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Self-Regulated Learning Strategies for Enhancing Speaking Proficiency: A Case Study of English Education Students

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A B S T R A C T

Speaking proficiency is one of the most challenging skills for EFL students because it requires continuous practice and the ability to overcome linguistic and affective difficulties such as limited vocabulary, grammatical errors, pronunciation problems, and low confidence. Therefore, self-regulated learning plays an important role in helping students independently manage and improve their speaking development. However, limited studies have examined the use of self-regulated learning strategies as a continuous process across different phases of speaking development. This study aimed to identify the types of self-regulated learning strategies used by English Education students and explore how these strategies were independently applied in speaking development. This study used a qualitative case study design involving six sixth-semester students selected through purposive sampling. Data were collected through semi-structured interviews and analyzed using thematic analysis. The findings revealed that students developed their speaking proficiency through the phases of forethought, performance, and self-reflection by applying cognitive, metacognitive, motivational, social, and affective strategies. These strategies supported pronunciation, vocabulary, grammar, and fluency development through planning, speaking practice, monitoring, self-evaluation, peer feedback, and digital learning tools. The study concludes that self-regulated learning supports continuous speaking development in EFL contexts.

Keywords: *Self-Regulated Learning, Speaking Proficiency, EFL Students, Speaking Strategies, Qualitative Case Study*

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INTRODUCTION

In English as a Foreign Language (EFL) contexts, speaking proficiency is considered a fundamental skill because it enables students to communicate ideas, express opinions, and participate effectively in academic and social interactions. Developing speaking proficiency is therefore an important goal of English language learning. However, many EFL students still face difficulties in achieving fluent and accurate speaking performance. According to Normawati et al. (2023), students mainly encounter problems related to grammar, pronunciation, and vocabulary. Furthermore, Khudhur Omar (2023) identified additional barriers in speaking classes, including fear of making mistakes, embarrassment, limited vocabulary, and the challenges posed by large class sizes. In a similar vein, Aziz and Kashinathan (2021) reported that students often experience problems such as restricted vocabulary, shyness, low confidence, and fear of embarrassment. These linguistic and affective challenges indicate that students need to actively regulate their own learning processes. Within this perspective, self-regulated learning provides a framework for understanding how students take control of their learning. SRL consists of three interconnected phases namely forethought, performance, and self-reflection (Zimmerman, 2000).

Table 1. Cyclical Self-Regulatory Phases (Zimmerman, 2000)

Forethought	**Performance/volitional control**	**Self-reflection**
Task analysis	Self-control	Self-judgment
- Goal setting	- Self instruction	- Self-evaluation
- Strategic planning	- Imagery	- Causal attribution
Self-motivation beliefs	- Attention focusing	Self-reaction
- Self-efficacy	- Task strategies	- Self-satisfaction
- Outcome expectations	Self-observation	- Adaptive-defensive
- Intrinsic interest or value	- Self-recording	
- Goal orientation	- Self-experimentation	

As illustrated in Table 1, self-regulated learning is divided into three interconnected phases comprising forethought, performance or volitional control, and self-reflection. The forethought phase refers to students' preparation before carrying out learning activities. At this stage, students prepare themselves for learning through task analysis, which includes goal setting and strategic planning, as well as the development of self-motivation beliefs such as self-efficacy, outcome expectations, intrinsic interest, and goal orientation (Locke & Latham, 1990; Bandura, 1997). The performance or volitional control phase focuses on learning regulation where students implement strategies during task execution effectively. The performance or volitional control phase focuses on learning regulation where students implement and manage their learning strategies during task execution. In this phase, students apply self-control mechanisms such as self-instruction, imagery, attention focusing, and task strategies to maintain their learning performance (Schunk, 1982). At the same time, students engage in self-observation through self-recording and self-experimentation to monitor their progress and identify effective learning approaches during the learning process (Zimmerman & Kitsantas, 1996; Bandura, 1991). The self-reflection phase emphasizes students' evaluation of their learning outcomes after completing tasks. This phase includes self-judgment through self-evaluation and causal attribution, as well as self-reaction reflected in self-satisfaction and adaptive or defensive responses toward learning outcomes (Bandura, 1986). These phases continuously interact to explain how students prepare, monitor, and evaluate their learning processes in developing speaking proficiency. In this study, the framework is used to examine how students regulate their speaking development across the three phases of self-regulated learning. Previous studies have also supported the relevance of this framework in EFL speaking contexts, showing that students improve their speaking ability through forethought, performance, and self reflection processes (Sukma, 2022).

