AN ANALYSIS OF SELF - REGULATED LEARNING STRATEGY USED BY IAIN CURUP STUDENTS IN SPEAKING ABILITY

THESIS

This thesis is submitted to fulfill the requirement for "Bachelor Degree" in

English Study Program

BY:

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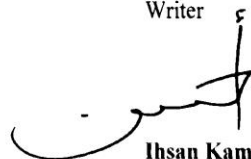
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Preface

Gratitude is always expressed to Allah that the researcher finally has completed this thesis entitled **"AN ANALYSIS OF SELF-REGULATED LEARNING STRATEGY USED BY IAIN STUDENTS IN THEIR SPEAKING ABILITY"**.

This thesis is submitted as part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of IAIN Curup. The researcher realizes that this thesis still needs improvement in the future, furthermore the researcher hopes and appreciates some criticisms that are intended for this research, for being perfect in the future.

Last but not least, the researcher hopes that this thesis can be useful, especially for other researchers who are interested in conducting research in this field.

Curup,   July 2022

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Bismillahirrahmanirrahim

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Alhamdulilahirobil alamin,

All praise be to Allah, the Lord of the worlds and all the gifts that have been given, health, opportunities and guidance so that the researcher can complete this thesis. Salawat and greetings are always poured out to the Prophet Muhammad SAW for the instructions given so that Muslims can distinguish what is good and right and also take us from the dark ages (Jahiliyah) to the bright world as we feel at this time.

This researcher finished this research entitled **"AN ANALYSIS OF SELF-REGULATED LEARNING STRATEGY USED BY IAIN CURUP STUDENTS IN THEIR SPEAKING ABILITY".** This thesis is presented in order to fulfill the requirements for the degree of strata 1 in English study program of IAIN Curup. In the process of compiling this research, researchers get support, guidance, assistance, contribution and motivation from the other. Because of those, the writer would like to present deepest appreciation to:

1. Mr. Prof. Dr. Idi Warsah, M.Pd.I as the head of IAIN Curup.

2. Mr. Dr. H. Hamengkubuwono, M.Pd as dean of Tarbiyah faculty IAIN Curup

Finally, researchers need suggestions to be better in the future, especially In compiling this thesis, the researcher realizes that this thesis is not perfect in terms of grammar, letters, structure of writing, discussion and others. Hopefully, the result of this research can contribute in the education field, especially in improving the teaching and learning process. For acknowledgment above and those are not mentioned, may Allah SWT give them the best reward.

Aamiin yaa rabbal'alamin……..

Wassalamu'alaikum Wr. Wb

Curup,   July 2022

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MOTTO

Completing your mission is a must

DEDICATION

With pride and a sense of stive, this thesis is dedicated to:

My beloved Father (Arsil) and my lovely mother (Bakti Komalasari). Thank you for being my hero and being part of my life. Therefore, I wish, both of you would read these words "I **LOVE YOU IN MY LIFETIME AND BOTH OF YOU ARE IRREPLEACABLE**"

My lovely brothers, my nephew, my best friends

All my childhood friends,

e-Station of TBI IAIN Curup

All my friends from TBI 2018 Generation

ABSTRACT

***Ihsan Kamil*, 2022** : "**AN ANALYSIS OF SELF-REGULATED LEARNING STRATEGY USED BY IAIN CURUP STUDENTS IN THEIR SPEAKING ABILITY**"

Advisor : **Jumatul Hidayah, M.Pd**

Co-advisor : **Sarwo Edy, M.Pd**

This research is qualitative research, The purpose of this study was to seeking depth-information the phase of self-regulated learning strategy used by iain curup student in their speaking ability and the students' problem in using self-regulated learning strategy in their speaking ability therefore, the research question appeared on this research; 1) What are the phase of self-regulated learning strategy used by iain curup student in their speaking ability. 2) What are the students' problem in applying self-regulated learning strategy in their speaking ability. The subject of this study was student were selected from eight semester at English Study Program. Meanwhile, Purposive sampling was used on this subject of research where the participant who had completed all speaking subject: speaking for daily communication at 2nd semester, speaking for group activities at 3rd semester, speaking for formal setting at 4th Semester and the last is speaking for academic setting at 5th and the students got excellent (A) score in speaking subject. The instrument of this research was open-ended questionnaire that had 10 category of self-regulated learning strategies and divided into 41 item questions. Thus, this study used interview semi-structured which had 3 categories of problem of using self-regulated learning and divided into 6 items questions. The result of this research showed the students have their phase self-regulated learning strategy in speaking ability. and the students got their own problems in applying self-regulated learning strategy in applying speaking ability. therefore, the researcher established a conclusion the self-regulated learning strategies were effective for improving speaking skill.

Keywords; *Self-regulated learning strategies, Speaking skil*

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CHAPTER I

INTRODUCTION

A. Background of The Research

English as foreign language is essential to be learnt. Nowadays, English is required for all individuals, including Indonesians; however, there are four abilities that must be strengthened by person who wish to learn English, especially for English learners. Speaking, Reading, Listening, and Writing are abilities that English learners must be mastered for obtaining a wealth of knowledge about English as foreign languange. However, speaking is one of the most crucial skills among the four skills of speaking, listening, reading and writing.

According to the definition above, the most crucial ability is speaking because speaking is one of the abilities that student must be improved for communicating with other people. According to Bueno, Madrid, as well as Mclaren "Speaking is one of the most important skills learners have to against"[1]. It means speaking is the most important thing for learners' life because the learners will speak in real life situation and the other side, speaking ability is not easy task, because speaking skill has many components such as Vocabulary, Grammar, Fluency and Pronunciation. These components have to be mastered by learners for speaking in English. Speaking ability needs several strategies to fulfil a good speaking ability, and the learners must have many strategies, learning strategies are necessary to build self-confidence, motivation and assist them to be

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[1] *Bueno, A., D. Madrid ands N. McLaren (eds.). TEFL in Secondary Education. Granada: Editorial Universidad de Granada, 2006*

independent in Speaking ability process. Unfortunately, the difficulty of learning process is found by learners, because of learners do not apply the right strategies in speaking skill learning process. The learners have to know about the strategies in improving speaking skill process, that is from the learners' preparation in learning as well as the learners' self-regulated learning aspect.

Self-regulated learning (SLR) means that the readiness of the learners to manage their thought, time, behaviours, environment, and emotions in successful navigate their speaking upgrade processing, furthermore, Self-regulated learning strategies make the learners assisted and the Self-regulated learning strategies are the most important for the learners' Improving speaking skill in English as foreign language setting.

> Self-regulated Learning aims to manage the learners' behaviours, environment, time, and emotions in study process and also, to create learning effort to against failure[2].

Thus, based on theory of self-regulated above, the learners have to harmonize their effort, thoughts, and feelings in order to achieve their learning goals. Self-regulated learning in processing focusses on the goal of speaking processing and control the learners' thought or anxiety by their own selves and therefore, the learner will promote the personality of the learner to make the learners think better and get the best result of improving speaking skill.

Moreover, self-regulated learning strategies is used by learners in speaking skill learning process is effective for learners, because self-regulated learning

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[2] Ruliyanti, (2014). Self-Regulated Learning Sebagai Strategi Membangun Kemandirian Peserta Didik dalam Menjawab Tantangan Abad 21, 140-141

strategies will guide learners in improving speaking skill and also, self-regulated learning strategies could solve learners' problem in improving speaking skill.

Self-regulated regulated learning strategy that implemented by a great learner on education environment or home, self-regulated learning will be creating positive effect on a learner. The learners have the highest level of speaking skill and considered as being able to apply self-regulated learning strategy and then, the self-regulated learning strategy is also able to assist the learners for reach the objective of the course; "The learners are expected to able face the difficulty of speaking level"[3]. It has been described clearly that Self-regulated learning strategies have relation between self-regulated strategies and the learners who want improve their learning and especially for the learner have the highest level of speaking skill will be considered as being able to implemented self-regulated learning and then, the learners should be ready on face more challenges on speaking skill.

The self-regulated learning strategies are being applied by the learners, it can manage their time, behaviour, emotions and direct their process in order to get many achievements. Unfortunately, the self-regulated learning rarely is being applied by the learners will be trouble in improving speaking skill such as; The learners become unwilling to speak in front audience, the learners become unwilling due to having low ability in speaking skill and then the learners will be trouble in applying self-regulated learning. "The learners who still have low self-regulated, they will show some behaviours such as; being late for submit their

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[3] Ratih Laily Nurjanah, Sri Waluyo, Salsa Billa Fauziah Tamami (2021). Self-Regulated Learning Strategy in Online Speaking Class: How Is It Implemented?

task, not attending to class and cheating on the examination"[4]. It has been described clearly that Self-regulated learning strategies are seldom applied by learners will be difficult to solve their own speaking skill

Self-regulated learning has own strategies that adapted from Zimmerman as well as Martinez-pons.

There are some strategies that adapted from Zimmerman and Martinez-pons *the Strategies include: Self-Evaluation, Organization and Transforming, Goal setting and Planning, Seeking Information, keeping records and monitoring, environmental structuring, self-consequences, rehearsing and memorizing, seeking social assistance and reviewing and record.* [5]

Thus, based on the theory above, it can be concluded that learners have their own strategies for helping learning process especially for an English Foreign Language's Self-regulated learning to improve speaking skill.

Considering to the theory above, the researcher can draw several indicators in order to classified the student especially for the EFL students' Self-regulated learning strategies to improve speaking skill based on preliminary interview, the learners have their own strategies such as watch movie, seeking a peer for conversation, listen to music, read some English books, and Seeking information. Accordingly, from indicators above it can be concluded that learner have the kinds of strategy were applied.

The researcher found the phenomena which happen in English Study Program IAIN Curup from preliminary observation at eight semester academic year 2021/2022 of English Study Program in IAIN Curup order to classified the

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[4] Pujiati, Indah N. 2010. The Relationship between self-efficacy and student learning independence: A study of Class VII Students of junior high school 2 Rajapolah, Tasikmalaya, Academic Year 2010/2011 (in Bahasa). Bandung: UPI

[5] Zimmerman & Martinez-Pons, 1986. Self-Regulated Learning: Key strategies and their sources in a sample of adolescent males.

sample into an English Foreign English Language' Self-regulated learning strategies in improving speaking skill. The preliminary observation was conducting on February 24, 2022, the researcher used a data from their final score in "Speaking for Daily communication, Speaking for Group Activities Class, Speaking for Formal Setting and, Speaking for Academic Setting" and then, there are 3 learners who got (A) score on speaking for daily communication, speaking group activities, speaking for formal setting and speaking academic setting. in addition, the researcher did preliminary interview where there are two different questions including how the learners improve their speaking skill and what are the problem of strategy in speaking skill. In addition, based on theory there are some characteristics of students implemented self-regulated learning strategies, the students know how apply some of strategies such as; transforming, organizing, planning, monitoring, creating a good environment and help-seeking[6]. Therefore, based on the theory above, the researcher found some of students classified as the students use self-regulated learning strategy to improve speaking skill according to theory.

Regrading to the phenomenon above, the researcher wants to investigate the learners who use Self-regulated learnings' strategies to improve speaking skill according to theory of Self-regulated learnings' strategies thus, the researcher interested to seek more EFL students' Self-regulated learning to improve speaking skill English Study Program at IAIN Curup, Furthermore, the researcher decided

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[6] L. Corno, "Volitional Aspects of Self- Regulated Learning" dalam Zimmerman
dan Schunk (Ed.), Self-regulated Learning, hlm. 191-225.

to conduct this research a titled by **"An analysis of Self-regulated Learning Strategies used by IAIN Curup Students in their Speaking Ability"**.

B. **Research Questions**

1. What are the phase of self-regulated learning strategy used by iain curup student in their speaking ability?

2. What are the students' problems in applying self-regulated learning strategies in their speaking ability?

C. **Objective of The Research**

1. This study aimed to investigate Self-regulated learning strategies used by the students in their speaking skill at English Study Program of State Institute Islamic Curup

2. The students' problem in using self-regulated learning at English Study Program of State Institute Islamic Curup

D. **Delimitation of The Research**

1. The self-regulated strategy of speaking is only in speaking class

2. The theory of self-regulated by Zimmerman & Martinez-Pons

3. The theory of problems by Jandro Diaz-mujicas

E. **Significant of The Research**

This research tells information about the students' self-regulated learning strategies to improve speaking skill in English Study Program of State Institute Islamic Curup. This research is completed;

1. Students.

For The student of English Study Program of State Institute Islamic Curup, this research will assist the student to manage the greatest strategies in Self-regulated setting especially for improving speaking skill

2. Lecture.

For the lectures of speaking subject at State Institute Islamic Curup, this research could tell the lectures about Students have Strategies to improve speaking skill in Self-regulated setting for get the best result in Speaking skill.

