samples Test					
				Paired Differences					
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		*t*	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-test A – post-test A	-9.242	5.172	.900	-11.076	-7.408	-10.265	32	.000
Pair 2	Pre-test F – post-test F	-9.394	4.286	.746	-10.914	-7.874	-12.590	32	.000

Note:

PretestA   = Pre-test of Accuracy (Pronunciation)

Post-test A   = Post-test of Accuracy (Pronunciation)

Pre-test F   = Pre-test of Fluency (Smoothness)

Pre-test F   = Post-test of Fluency (Smoothness)

The result of *t*-test for speaking ability focus on Accuracy (Pronunciation) and Fluency (Smoothness) can be seen below:

Table 12. The *t*-test value of students' speaking ability

Variable	T-test	T-table	Comparison	Classification
Speaking Accuracy (Pronunciation)	10.265	1.693	t-test > t-table	Significantly Different
Speaking Fluency (Smoothness)	12.590	1.693	t-test > t-table	Significantly Different

Table above shows that *t*-test value for speaking ability focus on Accuracy (Pronunciation) is 10.265 > 1.693 and Fluency (Smoothness) is 12.590 > 1.693. It indicates that the result of *t*-test value in all of variable and indicator is higher than *t*-table value. It means that there are significant different between the result of pre-test and post-test in speaking ability especially Accuracy (Pronunciation) and Fluency (Smoothness).

Based on the result, it concludes that there is improvement of the students' Speaking ability deal with Accuracy (Pronunciation) and Fluency (Smoothness) by using Self-Regulated Learning.

DISCUSSION

The Improvement of the Students' Accuracy (Pronunciation) and Fluency (Smoothness) in Speaking Ability

Burns and Joyce in Florez in Permanasari (2014: 12-13) defined "speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information." Yet, Spratt, et.al in Pratiwi 2013 Speaking is a productive skill, like writing. It involves using speech to express meanings to other people.

According to Syakur in Prawerti (2012) there are at least three components of speaking skill such as, accuracy, fluency, and comprehension.

1. Accuracy. Accuracy in speaking is a way of people speaks or communicates by using an clear vocabulary, pronunciation and grammar. Accuracy refers to the use of correct forms where utterances do not contain errors affecting the phonological, syntactic, semantic or discourse features of a language (Bryne in Lim 2017).

   a. Vocabulary. Based on Longman Dictionary in Hanum (2017) vocabulary is a set of lexemes, consisting single words, compound words, and idioms that are typically used when talking something.

   b. Pronunciation. Webster in Basuki (2018: 54) says that the result of producing the sound of speech is an pronunciation, including vowel information, articulation, inflection and accent, often with reference to some standard of concerns or acceptability. It means that what the students' needs to pay attention to the sound of speech in speaking.

   c. Grammar. Nordquist in Desfitranita & Senjahari (2019) says that grammar is a set of <u>rules</u> and examples dealing with the <u>syntax</u> and <u>word</u> structures (<u>morphology</u>) of a language. Moreover, Nordquist in Desfitranita & Senjahari (2019) explains that without grammar, a language wouldn't work, because people couldn't communicate effectively.

2. Fluency. As proposed by Harris and Hodges in Hanum (2017), fluency is an ability to speak quickly and automatically. Fluency means ability to communicate without too much hesitation or pauses when speaking.

   a. Smoothness. Smoothness means the way to communicate English through a good clustering and reduces form (Brown in Asmayanti & Amalia 2014). A good clustering is to speak or communicate English with phrasal fluently. It means that speak English directly in a phrasal or sentence not speak word by word.

   b. Pauses. Pausing is often viewed as a factor of diffluent speech (Rossiter 2009); however, pausing means when someone speak English she/he get so much pause in speaking because of taking a breath and thinking what will he/she speak again.

   c. Hesitation. According to Cambridge Online Dictionary, hesitation is the <u>act</u> of <u>pausing</u> before doing something, <u>especially</u> because you are <u>nervous</u> or not <u>certain</u>.

3. Comprehension. Syakur in Prawerti (2012: 11) states that comprehension is needed in oral communication. It is to avoid the misunderstanding among the speaker and the listener. It includes comprehend the situation, the condition in where the oral communication take place. Good and Brophy in Aregu (2013: 98) defines self-regulated

learning as a process of active learning in which students take responsibility for encouraging themselves to understand materials they deal with, to accomplish tasks, to monitor what they do, to assess their strengths and weaknesses, and to take corrective actions based on self-evaluation reports. In Self-Regulated Learning, the students search their own material with their habits or strengths. It makes the students arrange the material easily. Orhan in Novita (2019: 32) self-regulation means is the ways for the learners to take control of their own learning. Zimmerman in Novita (2019: 34) developed a cyclical model of self-regulation from social-cognitive theory and research. There are three phase of cyclical model of self-regulation, namely:

a. The Forethought Phase (reaction):

This is the first phase before the action performance: sets the stage for action, maps out the tasks to minimize the unknown, decide the environment to learn and helps to develop a positive mindset. use goal setting and strategic planning to self- regulate is the way of the students in the forethought phase.

b. The Performance Phase:

This phase is the process of learning with the planning and strategic that have been planned in forethought phase.

c. The self- reflection phase:

This phase refers to processes that occur after each learning effort. It's a self-evaluation of outcomes compared to goals. Students' self-reflection brings them back to evaluate and understand their own performance.

4. The Test of The Students' Significant

Through the result of pre-test and post-test, the result of t-test value of the level significant (p) = 0.05 with degree of freedom in Accuracy (Pronunciation) (df) = 32; in Fluency (Smoothness) (df) = 32. Indicate t-table value is 1.693 and t-test value in Accuracy (Pronunciation) is 10.265; in Fluency (Smoothness) is 12.590.

After the calculating the value t-test analysis, then it is compared with t-table value. As the result, the researcher finds that the value of t-test is higher than the t-table value. It means that null hypothesis (H0) is rejected and alternative hypothesis (H1) is accepted because there is difference significant mean score of the test that have given by researcher before and after researcher using Self-Regulated Learning in teaching speaking ability.

CONCLUSION

1. The use of Self-Regulated Learning can develop students' speaking accuracy (pronunciation) at the eleventh grade of SMAN 5 Barru. It is proven by the students' mean score improvement from pre-test to post-test. The students' mean score of pre-test in accuracy (pronunciation) is 70.15. While the post-test is higher than mean score of pre-test, the post-test in accuracy (pronunciation) is 79.39. Moreover, based on the data analysis, t-test value is higher than the t-test table values (10.265 > 1.693). It means that there is a significant difference. Therefore H0 is rejected and H1 is accepted.

2. The use of Self-Regulated Learning can develop students' speaking fluency (smoothness) at the eleventh grade of SMAN 5 Barru. It is proven by the students' mean score improvement from pre-test to post-test. The students' mean score of pre-test in fluency (smoothness) is 71.66. While the post-test is higher than mean score of pre-test, the post-test in fluency (smoothness) is 81.06. Moreover, based on the data analysis, *t*-test value is higher than the *t*-test table values (12.590 > 1.693). It means that there is a significant difference. Therefore, H0 is rejected and H1 is accepted.

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