The importance of self-regulated learning in speaking development is supported by several empirical studies. Zhong (2024) stated that speaking competence is closely related to students' ability to regulate learning, including learning styles, interest, self-confidence, and learning design. Muhsinin et al. (2025) found that strategies such as goal setting, self-monitoring, and reflective evaluation improve students' speaking skills, confidence, independence, and accountability. In addition, Menggo et al. (2022) reported that smartphone-assisted SRL improves speaking performance in vocabulary, grammar, pronunciation, fluency, and comprehension. Similarly, Ni'mah et al. (2025) found that students with stronger self-regulation demonstrate better speaking performance through the phases of forethought, performance or volitional control, and self-reflection, supported by online learning platforms. Halim et al. (2023) further revealed that activities such as reading, watching videos, speaking practice, writing, note-taking, and listening contribute positively to speaking development, while Wael et al. (2023) highlighted the importance of metacognitive and social strategies in planning and evaluating speaking progress.

To further explain the strategies involved in SRL, Oxford (2016) introduced the Strategic Self-Regulation (S²R) model, which classifies learning strategies into four domains namely cognitive (metacognitive and cognitive strategies), motivational (metamotivational and motivational strategies), social (metasocial and social strategies), and affective (meta-affective and affective strategies). In this study, the S²R model is used to identify and interpret

the strategies applied by English Education students in improving speaking proficiency. Previous studies have shown that SRL strategies in EFL speaking involve cognitive, motivational, social, and affective dimensions, particularly in anxiety regulation (Sun, 2022). Zhang (2024) also emphasized that self-regulation strategies improve willingness to communicate, creativity, self-efficacy, and motivation in language learning. Furthermore, Nasrullah (2025) identified several metacognitive strategies such as planning, monitoring, information management, debugging, and evaluation, while Rahmayanti (2023) highlighted strategies for reducing speaking anxiety, including preparation, relaxation, positive thinking, peer support, and surrender.

Given that these self-regulated strategies are directed toward improving communicative performance, it is important to clarify the concept of speaking proficiency within EFL contexts. Speaking refers to the ability to use language effectively in communication to achieve communicative goals in interaction with others (Brown, 2001). Brown (2004) further explained that speaking competence includes pronunciation, grammar, vocabulary, fluency, comprehension, and task achievement. Supporting this view, Derakhshan et al. (2016) found that effective speaking development depends on instructional practices that deliberately target these core components, particularly pronunciation, grammar, vocabulary, fluency, and comprehension, through meaningful input and opportunities for active speech production.

In line with the importance of speaking proficiency development, previous studies have highlighted the role of self-regulated and autonomous learning in EFL contexts from different perspectives. Irsyadella (2020) examined how successful students develop SRL strategies, while Trujillo and Román (2024) explored the integration of self-regulated cognitive strategies with ICT to improve speaking performance. Bao et al. (2024) identified autonomous strategies and digital tools that support speaking development, whereas Boonma and Swatevacharkul (2020) investigated the effect of autonomous learning processes on student autonomy. In addition, Nasrullah (2025) analyzed the use of metacognitive strategies in speaking learning. Although these studies provide important insights into learning strategies and their effectiveness, they mainly focus on strategy use, technology, and learning outcomes rather than the process of how students experience and independently regulate their learning.

Despite these contributions, limited studies have examined how students plan, implement, monitor, and reflect on their learning strategies as a continuous process in developing speaking proficiency, especially in EFL contexts where speaking practice opportunities are limited. Therefore, this study adopts a case study approach to explore how English Education students experience and apply self-regulated learning in speaking development. This study is grounded in Zimmerman (2000) cyclical model of SRL covering the forethought, performance, and self-reflection phases, while Oxford (2016) Strategic Self-Regulation (S^2R) model is used to classify the strategies employed by students. Accordingly, this study aims to identify the types of self-regulated learning strategies used by English Education students and to explore how these strategies are independently applied in developing speaking proficiency. Therefore, this study addresses the following research questions: (1) What kinds of self-regulated learning strategies do English Education students use to enhance their speaking proficiency? (2) How do English Education students independently use self-regulated learning strategies to develop their speaking proficiency?

METHOD

This study employed a qualitative approach with a case study design to gain an in-depth understanding of how English Education students experience and apply self-regulated learning strategies in developing their speaking proficiency. The study focused on exploring students' experiences and self-regulation processes rather than measuring learning outcomes quantitatively. Qualitative research allows researchers to interpret participants' behaviors, perceptions, motivations, and actions in natural settings (Moleong, 2017). A case study design

was chosen because the study aimed to explore in detail how students plan, implement, monitor, and reflect on their learning strategies throughout the process of developing speaking proficiency. Since the study focused on understanding these experiences within a specific educational context, a case study provided an appropriate approach to examine the learning process in depth and obtain detailed insights into students' self-regulation practices. Through this approach, the case study design enabled the researchers to describe and understand the complexity of participants' experiences more comprehensively (Hancock et al., 2021).