F. Definition of key term

The researcher showed some of key terms to assist the researcher to this study, they are;

1. Speaking

Speaking is the tool communication that used by human being for express idea, negotiate something, solve something, moreover, speaking ability is part of our life, and as the result that human have to communicate each other. According to Argawati, the reason why human to speak, because the communication is necessary for human being and human being could share their mind, show their feeling moreover, the human being need to comprehend each other so, that's why people need to speak each other[7]. Accordingly, the speaking skill ability in this study is the way the learners communicate, share information, and interaction each other.

2. Self-regulated learning strategy.

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[7] Argawati, N. O. (2014). Improving students' speaking skill using group discussion; Experimental study on the first-grade students of senior high school. ELTIN Journal, 2(II), p. 74-81.

Self-regulated learning strategy that used by learner for help the learners is facing the difficulty of learning process. Self-regulated strategies will assist the learners to control their time, environments and behaviours in the learning process.[8]

Based on the theory, Students' self-regulated learning strategies in this research is phase of the strategy.

G. Theis Organization

This study has completed the organization of demonstrate with divided into several parts and the first-chapter is the introduction of the study it tells about background of the study, research questions, objective of the research, delimitation of the research, significant of the research, definition of key term, and thesis organization. The second-chapter tells about the review of related literature, it contains related theory that has sync within the research. The third-chapter consist of methodology of the research. It includes the research design, subject of the research, techniques of collecting data, instrument of the research and techniques of analysing data. The fourth-chapter is findings and discussion and the last chapter of this research is it tells about the conclusion of the research and suggestion.

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[8] (Andrede & Evans, 2012; Zimmerman,2013)

CHAPTER II

LITERATURE REVIEW

A. **Speaking Skill**

  1. Definition of speaking skill

Speaking is a tool to communicate that assist the human expresses their idea, feelings or opinions. Therefore, speaking is the process of sharing meaning through the use of verbal and nonverbal symbol, in a variety of contexts[9]. It means the human is able to share their idea within oral communication to another people. Through speaking, humans are able to plug in humans' mind in to another people every day.

Speaking is one of the four language skill such as, reading, writing, listening and speaking. It is means through within oral communication the humans are able to achieve certain goals or give their statement, opinion, idea, hopes or viewpoints. In addition, speaking is the most frequently used language skill furthermore, the human knows a language are referred to as speakers[10] Speaking shows humans' ideas and feelings which use the pronounce the words to set up the words into phrase or make perfectly sentence to select the words related to the topic.

From definition above it can concludes that speaking is of four skills of human to give, opinion, idea, and our feeling to another people, in other side,

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[9] Adapted from an article by Kayriye Kayi and various other sources P.1
[10] Shiamaa Abd EL Fattah Torky.Ain Shams University. 2006 p.13

speaking is a tool to communicate that assist the human to connect humans' mind within oral communicate.

2. The Function of Speaking Skill

Function of Speaking has many functions in every-situations especially formal or non-formal and in all aspect of peoples' activities. The activity in speaking skill just like other activities such as listening, reading and writing. According to Richards and Renandya based on Asses English Journal from Herna Apriyanti and Apud speaking is usually used for many different aspects, and each aspect involves different objective and each objective involves different skill.[11] It means that speaking skill usually use in formal or non-formal in every situation. Moreover, it can conclude that function of speaking skill is very important for human especially for a learner.

3. The Importance of Speaking Skill

Speaking is necessary for humans to express opinions, statements, thought, fact and feelings and also, Speaking is applied by human to share information, discuss something, solve problem or negotiate something to strangers. Speaking is very important in this era, because people are able to communicate easily based on the development in the field[12]. It means that speaking skill is able to assist the human shares something.

Based on explanation above we conclude that speaking is very important for humans' life, due to in real life, human always communicates every day therefore,

[11] Herna Apriyanti and Apud, The Effectiveness Of Find Someone Who Game Toward Students" Speaking Skill. Asses English Education Journal, VoSl.2, No.1, (January-June, 2016) p88.
[12] Aseptiasna Parmawati and IKIP SILIWANGI. USING ANALYTIC TEAMS TECHNIQUE TO IMPROVE STUDENTS' SPEAKING SKILL. Universitas Islam Darul Ulum Lamongan Volume 3, No. 2(December 2018)

in this era, The importance speaking skill is humans are able to communicate to another people within development of business, economic, education, sport, entertainment or politic.

There are four the important aspect in improving speaking skill such as, Grammar, Vocabulary, Pronunciation and Fluency based on Linse and Nuna

a. Grammar

Grammar is the structures of sentences or the form of sentences, Grammar is always used in a language. In this case, Grammatical is always needed in speaking performance because grammar could produce a good language in speaking performance. The importance of Grammatical in speaking performance is creating a good structure of sentence in speaking performance or speaking daily activities and as the result, the learners could transfer their idea, mind or feeling through Speaking Grammatically.

b. Vocabulary

Vocabulary is words are always used humans for creating a sentences withing communication. Vocabulary is also called as the collection of words by some experts therefore, Vocabulary is very important for a language and especially for the learners who learn speaking skill aspect. We could conclude that vocabulary is the one item that learners have to know some basic of vocabulary, because the learners are able to comprehend what people say.

c. Pronunciation

The way of mention the words is called pronunciation and pronunciation sounds are created through the organ of articulation for communication and then Pronunciation is necessary for students who learn about speaking skill therefore, the students have to be mastered in pronunciation aspect for creating sound of the words that the student could use pronunciation in communication [13]

d. Fluency

Fluency in speaking skill means being able to speak or communication easily and fluency also could help the students speak or communication without anxiety. in other words, speaking skill needs fluent because the student is able to show their, idea, thought and feeling to another person. Therefore, the students could create a communication with their friends.

4. The Learning Strategies of Speaking Skill.

There are 10 speaking strategies implemented by speaking performance learners;

a. Train personal accent in English

The learner must to find their accent and it will help the learners speak like a native speaker.

b. Ask friends to speak in English

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[13] Linse and Nuna

The learners ought to create small community or small group for discuss about speak in English.

c. Try to speaking English with friends

Speaking skill is one of the importance abilities. This era Speaking is necessary for people included; a learner in school environment, Moreover, speaking skill would be difficult stuff for a learner in communication. Therefore, the learners have to try speaking in English and seek to friends who want to become a partner in speaking skill.

d. To seek English Article.

Article is writing tells about, statement, information, idea, and book that created by writer. Article is the importance thing. Therefore, the learner will be assisted by Article stuff to additional vocabularies. So, the learners will be able to speech without anxiety.

e. Memorize sentence or vocabularies in English.

Vocabularies have corelation within speaking skill then, Speaking is tools communication for learner to share information to another foreigner, to discuss something, to solve problem, to express ideas, feelings or opinion. Therefore, the learners need to memorize a lot of vocabularies, and with the result that the learners will able to speaking communication easily

f. Review English Lesson.

   English lesson can be discovered from school or private class and therefore, the learners have to repeat previously English lesson.

g. Make a conversation in English

   Conversation is a communication between two or more people and then, the people make a conversation to aim that especially; discuss something, negotiate, talk about sport, politic or share an idea. Especially an english foreign language have to make conversation within friends, classmate, teacher, and parents, and with the result that, an english foreign language will able to speaking bravely.

h. Listen to native English speakers

   This era, the learners could figure out some reference about english skill, it can be included; Watch movie, listen to native English speakers and read some novel. Listen to native English speakers could assist the learner to know the right pronunciation.

i. Repeat of English Words

   There is unlimited english word and moreover, the learners should add and repeat english word and so that, the learners could have and memorize a lot of english words

j. Watch English movies [14]

This present, the learners could access a lot of references about english stuff and especially watch English movie. The importance of watching english movies are the learners would used to listen a character do conversation in that film.

B. Self-regulated learning Strategies in Improving Speaking Skill

Self-regulated learning is a system to assist learners' ability in control learners' anxiety and comprehend their speaking skill performance thus, in speaking skill needs to set plan and select strategies that assist the learners achieve those plans. According to Schunk, An English foreign Language needs to set a plan, select strategies that assist learners reach those plans, apply those strategies and monitor learners' progress toward learners' plan[15]. it self-regulated learning focus on learners' ability to set up planning, select strategies, and control learners' anxiety in implement those strategies learners and monitor learners' progress toward learners' plan

Regarding definition of self-regulated above that self-regulated is important to assist learner in control learners' anxiety and comprehension in upgrading speaking skill thus, Self-regulated learning needs to set goals choose the strategies, apply those strategies and monitor learners' toward learners' goals. Furthermore, the willingness of the learners to control their thought, anxiety, behaviours, and emotions, in other side, to reach learning goals in process self-

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[14] Sofyan A. Gani ,Dian Fajrina and Rizaldy Hanifa. Students' Learning Strategies for Developing Speaking Ability.
[15] Schunk D(1996) Goal and self-evaluative influence during children's cognitive skill learning. *American educational research journal* 33:559-382

regulated learning, learners must conform their effort, mind and feelings. it means self-regulated in processing focus on the goal and control the leaners thought or anxiety.

C. Category of Strategies.

There are ten strategies, Adapted from Zimmerman and M artinez-Pons.

a. Self-evaluation Strategies

Self-evaluation is one of strategies self-regulated learning that the learners use self-evaluation after the learner finish a subject and then, the learners check all over learners' works to make sure the learners do correctly.

b. Organizing and Transforming Strategies

Organizing and transforming is one of self-regulated learning that the learners prepare the material before the learners make the task.

c. Goal-setting and Planning Strategies

Goal-setting and planning is the self-regulated learning strategies which the learners make the greatest planning for their learning.

d. Seeking Information Strategies

Seeking information is the learners' effort to seek new information or source.

e. Keeping Record and Monitoring Strategies

Keeping record and monitoring is one of self-regulated strategies that the learners use note of the class discussion or the learners kept a list of unknown vocabulary.

f. Environmental Structing Strategies

Environmental structing is the learners create their own the greatest environment to make learning comfortably and as the result, the learners will get best result.

g. Self- consequence Strategies

Self-consequence is the learners prepare a reward or punishment for success or failure.

h. Rehearsing and Memorizing Strategies

Rehearsing and memorizing is which Student efforts to memorize material through overt or covert exercise.

i. Seeking Social Assistance Strategies

Seeking social assistance is the learners' effort seeking peers or teacher.

j. Reviewing and Records Strategies

Reviewing and records is the learners' efforts to review previous material, notes, and textbook for prepare class testing. [16]

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[16] Zimmerman, B.J.,& Martines-pons M (1994). Development of a structured interview for assessing students' use of self-regulated learning strategies. American educational research Journal, 23(4), 614-628.

D. The lack of using self-regulated learning strategy

        The difficulty of using self-regulated learning by the learners is one of the worst impacts for learners who use self-regulated learning strategies in improving speaking skill and there are obstacle factors in Self-regulated process of learning strategy. They are; disorganization and distraction, uncontrolled emotions and demotivation.

    1. Disorganization and Distraction.

        Disorganization and Distraction is failure in learning management. Disorganization and Distraction which the learners are not able to recognize their learning and as the result, the learners will not get the best result in their learning

    2. Uncontrolled emotions

        Uncontrolled emotions which the learners are not able to control their emotions, and anxiety. Uncontrolled emotions also could lose the learners' concertation in learning process.

    3. Demotivation

        Demotivation is one of obstacle factors which the learners will be impact on learning process. The influence

of Demotivation on the learners learning is the learners will have low-willingness on their learning process[17].

This theory will be used in order to seek the studetns' self-regulated learning strategy to improve speaking skill and the problem of using self-regulated learning. It means that this theory will to be applied in this research.

Based on the theory above that related to students' self-regulated learning strategy and problem of using self-regulated learning to improve speaking skill, the research concluded that there are several self-regulated learning strategies to improve speaking skill. The table below will show those theories which is used in this research;

Table 2.1

The Phase of Self-regulated learning

No	The strategies of self-regulated learning to improve speaking skill	Descriptions
1	Self-evaluation	Self-evaluation is an evaluation the quality of improving speaking skill. Self-evaluation is also help monitoring the students' Strength and weakness on improving speaking skill
2	Organizing and transforming	Organizing and Transforming is an preparing some the exiting knowledge and then the exiting knowledge is

[17] jandro Diaz-Mujica & Dario Rojas-Diaz & Carolina Zambrano-Matamala & Pedro Salcedo-Lagos & Felipe Albarran-Torres, 2020. "Perception of Student-Teachers Regarding Self-Regulated Learning,"

		applied or transferred into speaking skill practice.
3	Goal Setting and Planning	a preparation on learning process, Goal setting and planning also assist the students' effort on preparation or planning the material before the examination started.
4	Seeking Information	the students' effort to seek or find some information about improving speaking skill. Seeking information could be figured from the other source such as, Journal or Book.
5	Keeping Record and Monitoring	a monitoring on the quality of learning process and then Keeping Record and Monitoring also monitor the failure or success in learning process.
6	Environmental Structuring	the most importance thing on learning process, because the greatest environment could shape the quality of learning process.
7	Self-consequence	is a punishment or reward on the failure and success on learning process.
8	Rehearsing and memorizing	Rehearsing and Memorizing is students' effort to remember their previous material.
9	Seeking Social Assistance	which students' effort to figure teacher or friends for asking their trouble on learning process.

No		Description
10	Reviewing Record	the students' effort to review some knowledge from other sources such as Before examination started, the learners review their notes.

Table 2.2

The Problem of Applying Self-regulated learning

No	The Problem of Applying Self-regulated learning	Descriptions
1	Disorganization and distractions	a failure of management learning process. Disorganization and distraction also interrupt when student try to manage their learning process. in this case, Disorganization and distraction on self-regulated learning strategy such as, the student's failure on preparation or planning of the learning.
2	Uncontrolled Emotions	the students' emotions could not control student's anxiety or emotions but in this case, uncontrolled emotions on self-regulated learning are not good for learner, because uncontrolled emotions could influence on the quality of self-regulates learning process.

3	Demotivation	Demotivation is unwillingness on learning prosess. Demotivation will influence on the quality of learning process, Demotivation could negatively influence the learners' attitude and behaviors

E. Related Finding

Related on this study, especially about EFL students' Self-regulated Learning Strategy to improve speaking skill, The researcher figured some researchers discuss about this study.

The research was done by Samma Mohammed Fahim El-Sakka " Self-Regulated Strategy Instruction for Developing Speaking Proficiency and Reducing Speaking Anxiety of Egyptian University Student". The result showed that Self-Regulated Learning Strategy was influence for improving speaking skill and this research also showed that Self-regulated learning strategy was effective for Students' speaking anxiety and Students' Speaking Proficiency. These Self-regulated learning strategies include; Organizational Strategy, Preparation Strategy, Help-Seeking Strategy, Monitoring and Evaluation and then These strategies include onto three main stages for speaking performance as well as Speaking Anxiety, as follows; Preparation, Performance and Reflection.

Ratih Laily Nurjahannah, Sri Waluyo as well as Salla bila Fauziah Tamami in their research which is entitled as "Self-regulated learning strategy in online speaking class: How is it implanted?". The result showed that Self-Regulated learning strategy in online speaking class used three phases as follows;

Forethought and Planning Phase, Self-monitoring phase and reflection on performance phase and then, the researcher used self-regulated learning strategy on each phase. Those strategies included; Seeking Social assistance, Setting Goal and Planning, and Keeping Records and Monitoring. The researchers had concluded that, Self-regulated learning strategy in online speaking class could be implanted as well, because there are many learning online media such as; watch YouTube and reviewing journal as the source of this study and then when the student had trouble in their online speaking process, the lecturer or teacher made discussion room through Via zoom with the students for talking about trouble on online speaking performance.

Gerard Effeney, Annemaree Caroll and Nan bahr on their study " Self-Regulated Learning: Key Strategy and their sources in a sample of adolescent male". This study showed that there was common Source of Self-Regulated learning strategy, in this case, The most leaners choose their source of Self-regulated learning strategy is Teacher, Home life, and Friends, Because the learners. The concluded that the learners could find the other source of Self-regulated learning strategies.

Based on related findings on some research above, there are difference of their research above. The first research Focused on EFL Students' Self-regulated learning strategy in speaking Performance. The second research only Focused on the implementation of self-regulated learning strategy on online speaking

classroom. The third Research is only focused EFL students' Source of Self-Regulated learning Strategies.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was descriptive qualitative. Descriptive qualitative is the problems in society, the procedure applicable in the community and specific situation, including relationship, activities, attitudes, views and process that ongoing on the effect of the phenomenon. The researcher purpose to reported about an analysis of EFL students' Self-regulated learning strategies toward improvement speaking skill.

Hancock Explains of social phenomena, it explains social phenomena as they occur naturally. It means that qualitative research would be focusing on explaining the phenomenon that happen and delivered it based on data on the field. In this research, the phenomenon draws the typical of An analysis of Self-regulated Learning Strategies used by IAIN Curup Students in their Speaking Ability

B. Subject of the research

The subject on this research is the learners from the speaking class and participated in this research. The research took the learners class of 2018 at English Tadris Study Program at the State for Islamic study (IAIN) Curup because the learners had passed speaking for daily activities communication, Speaking for Group Activities, speaking for formal Setting and, Speaking for Academic Setting.

Purposive sampling is used on this subject of research and the Purposive sampling is which the participants is are selected based on the criteria relevant to research question[18]. It means that this research took the sample based on considerations that related to the aim of the research.

According to this research characteristics, the students were selected from eight semester and this research took class of 2018 at English Study Program of State Institute for Islamic Study (IAIN). The sample of this research is the students who had completed all speaking subject: speaking for daily communication at 2nd semester, speaking for group activities at 3rd semester, speaking for formal setting at 4th Semester and the last is speaking for academic setting at 5th semester, then the researcher regards as that criteria should have achievement in speaking subject. There were 3 students that got excellent score of speaking ability based on interview, those basic abilities included; Grammar, Fluency, Pronunciation and Vocabularies.

Table 3.1

The students' score table of speaking subjects

No	Name	Semester	Subject	Score
01	Student 1	2	Speaking For Daily Communication	A
		3	Speaking For Group Activities	A
		4	Speaking For Formal Setting	A

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[18] Nathsa Mack 2005. *Qualitative Research Method*: *A data Collector's Field Guide.* US: Agency For International Development (USAID).

		5	Speaking For Academy Setting	A
02	Student 2	2	Speaking Daily Activities	A
		3	Speaking For Group Activities	A
		4	Speaking For Formal Setting	A
		5	Speaking For Academy Setting	A
03	Student 3	2	Speaking For Daily Communication	A
		3	Speaking For Group Activities	A
		4	Speaking For Formal Setting	A
		5	Speaking For Academy Setting	A

There are 3 students have a good self-regulated learning strategies to improving speaking skill, based on Wesinsten as well as Mayer states [19].

After those 4 criteria, this study got 3 students as research subject for them and use of the strategy. Those students have good score for each component of speaking ability.

C. Technique of collecting data

In this research, the researcher used interview technique and open questioner to collecting data. The technique was following:

1. Questionnaire

This study used qualitative term and therefore this study uses Open-ended questionnaire to collect the data, Open-ended questionnaire is the learners are able answer based on their mind. Questionnaire is used by the researcher because,

[19] Siti Suminarti dan Siti Fatimah 2013, Self-Regulated Learning (SLR) Dalam Meningkatakn Prestasi Akademik Pada Mahasiswa

the research did not need to spend the time for collecting the data. Open-ended questions that are not necessarily worded in exactly the same way with each participant. With open-ended questions, participants are free to respond in their words, and these responses tend to be more complex than simply "yes or no"[20]. Open-ended questionnaire is which the respondent answer freely or the respondents could write down the answer by their own mind. In this research, Open-ended questionnaire is implemented for collecting the data of EFL students' Self-regulated learning strategies to improve speaking skill. The data had been collected for answering the question *1.   What are the phase of self-regulated learning strategy used by iain curup student in their speaking ability?* The questionnaire was fulfilled on the field

2. Interview

Qualitative term was applied on this study and therefore researcher also used the interview technique to obtain the data. The subject was interviewed by the researcher and settled out the situation based on interview guidance. In addition, Sugiyono says that the interview is a face-to-face situation in which the researcher set out the elicit information or opinion

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[20] Natasha Mack 2005, Qualitative research method: A data collector's field guide.

from a subject.[21] It means that, the researcher has to obtain the valid data and information in real life situation and then, the researcher has to relation with respondent as well.

Therefore, semi-structured interview is used by the researcher for obtaining the data, Ruslin states that semi structured interview is flexible and therefore, the researcher is allowed to put some additional questions or new question to be brought forward during the interview a consequence of what the interviewees have responded to obtain depth information.[22] It means that the semi-structure interview used by researcher depends on the field situation. Therefore, semi structured interview implemented to answer the second question of this research What are the students' problems in applying self-regulated learning strategies in their speaking ability?

D. **Instrument of the research**

Instrument is a system that assist research in collecting data. The instrument is a tool is applied to get some information[23]. Based on the explanation above, the researcher has to looking for some data for their research. The research needs to interview and questionnaire to collect data perfectly "An analysis of Self-regulated Learning Strategies used by IAIN Curup Students in their Speaking Ability.

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[21] Sugiyono, Methodology Penelitian.2006, P. 35
[22] Semi-structured Interview: A Methodological Reflection on the Development of a Qualitative Research Instrument in Educational Studies
[23] Gay and Airasian

1. Questionnaires

   The questionnaire technique is used on this research for completing data from subject, the researcher also could get responses and reason from the subject. The questionnaire of this research was made and supported by the Zimmerman as well as Martinez-pons's theory the Self-regulated learning strategies that related to improve speaking skill such as Self-evaluation, Organizing and Transforming, Goal-Setting and Planning, Seeking Information, keeping record and Monitoring, Environmental Structing, Self-consequence, seeking social assistance, and reviewing records.

   There are some steps for constructing the question as followed:

   The first, several indicators of this research are made by the researcher then, the researcher analyses theory of self-regulated learning strategies to improve speaking skill by check the definition over time. After the researcher analyses and read the theory, The researcher seeks the definition of strategy that mentioned on the theory of self-regulated learning strategies to improve speaking skill and then, the researcher mark the main point from the definition. After several items is found by the researcher that probably become the indicators by those strategies, the researcher selects several items that more

relevant to be implemented in this theory. As the result, the indicators are established by considering to the definition of the strategy mentioned on the theory.

The second, the question of this open-ended questioner is established by researcher which the questions related with the indicator. in this open-ended questioner, W/H questions are implemented by researcher for obtaining the data and answering the question of this research and therefore, the questions could be as the guide of the research for collecting the information more specific on the field.

The third, the questions of this open-ended questioner must be validated before the questions are applied on the field. The validity of the questions is required to verifying of the validity of those questions.

The blue print of self-regulated learning strategies to improving speaking questionnaire can be seen below:

Table 3.2

Blue Print of Phase self-regulated learning strategies Questionnaire:

No	Category of strategies	Indicator	Questions

01	Self-Evaluation	a). The student checks Possibility error in speaking skill	1. Do you evaluate your own English-speaking practice? 2. How do you identify your own errors and your own success in learning or practicing English speaking? 3. What do you do after you have found that you made some errors during English-speaking practice?
02	Organizing and transforming	a). The student prepares some knowledge source for improving speaking skill.	4. Do you prepare some learning sources before practicing English speaking? 5. What do you prepare before practicing English speaking? 6. Do you use some media to practice English speaking? 7. What media do you use to practice English speaking? 8. How do you see use the media you have prepared for the safe of improving your English-Speaking skill?
		b). The student practices the exiting knowledge for improving speaking skill	9. Do you make use of your exiting knowledge to practices English-Speaking skill? 10. Please give some examples concerning the way you use exiting knowledge to practice English speaking skill?
03	Goal Setting and Planning	a). The students prepare their speaking skill stuff before the speaking test started	11. Do you always prepare yourself before you take an English-speaking skill? 12. What do you usually prepare before you take an English-speaking test?