The research was conducted in the English Language Education Study Program at a private university in Kendari, Southeast Sulawesi, which supports students' speaking development. The participants were sixth-semester students because they were considered to have sufficient academic exposure and learning experience to independently apply self-regulated learning strategies in developing their speaking competence. At this stage, students had completed several speaking-related courses and engaged in various speaking activities such as presentations, group discussions, oral assignments, and communicative tasks throughout their study, which provided them with relevant speaking practice experience. In addition, the selection of sixth-semester students was also supported by the screening results, where most of the students who expressed willingness to participate in the interview were from the sixth semester. This made them both suitable in terms of experience and practical accessibility for the study. Participants were selected using purposive sampling, which involves choosing individuals based on characteristics relevant to the study (Tongco, 2007; Creswell & Guetterman, 2024). Six participants consisting of three male and three female students were selected. Before participant selection, a screening questionnaire and informed consent form were distributed to second-, fourth-, and sixth-semester students, resulting in sixteen responses. The selection process considered students' self-perceived speaking ability, awareness of self-regulated learning strategies, and willingness to participate in interviews. Participants' comfort and emotional safety were also considered during recruitment (Heath et al., 2018).

The study used a screening questionnaire and semi-structured interviews as the main instruments for data collection. The questionnaire was distributed through Google Forms as a preliminary tool for participant selection. Semi-structured interviews were used to obtain detailed qualitative data while still allowing flexibility during the interview process (Mashuri et al., 2022). The interview questions were developed based on Zimmerman (2000) self-regulated learning framework covering the forethought, performance, and self-reflection phases, while Oxford (2016) Strategic Self-Regulation (S^2R) model was used to classify strategies into cognitive, motivational, social, and affective domains. The interviews were conducted face-to-face or online depending on participants' preferences, lasted approximately 15-25 minutes, and were audio-recorded with participants' consent. All collected data were kept confidential and used only for academic purposes.

The data were analyzed using thematic analysis to identify patterns in participants' experiences of using self-regulated learning strategies in speaking development. Braun and Clarke (2006) explained that thematic analysis is used to identify, analyze, and report themes within qualitative data. The analysis followed six stages, namely familiarizing with the data through repeated reading and transcription, generating initial codes by identifying meaningful segments, searching for themes by organizing related codes, reviewing themes to ensure alignment with the data set, defining and naming themes to clarify their meanings, and producing the report by presenting findings in relation to the research questions. This study also applied ethical principles such as voluntary participation, informed consent, anonymity, confidentiality, and secure data management to protect participants' rights and well-being. These ethical considerations include privacy protection, data security, the right to withdraw, and the prevention of misuse of research data. According to Nii Laryeafio and Ogbewe (2023), such ethical practices are grounded in deontological, utilitarian, rights-based, and virtue ethics perspectives.

FINDINGS AND DISCUSSION

Based on semi-structured interviews with six participants, the findings indicate that students employ diverse self-regulated learning strategies in developing speaking proficiency, which are enacted across the interconnected phases of forethought, performance, and self-reflection as proposed by Zimmerman (2000). In addition, the classification of these strategies aligns with Oxford (2016) Strategic Self-Regulation framework, encompassing cognitive, metacognitive, motivational, social, and affective strategies.

Forethought Phase

The forethought phase explains how participants prepared themselves before engaging in speaking activities. The findings show that students actively employed various self-regulated learning strategies, including preparing learning materials, establishing speaking goals, organizing practice routines, and building motivation prior to speaking tasks. This indicates that participants were actively involved in planning and directing their learning process before speaking practice began. In this phase, students also demonstrated independent initiation of strategies to support the development of their speaking ability.