			13. How do you prepare yourself before you take an English-Speaking test?
		b). Students set a planning for speaking skill test	14. Do you make some plans before taking an English-speaking test? 15. What kind of plans do you usually set before taking an English-Speaking test?
04	Seeking Information	a). Student find a teacher or friend for asking about improving speaking skill	16. who will you seek when you get some troubles in improving speaking skill? 17. Do you have some online partners to practice English speaking skill?
			18. where do you find such online partners for practicing English speaking together? 19. How do find your partners and you learn English speaking together?
		b.) The student is looking for some of speaking skill sources	20. Do you look for some sources to practice English speaking skill? 21. What are the source that usually utilize to practice your English-Speaking skill? 22. How do you make use of those source so that you can get the joy of improving your English-Speaki ng skill?

05	Keeping records and monitoring	a). Students monitors their improving speaking skill process.	23. How do you maintain the quality of your speaking skill? 24. How do you control your English-speaking skill practice so that you can keep up with your own agenda of practice persistently?
06	Environmental Structing	a). The students create their own studying environment	25. Do you create a study environment for improving your English-speaking skill? 26. How do you create such an environment for English-speaking practice? 27. Who are the people that exist in your English-speaking study environment? 28. Who are the people that exist in your English-speaking study environment?
07	Rehearsing and memorizing	a). the students write a note for memorizing	29. What do you do when you forget some knowledges? 30. Do you deliberately memorise some steps and vocabularies during English-speaking practice? 31. How do you memorize some steps and vocabularies during English speaking practice?
08	Self-consequence	a). the students make a punishment in failure improving speaking skill	32. What do you do if you find that you fail at a certain point along the way you practice English speaking? 33. Do you punish yourself for such a failure during English speaking practice? 34. How do you create a

			motivating punishment so that you can keep your enthusiasm about English speaking though you have some failures?
		b.) the students give a reward in successful improving speaking skill	35. Do you give yourself a reward after getting success at a certain point of English-speaking practice? 36. What kind of the reward do you give yourself?
09	Seeking social assistance	a). the student seeks some partner for asking about improving speaking skill	37. Who will you seek when you find troubles in improving speaking skill?
		b). the student makes a small group with their friends for improving speaking skill	38. Do you have a small group with your friend for English speaking practice? 39. How do your friends and you learn or practice English speaking in that group?
10	Reviewing records	a). the students review their improving speaking skill	40. Do you review your own English-speaking practice? 41. How do you review your own English-speaking practice?

2. Interview guidance

Interview is involving between interviewee and interviewer, where the interviewer will be given several questions and interviewee must answer. Interview is a meeting of two humans to share some information and mind through several questions and response[24]. In this research, Interview is applied to collect the data from EFL students' self-regulated learning

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[24] Esterberg. In Prof. Dr. Sugiyono's Book "Metode Penelitian Tindakan Komprehensif (Alfabeta Bandung, 2015) P265

strategies to improve speaking skill. The data had been collected for answering the question "what are the students' problem of using self-regulated learning". Therefore, the semi-structured interview is implemented by the researcher which related with the theory of the problem of using self-regulated learning such as Disorganization and distraction, Uncontrolled Emotions and Demotivation. Before the researcher execute the interview, the researcher must establish several questions based on jandro Diaz-Mujica's theory.

There are some steps for establishing the question as followed: the first, several indicators of this research are made by the researcher then, the researcher analyses theory of the students' problem of applying self-regulated learning strategy by check the definition over time. After the researcher analyses and read the theory, The researcher searches the main point of students' problem of applying self-regulated learning to improve speaking skill. that mentioned on the researcher analyses theory of the students' problem of applying self-regulated learning strategy. After the research get several items which probably become the indicators by those students' problem of applying self-regulated learning items are selected by the researcher which more relevant to be applied in this theory. As the result, the indicators are established by considering to the definition of mentioned on the

students' problem of applying self-regulated learning theory. the second is, after the indicator is figured by the researcher, the question is determined based on indicator which the researcher has figured. The third, the questions must be validated before the questions are implemented on the field. The validity of the questions is required to verifying of the validity of those questions.

Table 3 3

Blue Print of Interview guidance

No	Categories of problems of using self-regulated learning	Description	Indicator	Questions
01	Disorganization and distraction	a failure of management learning process. Disorganization and distraction also interrupt when student try to manage their learning process.	a). the students feel uncomfortable when people interrupt the students' speaking skill	1. Do you find it difficult to manage your English-speaking practice? 2. What usually interrupt you so that you fail managing your own English-speaking practice?
02	Uncontrolled Emotions	the students' emotions could not control student's anxiety or emotions	a) The student feel anxiety in improving speaking process	3. Do you have some uncontrollable emotions that hinder you to practice English speaking? 4. Please give some examples

				of uncontrollable emotions that hinder you to practice English speaking skill anxiety?
03	Demotivation	Demotivation is unwillingness on learning process.	a) The student feel unwillingness to do their work	5. Do you often suffer from demotivation for practicing your English-speaking skill? 6. Please give some examples of your demotivating problems?

E. Technique of Data Analysis

After the data was found clearly by the research, The research will continue the analysing of data and Creswell's Theory is used of this research as following procedures:

a. Data managing

In this stage, the data from Questionnaire and Interview are used by the research and then, the first data from questionnaire is needed for knowing the student's Self-regulated learning strategies to improve speaking skill regulated learning in 8th semester and the second data from interview is needed for figuring the problem of using self-regulated learning strategy

b. Reading

After the data was managed by research, in this stage the text is read over and over by researcher for obtaining the valid data. As the result, the data could be identified by researcher.

c.   Describing

The data from questionnaire and interview are described by the researcher for collecting data and then after the data has been collected by the research, the researcher could analysis those the data.

d.   Classifying

In this stage, after the data has been figured from the information about the EFL students' self-regulated learning strategies to improve speaking skill and the problem of using Self-regulated learning strategies and then the data from respondents' answer is gathered by researcher.

e.   Interpreting

Interpreting the data is done by researcher to obtain the explaining deeply about information about the EFL students' self-regulated learning strategies to improve speaking skill and the problem of using

CHAPTER IV

FINDING AND DISCUSSION

A. **Finding**

The finding was served in this chapter by researcher, the researcher obtained in-depth information about "An analysis of Self-regulated Learning Strategies used by IAIN Curup Students in their Speaking Ability. the researcher. There were 3 students as subject on this research but, there are 3 students who fulfilled the questionnaire and joined as interviewee thus, this research had been established on 30th May 2022 through 06th June 2022.

In this chapter, the research aims to answer the research question in the first chapter and there are; 1) The phase of self-regulated learning strategy used by iain curup student in their speaking ability? 2) the problem of using self-regulated learning strategies to improve speaking skill and therefore, in third chapter questioner and interview were used by researcher for collecting the data.

1. **The phase of Self-regulated Learning strategy used by IAIN Students in Their speaking.**

In this stage, Questionnaire is used to answer the first research question by the research and the question is "what are the students' self-regulated learning strategies to improve speaking ability?" the participant had been distributed the questionnaire on 30th May 2022 through 06th June 2022 by the researcher and the questionnaire also was did by

participants to fulfilled the questionnaire based on the students' self-regulated learning strategies and as the result, researcher obtained a discovery that related self-regulated learning strategy to improve speaking were used by 3 students English study program at the State for Islamic study (IAIN) Curup and it could seen on table below:

Table 4. 1

Phase of self-regulated learning strategy used by iain curup student in their speaking ability

No	Category of self-regulated learning strategies	Students		
		Student I	Student II	Student III
01	Self-evaluation	✓	✓	✓
02	Organizing and transforming	✓	✓	✓
03	Goal-setting and Planning	✓	✓	✓
04	Seeking Information	✓	✓	✓
05	Keeping records and monitoring	✓	✓	✓
06	Environmental Structing	✓	✓	✓
07	Rehearsing and Memorizing	✓	✓	✓
08	Self-consequence	✓	✓	✓
09	Seeking social	✓	✓	✓

	assistance			
10	Reviewing records	✓	✓	✓

Based on the table above, the researcher made a conclusion that. There are 3 students English study program at the State for Islamic study (IAIN) Curup which used 10 self-regulated learning strategies to in speaking ability. In addition, the explanation of 10 Self-regulated learning strategies to improve speaking skill which were used 3 students could be seen below.

a) Student I

The student I confirmed that student I implemented 10 self-regulated learning strategies to improve speaking skill and the strategies were: Seeking information, and seeking social assistance.

1) Seeking Information

Student I was looking for some source or friend when the student I got the troubles in improving speaking skill such as; Asking to teacher or lecturer and seeking to a native English speaker on social media.

2) Organizing and transforming

The student I used Organizing and Transforming strategy within a way: the student I organize the exiting knowledge such as: Merriam Webster book or Dictionary and then, student I practiced the exiting knowledge of improving speaking skill. In addition, the student I also confirmed that the student I use some of media for helping the student

I practiced the exiting knowledge of improving speaking skill and those media such as; handphone, laptop, and tape recorder.

3) Goal-Setting and Planning

Student I prepared itself especially for the mentality. The second is Preparing a plan two or more weeks before the speaking skill test. the third is Learning and comprehending some of material which related the speaking skill test. The fourth reading improving speaking skill book. The fifth is Watching speaking skill video and the last is practicing speaking skill intensely.

4) Seeking Information

Student I was looking for some source or friend when the student I got the troubles in improving speaking ability such as; Asking to teacher or lecturer and seeking to a native English speaker on social media.

5) Keeping records and monitoring

Student I created or matched a schedule for training speaking skill in every three per weeks.

6) Environmental Structuring

Student I invited some friends that have willingness toward speaking skill and those kinds of friends were; University-mates, neighbourhood and seeking friends on social media.

7) Rehearsing and memorizing

Student I usually read English novel books and therefore, the student I could rehears and memorize a lot of common English word.

8) Self-consequence

Student I give a punishment when the students got failure in speaking skill for example; the student I will watch English movie and read English book in full time. Student I also give a reward when the students reach the successful in improving speaking skill and the example is the student I will hang out with another friend.

9) Seeking social assistance

student I looked for some teachers who want to join in small speaking skill group and after student I obtain some teachers, student I start to make a small group for practicing their speaking skill.

10) Reviewing records

Student I review the result of speaking skill process.

b) **Student II**

1) Self-evaluation

Student III created some of speaking skill videos then student III compared its video within Native-speaker video. Therefore, the student III evaluated the result of video and seek the right speaking skill source.

2) Organizing and Transforming

Student III used Organizing and Transforming in improving speaking skill and Student prepared some source before the student

transformed into practice, the sources were; Seeking some of right sources related tips and trick in improving ability skill and after the student III prepare all of source, student III would transform into speaking practice.

3) Goal Setting and Planning

The student III use goal setting and planning such as; reviewing the previous speaking skill material and the student III train English speaking test.

4) Seeking information

Student III apply Seeking information in improving speaking skill such as; student III looked for Native speaker, and peers.

5) Keeping records and monitoring

Student III implemented keeping record and monitoring such as; Creating a schedule for speaking practice.

6) Environmental Structing

Student III created Environmental structing with inviting some of friends for practicing English speaking skill.

7) Rehearsing and memorizing

The seventh is rehearsing and memorizing. Student III rehear and memorize some of English vocabularies such as; The student III made a note about English vocabularies.

8) Self-consequence

Student III would give a gift, if the student III could get its goal in improving speaking skill.

9) Seeking social assistance

The student III created a small speaking skill group with Classmate or University-mate.

10) Reviewing record

Student III evaluate the result of improving speaking training with some of friends.

c) **Student III**

1) Self-evaluation

Student IV evaluate its speaking skill within a way; The student IV record its pronunciation and then, student IV evaluate on some of error pronunciation.

2) Organizing and Transforming

Student IV prepare some English, Student IV also was helped some electronic such as, Handphone. After that, student IV transformed into English speaking practice.

3) Goal-setting and planning

Student IV always train before speaking skill test started and student IV also prepare Power point and Speaking test material.

4) Seeking Information

Student IV seek some of peers and lecture and student IV also found partner online on some of platform such as; Discord.

5) Keeping records and monitoring

Student IV did Keeping records and monitoring for improving speaking skill. Student IV review its speaking skill every day and student IV created a practicing speaking skill schedule.

6) Environmental Structuring

Student IV created an environment for improving speaking skill within a way; student IV used many classrooms at its university for conversation with its some of friends.

7) Rehearsing and memorizing

Student IV usually play some games for memorizing some of English words and Student IV.

8) Self-consequence

Student IV give a reward such as, its favourite thing, if the student IV reach its goal in improving speaking ability

9) Seeking social assistance

Student IV seek some of lecturer or friend for asking about improving speaking ability

10) Reviewing Records

The last is Reviewing record. Student IV evaluate or discuss the result of improving speaking ability.

2. **The problem of using self-regulated learning**

In this stage, the semi-structured interview was used to obtain the depth information from the second research question and the question is

"What are the students' problems of applying self-regulated learning to improving speaking skill?" the participant had been interviewed on 30th May 2022 through 06th June 2022 by the researcher and the interview was joined by participants to obtain depth information based on the participants' the problem of applying self-regulated learning strategies to improve speaking skill and therefore, The data of interview had been obtained from 3 students of English Study Program at State Institute for Islamic Study (IAIN), it could be seen on the table below;

Table 4. 2

The problem of using self-regulated learning

No	Student	The problems of applying self-regulated learning strategies to improve speaking skill		
		Disorganization and Distraction	Uncontrolled Emotions	Demotivation
01	Student I	Managing perfect time with some friends or partner and bad signal on phone is always disconnected.	unconfident speaking skill with some of friends because I am not native speaker, there will be grammar error, spelling error and pronunciation error.	Bad Healthy
02	Student II	Managing time and noisy place	Sick and Stomach	Some of friends were not found

03	Student III	Managing Time	Uncontrolled Emotions	Obtaining some of problem in speaking skill process

In addition, the explanation the problems of applying self-regulated learning strategy to improve speaking skill based on the data from 3 students of English study program at the State for Islamic Study Curup, it could seen be below.

a) **Student I**

1) Disorganization and Distraction

Disorganization and Distraction toward applying self-regulated learning strategies to improve speaking Based on Interview with student I, the student I said that *"Yes, Sometimes I find the difficult to manage perfect time with my friends or partner, because I need to partner or friend to accompany me for practicing speaking skill together and also Signal phone is always disconnected therefore, I cannot communicate with my friend through WhatsApp then, and then, it is hard to find the right place or comfortable place, because I could not do my practice speaking skill with my partner, if people were around me at my home make a noisy or bother me".[25]*

2) Uncontrolled Emotions

[25] Student I, Interviewed result on May 30th 2022

Uncontrolled Emotions based on interview with student I, Student I confirmed that "*Yes, I feel uncontrollable emotions such as; I usually unconfident speaking skill with my friend because I am not native speaker, there will be grammar error, spelling error and pronunciation error*" [26]

3) Demotivation.

Demotivation based on interview with student I and Student I decelerated that "*Yes, I sometimes feel demotivation because I usually feel down in my mind, so I think back with my goal to have relationship with another Native-speaker and my health always feels down or feel ill therefore that's why I always feel demotivation.*" [27]

b) **Student II**

1) Disorganization and distraction

Disorganization and distraction based on interview with student III, and student III said "*Yes, I find some difficulties, when I take a practice speaking especially with time, because I have a lot of works to do, I have to manage part time and I also have several conditions at my home, because my home is not quite place therefore, I could not learn, if people make a noisy. So that is my problem and the thing interrupts me is I could not learn, if people*

[26] Student I, Interviewed result on May 30th 2022
[27] Student I. Interviewed result on May 30th 2022

make a noisy, therefore I have to go library or find a quiet place."

28

2) Uncontrolled emotions

   Uncontrolled emotions based on interview with student II and student II said *"The example is sick or stomach, so that is fluence with my emotion.*[29]

3) Demotivation

   Demotivation based on interview with student II and student confirmed *that "yes, I have, because at my home, I cannot find friend or partner who want practicing speaking skill with me".*[30]

c) **Student III**

1) Disorganization and distraction

   Disorganization and distraction based on interview with student III and student III said that *"yes, I have, I cannot manage my time because I have another activity* and *That thing interrupts me is people."*[31]

2) Uncontrolled emotions

   Uncontrolled emotions based on interview with student III and student III confirmed that *"I have bad mood, when I practice my*

[28] Student III, Interviewed result on May 30th 2022
[29] Student III, Interviewed result on May 30th 2022
[30] Student III, Interviewed result on May 30th 2022
[31] Student V, Interviewed result on June 2nd 2022

speaking skill it caused, my people always make a noisy therefore I cannot focus". [32]

3) Demotivation

Demotivation based on interview with student III and student III said that "*When I find some problem with my practicing speaking skill, I feel demotivating with it."* [33]

B. Discussion

To obtain what are students' self-regulated learning strategies to improve speaking skill and what are the problems of using self-regulated learning strategies to improve speaking skill. The researcher has found discussion based on the finding on the field, they were following;

1. Phase of self-regulated learning strategies.

The students were given the questioner by the researcher which consist of 41 questions, the researcher completed the data was required, the students' self-regulated learning strategies to improve speaking skill. The researcher found ten self-regulated learning strategies according to Zimmerman as well as Martinez-Pons and those self-regulated learning strategies were related to improving speaking skill. Therefore, those self-regulated learning strategies were implemented by 3 students in improving speaking skill. the strategies were, self-evaluation, organizing and transforming, Goal-Setting and Planning, Seeking Information, keeping records and monitoring, Environmental Structuring, Rehearsing and

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[32] Student V, Interviewed result on June 2nd 2022
[33] Student V, Interviewed result on June 2nd 2022

memorizing, self-consequence, seeking social assistance, reviewing records.

a. Self-evaluation

The first students' strategy is self-evaluation, self-evaluation is one strategy that help student to evaluate students' learning process Self-evaluation also aim to regulate and evaluate toward students' learning process especially in order to improving speaking. Cambra- Fierro confirm that Self-evaluation is aim to evaluate students' learning process and also students' self-improvement[34]. It means that self-evaluation is required for students who want improving speaking skill.

In addition, there are 3 students confirmed that the students use one of self-regulated learning strategy it is "Self-evaluation" within a way; the students establish a video and voice record to obtain the students' probability success or error in improving speaking skill, after the students found the error in the previous video had made by the students, the students still evaluate students' speaking skill with several ways; 1) Reviewing the previous video. 2) Creating some notes. 3) seeking some accurate information or source related improving speaking skill. 4) Focus toward some error words. 5) Asking to a native-speaking skill.

b. Organizing and transforming

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[34] Cambra-Fierro, J. & Cambra-Berdún, J. (2007). Students' self-evaluation and refl ection (Part 1): Measurement. Education & training, 49(1), 36-44.

Organizing and transforming as strategy that assist student organize the exiting source speaking skill and after the students get the source, the students will implement the exiting source into practice Organizing and transforming on Abd. Mukhid's Thesis said that organizing and transforming is rearrangement the exiting source based on students' learning strategy.[35] it means Organizing and Transforming assist the student to prepare some the exiting knowledge that applied or transferred into speaking skill practice and there are 5 of 7 students implement organizing and transforming in improving speaking skill. the students say that the students used to prepare some source or knowledge such as; 1) reading some reference from Merriam webster, 2) exploring some accurate information about tips and trick improving speaking skill 3) seeking several refences on you tube and there a student also confirmed that student use some of electronic for assisting that student and those electronic are; Handphone, Laptop and Tape Recorder. After the students prepare a whole source, information or tools are required in speaking skill, those preparing transferred by students into practicing section.

c. Seeking information

Seeking information is one of self-regulated learning strategy, seeking information assists the students to find out new knowledges about speaking skill from another source and seeking information also

[35] Abd. Mukhid, STRATEGI SELF-REGULATED LEARNING

lead the students in selection the right speaking skill source which is required based on students' speaking skill material. Zimmbermann confirm that Seeking information is Selection of particular models, teachers or books to help oneself to learn[36].

d. Goal-Setting and Planning

Goal-setting and Planning is category of self-regulated learning strategy. Goal-setting and planning is assisting the students' preparing and set the plan in order to learning process especially for improving speaking skill. Goal and planning also focus toward establishing students' lesson plan to achieve students' target. Based on an expert Zainudin Abu bakar "Goal setting is a part of successful implementation for students' learning performance in academic"[37]

e. Keeping records and monitoring

Keeping record and monitoring is strategy that student could apply, keeping record and monitoring focus toward students' quality of learning process.

f. Environmental Structuring

Environmental Structuring strategy is an establishing of the comfortable environment or place. On other word, environmental structuring is also shaping or structuring a place toward students' learning process especially for improving speaking skill.

g. Rehearsing and Memorizing

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[36] Zimmermann, 1998,
[37] Zainudin Abu Bakar

Rehearsing and Memorizing is students' effort to memorize towards students' learning material. Rehearsing and memorizing also has influence on the learning process and in order to improving speaking process and according to Cohen as well as Oxford, strategy memorization is strategy that students use to improve their language skill[38]

h. Self-consequence

Self-consequence is students' behaviour on success and failure in learning process. Self-consequences will help the students' learning process in order to creating a punishment or reward.

i. Seeking social assistance

Seeking social assistance is one self-regulated learning strategy that lead the students order to solve some problems in learning process. Seeking social assistance could be found in many sources such as, people, teachers, and peers and after the students find some of source from people, teacher and peers, the students will ask them for solving students' problem in learning process especially in order to the problem of improving speaking skill process.

j. Reviewing records

Reviewing record is the last self-regulated learning strategy that lead the student to review or repeat the students' some learning

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[38] Cohen & Oxford (2003)

material and reviewing record also help student in preparing before test or examination started.

Based on explanation above the researcher establish the conclusion that self-regulated learning strategies to improve speaking was implemented by the students and self-regulated learning strategy also effective to improve or develop speaking skill, Samma Mohammed Fahim El-Sakka' confirm that self-regulated learning strategy is effective on improving speaking skill[39]. it means that self-regulated learning strategy is required toward students who want to improve speaking skill.

2. **The problem of self-regulated learning strategy**

The students were joined interviewee by the researcher which consist of 6 questions, the researcher obtained the data was required, the students' problem of using self-regulated learning strategies to improve speaking skill. The researcher found 3 students' problem of using self-regulated learning strategies to improve speaking skill according to Jandro Diaz-Mujica, and those students' problem of using self-regulated learning strategies were related to improving speaking skill. Therefore, the problems were, Disorganization and distractions, Uncontrolled Emotions, Demotivation.

a. Disorganization and distractions

Disorganization and distractions are the interruption things toward students' organization learning process and disorganization and

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[39] Samma Mohammed Fahim El-Sakka'

discretions also could be a factor on students' failure management learning process.

b. Uncontrolled Emotions

Uncontrolled emotion is an individualism who cannot control their emotions or feeling. Uncontrolled emotions could create unwillingness on learning process especially order to speaking skill process.

C. Demotivation.

Demotivation is students have low motivation toward learning process and demotivation also could destroy or suffer students' achievement. The factor of demotivation such as, students feel anxiety or students have low willingness on students' learning process.[40]

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[40] jandro Diaz-Mujica & Dario Rojas-Diaz 2020.

CHAPTER V

CONCLUSION AND SUGESSTION

A. Conclusion

The Fourth chapter was found a conclusion by researcher based on Finding and Discussion.

1) There were 10 phase of self-regulated learning strategies used by IAIN curup Student which were implemented 3 of students English Study Program at the State for Islamic Study Curup. therefore,the researcher created a conclusion that The phase of Self-regulated learning strategy is effective for students who want improve speaking ability.

2) There were 3 students' problem in applying self-regulated learning to improve speaking skill such as; Disorganization and Distraction, Uncontrolled emotions and Demotivation. Therefore, the researcher made conclusion that the students' problems in applying self-regulated learning strategies to improve speaking skill had the worst influence or impact for students.

B. Suggestion

The suggestion appears for the next future and the suggestion is aimed as below:

1. The lectures

Lecturer is supposed to be aware toward student who want improving speaking skill which used some of self-regulated learning strategies to improving speaking skill therefore, the

lectures have to be a source of speaking skill knowledge and the lecture also ought to assist in order to solving the problems of using self-regulated learning strategies to improve speaking skill.