Preparing and Regulating Readiness Before Speaking Practice

The findings show that participants actively prepared themselves before speaking practice by selecting topics, learning vocabulary, reviewing notes, practicing pronunciation, reducing distractions, and building confidence. They also used various learning resources such as videos, audio materials, digital applications, and mirror practice to support their speaking readiness. These activities helped participants stay focused, reduce confusion, and feel more confident before speaking practice. The following excerpts illustrate these preparatory strategies:

> *"I usually read short texts and speak in front of the mirror to build my confidence. Sometimes I also listen to audio or videos to check my pronunciation." (P1)*
>
> *"Before practicing, I look for the topic first so I do not feel confused during speaking practice or about what topic I should discuss, and I learn from the basic topics first." (P2)*
>
> *"The first thing I do is log out from Instagram because I get easily distracted. Then I prepare notes containing pronunciation, grammar, and fluency points that I want to improve." (P3)*
>
> *"I usually open applications like Duolingo or look at short videos on YouTube and TikTok. Sometimes I also reread my small notes so I have enough modal before speaking and do not feel too confused when starting the practice." (P4)*
>
> *"I usually choose a topic and learn vocabulary related to that topic so I can narrow my focus and avoid hesitation when speaking." (P5)*
>
> *"I practice speaking in front of a mirror so I do not feel nervous when I perform, and so that what I convey is neatly arranged." (P6)*

These findings indicate that participants prepared and managed their speaking readiness in several ways before practice activities. Participants prepared themselves by selecting topics, learning vocabulary, practicing pronunciation, reviewing notes, controlling distractions, and using various learning resources to support their speaking practice. In addition, participants also attempted to maintain focus, reduce nervousness, and build confidence so they could perform speaking activities more comfortably and confidently.

These findings align with Zimmerman (2000) forethought phase, particularly task analysis and self-motivation beliefs. Participants demonstrated task analysis through activities such as selecting topics, preparing vocabulary, organizing learning materials, and reviewing resources before speaking practice. Meanwhile, mirror practice, confidence building, distraction control, and nervousness reduction reflected self-motivation beliefs and self-efficacy development. These findings also correspond to Oxford (2016) Strategic Self-Regulation (S^2R) framework, where cognitive strategies appeared in vocabulary learning,

pronunciation practice, and note reviewing, while metacognitive strategies were reflected in organizing learning preparation and selecting appropriate preparation strategies before practice. In addition, affective strategies appeared through efforts to manage anxiety, maintain concentration, and control emotions before speaking activities. These findings are consistent with Rahmayanti (2023), Halim et al. (2023), and Menggo et al. (2022), which emphasized the importance of preparation, emotional regulation, independent practice, and technology-assisted learning in speaking development.

Goal Setting Before Speaking Practice to Make Speaking Performance More Directed, Focused, and Improved

The findings reveal that participants established specific goals before speaking practice to improve pronunciation, fluency, vocabulary, and grammar based on their individual speaking difficulties. Participants used goal setting to make their learning more focused and organized, maintain concentration, increase confidence, and improve speaking performance. The following statements reflect these goal-setting practices:

> *"I focus on pronunciation and adding new vocabulary so my learning becomes more directed." (P1)*
> *"I write my goals first and focus on pronunciation because I am still at a basic level." (P2)*
> *"I set goals to improve my pronunciation by learning the correct pronunciation of vocabulary, strengthen my grammar especially in subject-verb agreement, and develop my fluency because I realize that those three aspects are still my weaknesses in speaking English." (P3)*
> *"I set simple goals like speaking more fluently and using new vocabulary to make my practice clearer." (P4)*
> *"I set goals such as improving fluency and using new vocabulary so I can stay focused." (P5)*
> *"I usually write my goals first, such as adding new vocabulary, practicing fluency, and improving pronunciation, because I want to appear perfect, feel confident in front of listeners, and not disappoint them." (P6)*

These findings indicate that participants consciously used goal setting to regulate and direct their speaking practice before speaking activities. Participants identified weaknesses in pronunciation, grammar, vocabulary, and fluency, then turned them into specific learning targets to make practice more focused and purposeful. Goal setting also helped participants maintain concentration, strengthen confidence, and improve speaking performance.

These findings are closely related to Zimmerman (2000) forethought phase, particularly goal setting, where participants determine learning objectives before performing tasks. Participants demonstrated awareness of their own speaking limitations, especially in pronunciation, grammar, fluency, and vocabulary, and then determined clear targets for improvement before engaging in speaking activities. The findings are also consistent with Locke and Latham (1990), who explained that clear goals help learners maintain focus and regulate effort during learning activities. From the perspective of Oxford (2016) Strategic Self-Regulation (S^2R) model, these findings reflect metacognitive and motivational strategies. Metacognitive strategies appeared when participants planned learning targets and organized practice activities, while motivational strategies were reflected in efforts to stay focused, build confidence, and achieve better speaking performance. These findings support Muhsinin et al. (2025) and Zhong (2024), which highlighted the importance of goal setting, motivation, and self-regulation in speaking development.