2. For learners

   Some of learners should be more intents toward improving speaking skill which implement self-regulated learning strategies, because there is huge an influence toward self-regulated learning strategies to improve speaking skill, and students are also supposed to recognize our speaking ability therefore, students are able to improve speaking skill which apply self-regulated learning strategies more effectively.

3. The future researcher

   It will be conducting the research in this stage; the authors hopes that the over time, the future researchers ahead will investigate more than self-regulated learning strategies to improve speaking skill before and therefore, some of students could use the other kinds of self-regulated learning strategies to improve speaking skill.

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APPENDIXES

Questioner Tentang
EFL Students' Self-regulated learning strategy to improve speaking skill.

Petunjuk Pengisian Angket/Kuesioner

1. Mohon mengisi kolom identitas dengan identitas asli
2. Silahkan tulis jawaban dengan jujur dan objektif pada setiap butir pertanyaan
3. Jawab pertanyaan dengan cara mengisi bagian yang kosong pada kolom yang sudah tersedia.

I. Data Responden

Nama Responden : IRHASH AKBAR AHMADI

NIM : 1855628

Tanggal : 30-05-2022

II. Daftar Pertanyaan

1. Apakah Anda mengevaluasi praktik English speaking skill kalian sendiri?

   Iya, benar

2. Bagimana anda mengidentifikasi kesalahan dan keberhasilan kalian sendiri dalam berlatih English speaking skill?

   Yakni dengan merekam setiap kali kita berlatih speaking. kemudian memutar kembali rekaman tersebut agar dapat mengidentifikasi kesalahan-kesalahan saat Pengucapan

3. Apa yang Anda lakukan setelah kalian menemukan beberapa kesalahan selama latihan English speaking skill?

   Apabila menemukan kesalahan dalam pengucapan, maka saya mencatat kesalahan-kesalahan tersebut dan fokus untuk berlatih kata-kata yang salah saja.

4. Apakah kalian menyiapkan beberapa sumber pembelajaran sebelum berlatih English speaking skill?

1.Ya, diantaranya kamus bahasa inggris

5. Apa yang kalian persiapkan sebelum berlatih English speaking skill?

Yakni Sumber belajar seperti buku-buku bahasa inggris, seperti Merriem Webster, dan kamus bahasa Inggris

6. Apakah kalian menggunakan media untuk English speaking skill?

Iya

7. Media apa yang kalian gunakan untuk melatih English speaking skill?

HandPhone, laptop, tape recorder

8. Bagaimana cara kalian menggunakan media yang kalian telah persiapkan untuk membantu meningkatkan kemampuam English speaking skill?

- HandPhone sebagai alternative kamus bila tidak ada buku kamus.
- laptop sebagai media pemutar video-video speaking
- Tape recorder digunakan untuk membantu evaluasi hasil latihan (speaking)

9. Apakah kalian memanfaatkan pengetanuan kalian yang ada untuk mempraktikkan keterampilan English speaking skill?

Iya

10. Tolong berikan beberapa contoh tentang cara kalian menggunakan pengetahuan yang ada untuk berlatih keterampilan English speaking skill?

Dalam meningkatkan atau melatih speaking skill saya biasanya mencari seorang partner speaking atau berbicara berlatih speaking di dalam kelas, karena dalam speaking skill dibutuhkan lawan bicara

11. Apakah kalian selalu memepersiapkan diri kalian sebelum menjalankan test English speaking skill?

iYa

12. Apa yang biasanya kalian persiapkan sebelum mengikuti tes English speaking skill?

~~mempelajari teks memahami materi materi yang teliti teks~~
mempersiapkan diri khususnya mental dan mempersiapkan alat-alat yang dapat membantu mengerjakan tes

13. Bagaimana kalian mempersiapkan diri sebelum mengikuti test English speaking skill?

mempelajari dan memahami materi-materi yang akan di tes kan

14. Apakah kalian membuat beberapa rencana sebelum mengikuti tes English speaking skill?

iya membuat rencana jauh sebelum tes diadakan

15. Rencana seperti apa yang biasanya kalian tetapkan sebelum mengikuti tes English speaking skill?

- membaca buku-buku yang berkaitan dengan improving speaking skill
- menonton video-video mengenai speaking skill
- berlatih speaking skill secara intens

16. Siapa yang akan kalian cari ketika kalian menemukan kesulitan dalam meningkatakan English speaking skill?

guru bahasa inggris atau partner-partner kita dalam berlatih speaking skill

17. Apakah kalian mempunyai teman online untuk berlatih English speaking skill?

Iya

18. Dimana Kalian menemukan teman online untuk berlatih English speaking skill bersama?

di facebook, omegle, Instagram, Twitter

19. Bagaimana teman kalian dan kalian belajar English speaking skill bersama?

Secara tatap muka (langsung) atau secara online (video call)

20. Apakah kalian mencari beberapa sumber untuk melatih English speaking skill?

Iya

21. Sumber-sumber apa yang sering kalian manfaatkan untuk melatih English speaking skill kalian?

Buku-Buku bahasa Inggris seperti Merriam webster, dan Video-video speaking

22. Bagaiman cara kalian menggunakan sumber-sumber tersebut sehingga kalian mendapatkan kebahagiaan dalam improving english speaking skill kalian?

Yakni dengan mencari sumber-sumber atau buku-buku bahasa inggris yang menarik untuk dibaca dan menonton film-film berbahasa inggris yang seru seram dan menyenangkan seperti Harry Potter, lord of the ring

23. Bagaimana cara kalian menjaga kualitas dari speaking skill kalian?

Yakni dengan selalu berbicara dengan berbahasa inggris di sela-sela kesibukan dan di waktu luang

24. Bagaimana Anda mengontrol latihan speaking skill kalian sehingga kalian dapat mengikuti agenda Latihan kalian sendiri terus-menerus?

Yakni dengan menjadwalkan latihan speaking itu sendiri, misalnya setiap 3 kali seminggu selama 30 menit

25. Apakah Kalian menciptakan sebuah lingkungan belajar untuk meningkatan english speaking skill kalian?

Iya

26. Bagaimana cara kalian menciptakan lingkungan belajar kalian untuk melatih english speaking kalian?

dengan mengajak teman-teman sejawat yang memiliki minat dalam speaking skill

27. Siapa orang yang ada di lingkungan belajar english speaking kalian?

Teman-Teman kampus, Teman-Teman di lingkungan sekitar rumah, dan Teman-Teman online.

28. Dimana kalian bisa menemukan sebuah lingkungan yang nyaman untuk meningkatkan prosess speaking skill kalian?

Dilingkungan sekolah atau kampus

29. Apa yang kalian lakukan ketika kalian lupa dengan beberapa materi tentang english speaking skill?

membukao dan membaca kembali catatan bahasa inggris

30. Apakah kalian dengan sengaja menghapal atau mengingat beberapa langkah atau kosa kata selama kalian berlatih english speaking skill?

Iya

31. Bagaimana cara kalian menghafal atau mengingat beberapa atau kosa kata selama kalian berlatih english speaking?

Dengan seringmembaca buku-buku bahasa inggris (novel) sehingga terbiasa dengan kosakata² bahasa inggris.

32. Bagaimana jika kalian menemukan sebuah kegagalan atau kesalahan sepanjang kalian berlatih english speaking?

Saya akan mengevaluasi diri dengan lebih baik lagi

33. Apakah kalian menghukum diri kalian dengan sebuah hukuman ketika kalian gagal dalam berlatih english speaking?

Iya

34. Bagaimana cara kalian membuat atau menciptakan sebuah hukuman yang memotivasi kalian sehingga bersemangat untuk english speaking meskipun kalian mempunyai beberapa kesalahan atau kegagalan?

Yakni dengan menonton movie bahasa Inggris tidak dan mengisi waktu full membaca buku bahasa Inggris.

35. Apakah kalian memberikan reward setelah berhasil dalam berlatih speaking english?

Iya

36. Jenis reward apa yang kalian berikan untuk diri kalian?

Pergi refreshing jalan-jalan bersama teman?

37. Siapa yang akan kalian temukan ketika kalian menemukan kesulitan atau masalah dalam meningkatkan speaking skill kalian?

guru bahasa Inggris

38. apakah kalian mempunyai kelompok kecil bersama teman kalian untuk berlatih english speaking kalian?

Iya

39. Bagaimana cara kalian dan teman kalian mempelajari atau berlatih speaking skill di group tersebut?

dengan cara memulai conversation atau percakapan dalam bahasa Inggris

40. Apakah kalian mengulas kembali hasil latihan english speaking kalian?

yes

41. Bagaimana kalian mengulas kembali hasil latihan english speaking kalian?

yakni dengan mereview bahasan-bahasan yang digunakan dalam meningkatkan speaking skill

Questioner Tentang
EFL Students' Self-regulated learning
strategy to improve speaking skill.

Petunjuk Pengisian Angket/Kuesioner

1. Mohon mengisi kolom identitas dengan identitas asli
2. Silahkan tulis jawaban dengan jujur dan objektif pada setiap butir pertanyaan
3. Jawab pertanyaan dengan cara mengisi bagian yang kosong pada kolom yang sudah tersedia.

I. Data Responden

Nama Responden : Bayu Segara

NIM : 18551019

Tanggal : 30 Mei 2022

II. Daftar Pertanyaan

1. Apakah Anda mengevaluasi praktik English speaking skill kalian sendiri?

   Iya, Karena untuk Mengetahui Seberapa baik kemampuan English Speaking skill kita agar bisa Memperbaiki Error dalam Comunicate

2. Bagimana anda mengidentifikasi kesalahan dan keberhasilan kalian sendiri dalam berlatih English speaking skill?

   Dengan Membandingkan Video Speaking Skill dengan Video Native Speaker.

3. Apa yang Anda lakukan setelah kalian menemukan beberapa kesalahan selama latihan English speaking skill?

   Dengan Menambahkan catatan-catatan kesalahan, dan kemudian, Mencari Informasi yang akurat terkait speaking, seperti mencari di web, atau menanyakan langsung ke tutor yang berpengalaman di bidang speaking

4. Apakah kalian menyiapkan beberapa sumber pembelajaran sebelum berlatih English speaking skill?

Iya, Seperti Daftar Lingking Ideas, grammar table dan lain-lain untuk Menunjang Kemampuan English Speaking Skill

5. Apa yang kalian persiapkan sebelum berlatih English speaking skill? Berlatih Pronouncation, Mencari Sumber Pembelajaran yang akurat Terkait Tips and Trick English speaking skills.

6. Apakah kalian menggunakan media untuk English speaking skill?

Kalau Berlatih English speaking Skills (Mengunakan, Seperti Tape Recorder, HP dan Hand Set)

7. Media apa yang kalian gunakan untuk melatih English speaking skill?

Video, Sound System, (Head Set untuk Mengoreksi English Speaking Skills)

8. Bagaimana cara kalian menggunakan media yang kalian telah persiapkan untuk membantu meningkatkan kemampuam English speaking skill?

Dengan Mengaplikasikan Berbagai Media untuk Menunjang English Speaking Skill.

9. Apakah kalian memanfaatkan pengetahuan kalian yang ada untuk mempraktikkan keterampilan English speaking skill?

Iya, Dengan kemampuan dan Pengetahuan yang dimiliki Akan mempermudah dalam Menguasai English Speaking Skills.

10. Tolong berikan beberapa contoh tentang cara kalian menggunakan pengetahuan yang ada untuk berlatih keterampilan English speaking skill?

Contoh :

Kan Seperti Pengunaan Lingking Kleas dalam Menyabung
kan beberapa Ide / gagasan.

11. Apakah kalian selalu memepersiapkan diri kalian sebelum menjalankan test English speaking skill?

Iya, Dengan MaReview Materi yang telah dipelajari

12. Apa yang biasanya kalian persiapkan sebelum mengikuti tes English speaking skill?

Persiapan Kosa kata Bahasa inggris, Berlatih pronunciation
Dan Melihat Contoh Dari Native Speakers.

13. Bagaimana kalian mempersiapkan diri sebelum mengikuti test English speaking skill?

Berlatih Di Depan cermin.

14. Apakah kalian membuat beberapa rencana sebelum mengikuti tes English speaking skill?

Iya, Membuat Rencana tentang topik yang akan
Menjadi Bahan test.

15. Rencana seperti apa yang biasanya kalian tetapkan sebelum mengikuti tes English speaking skill?

- Membuat mind maping tentang topik.
- Mencatat kosa kata yang kemungkinan keluar.

16. Siapa yang akan kalian cari ketika kalian menemukan kesulitan dalam meningkatakan English speaking skill?

Tutor Bahasa inggris (Terutama Bidang speaking)

17. Apakah kalian mempunyai teman online untuk berlatih English speaking skill?

Ada, Teman kelas dengan mengunakan Voice note

18. Dimana Kalian menemukan teman online untuk berlatih English speaking skill bersama?

Di online Platform seperti Media sosial media Instagram dan Facebook.

19. Bagaimana teman kalian dan kalian belajar English speaking skill bersama?

Dengan saling menanyakan dan saling Berbicara Bahasa inggris.

20. Apakah kalian mencari beberapa sumber untuk melatih English speaking skill?

Iya, Mencari sumber Belajar seperti Video-Video dan Native Speakers.

21. Sumber-sumber apa yang sering kalian manfaatkan untuk melatih English speaking skill kalian?

Video Conference seperti grub online speaking seperti Zoom meeting.

22. Bagaiman cara kalian menggunakan sumber-sumber tersebut sehingga kalian mendapatkan kebahagiaan dalam improving english speaking skill kalian?

Dengan Mempelajari cara dan Menirukan Apa. yang Menurut kita Benar.

23. Bagaimana cara kalian menjaga kualitas dari speaking skill kalian?

Dengan Selalu Melahuhan Practice English Speaking Skills Setiap Hari.

24. Bagaimana Anda mengontrol latihan speaking skill kalian sehingga kalian dapat mengikuti agenda Latihan kalian sendiri terus-menerus?

Dengan Membuat Jadwal

25. Apakah Kalian menciptakan sebuah lingkungan belajar untuk meningkatan english speaking skill kalian?

Iya, Dengan Berusaha Berkomunikasi kepada teman yang Bisa Berbahasa Inggris. Setidaknya 5 kalimat perhari

26. Bagaimana cara kalian menciptakan lingkungan belajar kalian untuk melatih english speaking kalian?

Dengan Mengajak teman dan keluarga Berlatih English Speaking Skills Secara Bersama-sama.

27. Siapa orang yang ada di lingkungan belajar english speaking kalian?

Taman dan guru Bahasa Inggris.

28. Dimana kalian bisa menemukan sebuah lingkungan yang nyaman untuk meningkatkan prosess speaking skill kalian?

Dikelas dan Dikampus.

29. Apa yang kalian lakukan ketika kalian lupa dengan beberapa materi tentang english speaking skill?

Dengan Melihat Catatan-catatan Yang telah dibuat

30. Apakah kalian dengan sengaja menghapal atau mengingat beberapa langkah atau kosa kata selama kalian berlatih english speaking skill?

Iya, Dengan Mencatat kosa kata yang tidak kita ketahui Dan Mencari tahu artinya.

31. Bagaimana cara kalian menghafal atau mengingat beberapa atau kosa kata selama kalian berlatih english speaking?

Dengan Melihat catatan Sambil melihat Barang-Barang Yang Berhubungan dengan kosa kata Tersebut.

32. Bagaimana jika kalian menemukan sebuah kegagalan atau kesalahan sepanjang kalian berlatih english speaking?

Dengan mencatat kesalahan-kesalahan agar kedepan tidak Terjadi kegagalan.

33. Apakah kalian menghukum diri kalian dengan sebuah hukuman ketika kalian gagal dalam berlatih english speaking?

Tidah

34. Bagaimana cara kalian membuat atau menciptakan sebuah hukuman yang memotivasi kalian sehingga bersemangat untuk english speaking meskipun kalian mempunyai beberapa kesalahan atau kegagalan?

Dengan Menghafal tok kata.

35. Apakah kalian memberikan reward setelah berhasil dalam berlatih speaking english?

Iya, Dengan Memberikan Sesuatu untuk Diri Sendiri Sebagai Bentuk Appresiasi

36. Jenis reward apa yang kalian berikan untuk diri kalian?

Dengan Memberikan Hadiah Berupa Barang.

37. Siapa yang akan kalian temukan ketika kalian menemukan kesulitan atau masalah dalam meningkatkan speaking skill kalian?

- Dosen Speaking Bahasa inggris.
- Video Di youtube.

38. apakah kalian mempunyai kelompok kecil bersama teman kalian untuk berlatih english speaking kalian?

Iya, Teman Sekelas, dan Organisasi kampus

39. Bagaimana cara kalian dan teman kalian mempelajari atau berlatih speaking skill di group tersebut?

Dengan Menentukan Topik Pembicaraan

40. Apakah kalian mengulas kembali hasil latihan english speaking kalian?

Iya, ketika teman Berbicara kita mencatat kosa kata / kesalahan yang dibuat teman kemudian Me review nya Dialihir pertemuan

41. Bagaimana kalian mengulas kembali hasil latihan english speaking kalian?

Dengan melakukan Evaluasi.

Questioner Tentang
EFL Students' Self-regulated learning
strategy to improve speaking skill.

Petunjuk Pengisian Angket/Kuesioner

1. Mohon mengisi kolom identitas dengan identitas asli
2. Silahkan tulis jawaban dengan jujur dan objektif pada setiap butir pertanyaan
3. Jawab pertanyaan dengan cara mengisi bagian yang kosong pada kolom yang sudah tersedia.

I. Data Responden

Nama Responden : Yudis Awang Prayoga

NIM : 1855 1068

Tanggal : 01-06-2021

II. Daftar Pertanyaan

1. Apakah Anda mengevaluasi praktik English speaking skill kalian sendiri?

   Iya. dengan cara Merekam suara sendiri kemudian didengar-
   kan. Jika ada kesalahan pada pronoun. kita dapat
   mengubahnya

2. Bagimana anda mengidentifikasi kesalahan dan keberhasilan kalian sendiri dalam berlatih English speaking skill?

   Jika dalam hal tersebut Dinilai dari banyak hal. Pertama
   jika Audience dapat memberikan pendapat mereka
   ketika mendengar speaking yang kita seperti yang diatas.

3. Apa yang Anda lakukan setelah kalian menemukan beberapa kesalahan selama latihan English speaking skill?

   Dengan Mengulangi kalimana letak kesalahan. Semakin sering
   mengulang semakin terbiasa. dan diusahakan tidak
   mengulangi kesalahan tersebut.

4. Apakah kalian menyiapkan beberapa sumber pembelajaran sebelum berlatih English speaking skill?

Iya. Sumber yang sering saya gunakan selain buku yaitu video. Jadi saya mengimitasi video dan menggunakan video tersebut sebagai pedoman

5. Apa yang kalian persiapkan sebelum berlatih English speaking skill?

handphone untuk merekam suara, buku untuk mencatat kesalahan dan sumbernya.

6. Apakah kalian menggunakan media untuk English speaking skill?

Saya menggunakan Internet untuk mencari sumber, menggunakan handphone, laptop.

7. Media apa yang kalian gunakan untuk melatih English speaking skill?

Media yang sering saya gunakan adalah handphone dan laptop.

8. Bagaimana cara kalian menggunakan media yang kalian telah persiapkan untuk membantu meningkatkan kemampuan English speaking skill?

yang pertama dengan cara biasanya melihat video yang sudah saya cari terus menonton dan merekam apa yang kita sudah lakukan.

9. Apakah kalian memanfaatkan pengetahuan kalian yang ada untuk mempraktikkan keterampilan English speaking skill?

iya. karena menggunakan pengetahuan lebih mudah terimbang tidak ketika mempraktekkan.

10. Tolong berikan beberapa contoh tentang cara kalian menggunakan pengetahuan yang ada untuk berlatih keterampilan English speaking skill?

Contohnya pengetahuan tentang teknologi jadi terus bisa menggunakan pengetahuan baru untuk melatih speaking skill dengan topik yang kita pahami.

11. Apakah kalian selalu memepersiapkan diri kalian sebelum menjalankan test English speaking skill?

Iya Saya selalu mengucapkan hal tersebut dengan cara mengurang-ulang praktek speaking

12. Apa yang biasanya kalian persiapkan sebelum mengikuti tes English speaking skill?

Yang pertama persiapan dan media yang akan digunakan seperti ppt. kemudian topik yg akan dibahas.

13. Bagaimana kalian mempersiapkan diri sebelum mengikuti test English speaking skill?

Dengan melatih berulang-ulang agar lebih lancar dan tidak terbata-bata. Jika kesalahan-kesalahan informasi yg akan disampaikan tidak jelas

14. Apakah kalian membuat beberapa rencana sebelum mengikuti tes English speaking skill?

Iya terutama materi yang disiapkan dan topik bahasan

15. Rencana seperti apa yang biasanya kalian tetapkan sebelum mengikuti tes English speaking skill?

Menyusun rencana misalnya intro. inti. dan kesimpulan

16. Siapa yang akan kalian cari ketika kalian menemukan kesulitan dalam meningkatakan English speaking skill?

biasanya saya mencari Dosen yg membimbing matter tersebut dan teman-teman Senior.

17. Apakah kalian mempunyai teman online untuk berlatih English speaking skill?

iya, kebetulan saya mempunyai teman dari luar negeri jadi saya menggunakan bahasa Inggris.

18. Dimana Kalian menemukan ternan online untuk berlatih English speaking skill bersama?

Di dalam game dan discord

19. Bagaimana teman kalian dan kalian belajar English speaking skill bersama?

Dengan menggunakan bahasa Inggris Sehari hari.

20. Apakah kalian mencari beberapa sumber untuk melatih English speaking skill?

iya, biasanya kami mencari topik pembicaraan yg akan dibahas jadi terstruktur dan jelas.

21. Sumber-sumber apa yang sering kalian manfaatkan untuk melatih English speaking skill kalian?

biasanya berkaitan dengan game dan teknologi

22. Bagaiman cara kalian menggunakan sumber-sumber tersebut sehingga kalian mendapatkan kebahagiaan dalam improving english speaking skill kalian?

Dengan cara membahas topik yang kita sukai jadi
tidak membosankan ketika kita melatih comon.
kan kita.

23. Bagaimana cara kalian menjaga kualitas dari speaking skill kalian?

Dengan mengulangi setiap hari.

24. Bagaimana Anda mengontrol latihan speaking skill kalian sehingga kalian dapat mengikuti agenda Latihan kalian sendiri terus-menerus?

Dengan menyusun Jadawal ataupun dengan membiasakan
tiap hari.

25. Apakah Kalian menciptakan sebuah lingkungan belajar untuk meningkatan english speaking skill kalian?

iya. pada saat perkuliahan kami biasanya menggunakan
kelas sebagai tempat berkumpu dan menggunakan
FUL bahasa Inggris untuk melatih speaking.

26. Bagaimana cara kalian menciptakan lingkungan belajar kalian untuk melatih english speaking kalian?

Dengan cara kesadaran kemampuan masing-masing
Jika masih kurang dalam berbahasa Inggris
maka harus latihan terus menerus agar
terbiasa.

27. Siapa orang yang ada di lingkungan belajar english speaking kalian?

...teman-teman perkuliahan.

28. Dimana kalian bisa menemukan sebuah lingkungan yang nyaman untuk meningkatkan prosess speaking skill kalian?

yang pastinya tempat kenyamanan dan tidak menganggu orang sekitar.

29. Apa yang kalian lakukan ketika kalian lupa dengan beberapa materi tentang english speaking skill?

Mencari Materi tersebut di internet dan saling berbagi pendapat

30. Apakah kalian dengan sengaja menghapal atau mengingat beberapa langkah atau kosa kata selama kalian berlatih english speaking skill?

ya, karena sesuai experience ketika melatih skill dapat kosakata baru sehingga dapat mengingat kosakata tersebut

31. Bagaimana cara kalian menghafal atau mengingat beberapa atau kosa kata selama kalian berlatih english speaking?

saya biasanya bermain game dalam bahasa Inggris jadi saya menemukan kosakata baru

32. Bagaimana jika kalian menemukan sebuah kegagalan atau kesalahan sepanjang kalian berlatih english speaking?

Dengan cara mengulangi terus menerus sampai bisa.

33. Apakah kalian menghukum diri kalian dengan sebuah hukuman ketika kalian gagal dalam berlatih english speaking?

tentu saya tidak, saya menjadikan sebagai Motivasi untuk kedepannya.

34. Bagaimana cara kalian membuat atau menciptakan sebuah hukuman yang memotivasi kalian sehingga bersemangat untuk english speaking meskipun kalian mempunyai beberapa kesalahan atau kegagalan?

Dengan memotivasi diri sendiri agar menjadi lebih baik untuk kedepannya.

35. Apakah kalian memberikan reward setelah berhasil dalam berlatih speaking english?

tentu saya Saya akan memberikan reward kediri saya sendiri

36. Jenis reward apa yang kalian berikan untuk diri kalian?

Saya akan membelikan barang kesukaan suya ketika mencapai target saya Inginkan

37. Siapa yang akan kalian temukan ketika kalian menemukan kesulitan atau masalah dalam meningkatkan speaking skill kalian?

Dosen pembimbing saya dan teman sekmar saya

38. apakah kalian mempunyai kelompok kecil bersama teman kalian untuk berlatih english speaking kalian?

iya saya punya dan teman kampus saya.

39. Bagaimana cara kalian dan teman kalian mempelajari atau berlatih speaking skill di group tersebut?

Dengan Cara bergantian, Jika ada kesalahan tentunya akan saling mengingatkan.

40. Apakah kalian mengulas kembali hasil latihan english speaking kalian?

Iya, karena Jika tidak mengulas kita akan mengulangi kesalahan yang sama.

41. Bagaimana kalian mengulas kembali hasil latihan english speaking kalian?

Dengan cara membahas sama-sama hasil Speaking yang kian dilakukan.

IAIN CURUP

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA	:	IHSAN KAMIL
NIM	:	18551027
FAKULTAS	:	TARBIYAH
PEMBIMBING I	:	Jumatul HIDAYAH, M.Pd
PEMBIMBING II	:	SARWO EDY, M.Pd
JUDUL SKRIPSI	:	EFL Students' SELF-REGULATED LEARNING STRATEGIST to IMPROVE SPEAKING SKILL

* Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2;

* Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 untuk 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;

* Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan di- harapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.

IAIN CURUP

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA	:	IHSAN KAMIL
NIM	:	18551027
FAKULTAS	:	TARBIYAH
PEMBIMBING I	:	Jumatul HIDAYAH, M.Pd
PEMBIMBING II	:	SARWO EDY, M.Pd
JUDUL SKRIPSI	:	EFL Students' SELF-Regulated Learning strategis to Improve Speaking Skill

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

Pembimbing I,
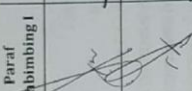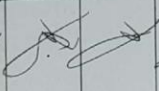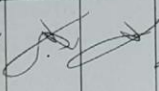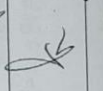
Jumatul Hidayah
NIP. 197806222002122002

Pembimbing II,

Sarwo Edy
NIP. 200906819

IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	28/02 2021	Konsultasi Bab I		
2	18/03 2022	Konsultasi Bab I		
3	28/03 2022	Konsultasi Bab I		
4	04/09 2022	Acc Bab I		
5	.../09 2022	Konsultasi bab II		
6	15/09 2022	Acc bab II, konsultasi Bab III		
7	20/09 2022	Acc bab III		
8	26/06 2022	Acc bab III dan IV		

IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	07/02 2022	Konsultasi Bab I		
2	01/03 2022	konsultasi Bab I		
3	07/03 2022	konsultasi Bab I		
4	06/03 2022	Acc Bab I		
5	11/09 2022	konsultasi Bab II		
6	15/09 2022	Konsultasi Bab III		
7	20/09 2022	Acc Bab III		
8	23/06 2022	Acc Bab IV dan V		

Nomor	: /In.34/FT/PP.00.9/04/2022	25 April 2022
Lampiran	: Proposal dan Instrumen	
Hal	: Permohonan Izin Penelitian	

Kepada Yth. **Rektor IAIN Curup**

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama	:Ihsan Kamil
NIM	: 18551027
Fakultas/Prodi	: Tarbiyah / Tadris Bahasa Inggris
Judul Skripsi	: **EFL Students' Self-Regulated Learning Strategies to Improve Speaking Skill**
Waktu Penelitian	: 25 April s.d 25 Juli 2022
Tempat Penelitian	: **IAIN Curup**

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan

Wakil Dekan I,

Baryanto,MM.,M.Pd
NIP. 19690723 199903 1 004

Tembusan :
1.Rektor
2.Warek 1
3.Ka. Biro AUAK

KEPUTUSAN DEKAN FAKULTAS TARBIYAH

Nomor :   Tahun 2021
Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang	: a.	Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
	b.	Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;

Mengingat	: 1.	Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
	2.	Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
	3.	Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
	4.	Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
	5.	Keputusan Menteri Agama RI Nomor B.II/3/15447,tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.
	6.	Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
	7.	Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup;

Memperhatikan	: 1.	Surat Rekomendasi dari Ketua Prodi TBI nomor : 067/In.34/FT.3/PP.00.9/09/2021
	2.	Berita Acara Seminar Proposal pada Hari Rabu, 15 September 2021

M E M U T U S K A N :

Menetapkan Pertama	: 1.	**Jumatul Hidayah, M.Pd** **19780224 200212 2 002**
	2.	**Sarwo Edy, M.Pd** **20011038702**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A   : **Ihsan Kamil**
N I M   : **18551027**
JUDUL SKRIPSI   : **EFL Students' Self-Regulated Learning Strategies to Improve Speaking Skill**

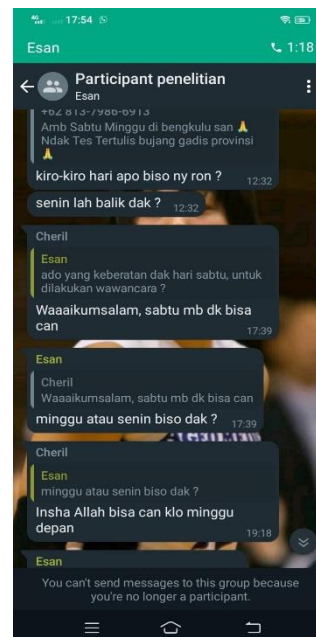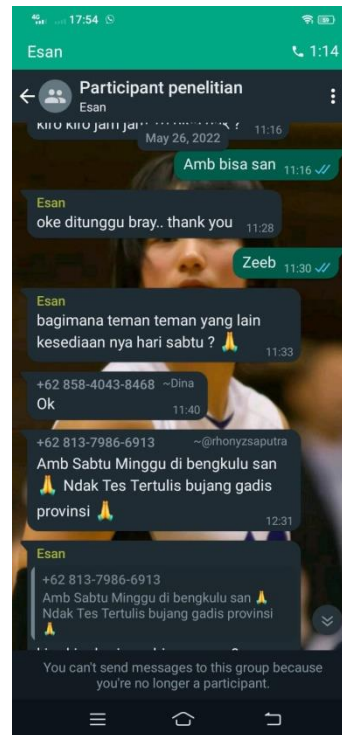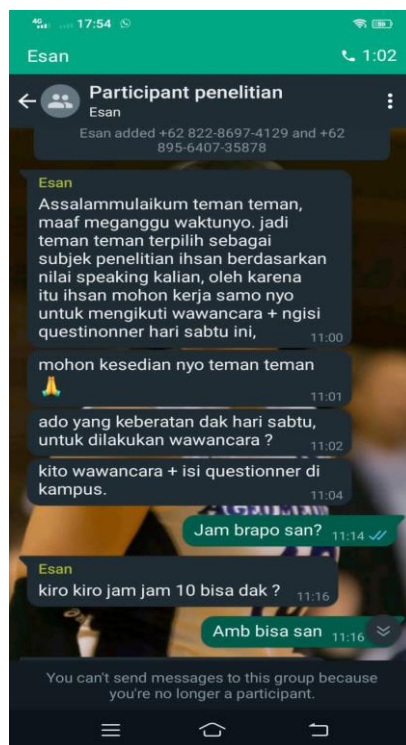|		
	:	Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Ketiga	:	Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
Keempat	:	Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
Kelima	:	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
Keenam	:	Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
Ketujuh	:	Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
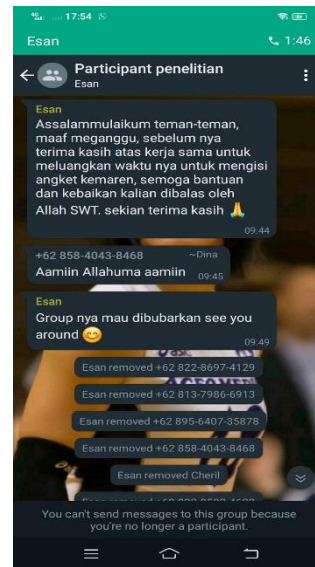Pada tanggal 07 Oktober 2021
Dekan,

Ifnaldi

Tembusan :
1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;

Screenshot 1:

Esan · 1:02

Participant penelitian
Esan

Esan added +62 822-8697-4129 and +62 895-6407-35878

Esan
Assalammulaikum teman teman, maaf meganggu waktunyo. jadi teman teman terpilih sebagai subjek penelitian ihsan berdasarkan nilai speaking kalian, oleh karena itu ihsan mohon kerja samo nyo untuk mengikuti wawancara + ngisi questinonner hari sabtu ini, 11:00

mohon kesedian nyo teman teman 🙏 11:01

ado yang keberatan dak hari sabtu, untuk dilakukan wawancara ? 11:02

kito wawancara + isi questionner di kampus. 11:04

Jam brapo san? 11:14

Esan
kiro kiro jam jam 10 bisa dak ? 11:16

Amb bisa san 11:16

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Screenshot 2:

Esan · 1:14

Participant penelitian
Esan

kiro kiro jam jam ... 11:16

May 26, 2022

Amb bisa san 11:16

Esan
oke ditunggu bray.. thank you 11:28

Zeeb 11:30

Esan
bagimana teman teman yang lain kesediaan nya hari sabtu ? 🙏 11:33

+62 858-4043-8468 ~Dina
Ok 11:40

+62 813-7986-6913 ~@rhonyzsaputra
Amb Sabtu Minggu di bengkulu san 🙏 Ndak Tes Tertulis bujang gadis provinsi 🙏 12:31

Esan
+62 813-7986-6913
Amb Sabtu Minggu di bengkulu san 🙏 Ndak Tes Tertulis bujang gadis provinsi 🙏

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Screenshot 3:

Esan · 1:23

Participant penelitian
Esan

Esan
senin iko idk biso nian yo ? 19:19

Cheril
Senin bisa can, sabtu iko mb yg dk bisa 19:20

Esan
jadi senin yg kau berarti, thank you.. 19:21

May 28, 2022

Esan
@Irhash Akbar Ahmadi @Dina @Bayu Segara di mno guys ? 10:12

+62 823-8503-4622 ~Bayu Segara
Esan
@Irhash Akbar Ahmadi @Dina @Bayu Segara di mno guys ?
mb senin bsa ny san... 10:13

+62 822-8697-4129 ~Awang
amb jugo hari senin be yo san 10:13

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Screenshot 4:

Esan · 1:18

Participant penelitian
Esan

+62 813-7986-6913
Amb Sabtu Minggu di bengkulu san 🙏 Ndak Tes Tertulis bujang gadis provinsi 🙏

kiro-kiro hari apo biso ny ron ? 12:32

senin lah balik dak ? 12:32

Cheril
Esan
ado yang keberatan dak hari sabtu, untuk dilakukan wawancara ?
Waaaikumsalam, sabtu mb dk bisa can 17:39

Esan
Cheril
Waaaikumsalam, sabtu mb dk bisa can
minggu atau senin biso dak ? 17:39

Cheril
Esan
minggu atau senin biso dak ?
Insha Allah bisa can klo minggu depan 19:18

Esan

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BIOGRAPHY

Ihsan Kamil, who usually called as Ican was born March 28th, 2000. He has two brothers (Farhan and Zaky), His dad is Arsil and His mom is Bakti Komalasari. Ihsan Kamil Completed his Elementary school at SDN 02 Centre Curup and then, He decided to put his foot into next school at Islamic Junior High School (MTs Islamic Centre) and finished in 2015. After that, He continued his education journey at Islamic Senior High School (MAN Curup) and finally, he graduated in 2018.