Planning and Organizing Speaking Practice Before Practice Sessions

The findings show that participants used different strategies to organize speaking practice before speaking activities. Most participants selected topics, arranged schedules,

prepared vocabulary, organized materials, and managed practice activities to make learning more structured and focused. Some participants also prepared notes and strategies to reduce nervousness, while one participant preferred spontaneous practice without specific planning. The following excerpts illustrate these planning activities:

> *"I determine the topic, decide whether I practice alone or with friends, and divide my study time, such as 30 minutes for speaking and 30 minutes for listening." (P1)*
> *"I determine the topic first, prepare some vocabulary, and make a schedule to practice speaking for about 10-15 minutes so my learning becomes more directed and structured." (P2)*
> *"I make notes for each conversation by creating separate columns for pronunciation, grammar, and fluency, then I write down things that I still find confusing." (P3)*
> *"I usually make my own plan by choosing topics from YouTube or TikTok, such as daily life, self-introduction, or personal experiences, then I arrange about 10–15 minutes for practice and sometimes combine it with Duolingo warm-up activities so my practice stays directed but not too rigid." (P4)*
> *"I usually do not make specific plans before practicing speaking because most of my practice is done spontaneously." (P5)*
> *"I usually plan the topic, organize what I want to say, and arrange about 60-70 minutes for speaking practice so I can stay calm and minimize nervousness while speaking." (P6)*

These findings indicate that most participants considered planning and organizing important for supporting speaking practice. Through planning, participants prepared materials, managed practice time, and maintained readiness before speaking. The findings also show differences in learning preferences, where some participants preferred structured preparation while another participant relied on spontaneous practice. This demonstrates that self-regulated learning strategies may vary depending on students' habits and comfort during speaking activities.

These findings align with Zimmerman (2000) forethought phase, particularly strategic planning, where learners organize learning procedures before performing tasks. Participants demonstrated strategic planning through selecting topics, scheduling practice time, preparing vocabulary, organizing speaking materials, and choosing learning resources before speaking sessions. Their efforts to reduce nervousness and remain prepared also reflected self-motivation beliefs and emotional readiness. From the perspective of Oxford (2016) Strategic Self-Regulation (S²R) model, these findings mainly reflect metacognitive strategies because participants consciously planned and managed their learning activities before practice. Affective strategies also appeared when participants controlled nervousness and prepared themselves mentally before speaking. These findings are consistent with Wael et al. (2023), Nasrullah (2025), and Rahmayanti (2023), which emphasized the importance of planning, organization, and self-readiness in supporting speaking development and reducing anxiety.

Building Self-Motivation and Confidence Before Speaking Practice

Another important finding in the forethought phase concerns how participants maintained motivation and confidence before speaking practice. Participants strengthened their motivation through observing fluent speakers, repeated imitation, positive self-affirmation, adaptive thinking toward mistakes, discipline, and future-oriented goals. These strategies helped participants maintain confidence and consistency during speaking practice. This is reflected in the following responses:

> *"I watch skilled speakers and imagine myself becoming like them because it will help my future career." (P1)*
> *"I imitate what speakers say and repeat it many times because I want to be like them." (P2)*

> *"I sometimes feel insecure when my speaking partner is more fluent than me, but I remind myself that I am still learning, so I do not feel ashamed when I make mistakes because those mistakes show me what I still need to improve." (P3)*
> *"Watching people speak English fluently on YouTube and TikTok makes me more enthusiastic to practice speaking because I also want to be good at speaking like them." (P4)*
> *"Discipline is more important than motivation because it ensures continuous progress." (P5)*
> *"I always give positive affirmations to myself by believing that I can speak in front of the audience so the goals I have planned can be achieved." (P6)*

These findings indicate that participants consciously regulated their motivation and emotional readiness before speaking practice. Participants strengthened their confidence through positive affirmations, observing fluent speakers, repeated imitation, and adaptive responses toward mistakes and insecurity. Some participants also emphasized discipline and future goals to maintain consistent speaking practice.

These findings reflect Zimmerman (2000) self-motivation beliefs, particularly self-efficacy, intrinsic value, outcome expectations, and goal orientation. Participants demonstrated self-efficacy through confidence in improving speaking ability. Outcome expectations appeared in their belief that speaking proficiency could support future academic and professional goals, while intrinsic value appeared in their enthusiasm and personal desire to become fluent English speakers. Goal orientation was reflected in participants' efforts to maintain discipline, achieve planned speaking goals, and sustain consistent speaking practice. From the perspective of Oxford (2016) Strategic Self-Regulation (S^2R) model, these findings also demonstrate motivational and affective strategies. Affective strategies appeared in participants' efforts to reduce insecurity, control fear of mistakes, and maintain positive thinking before speaking practice. Meanwhile, motivational strategies were reflected in self-encouragement, repeated practice, role models, and future-oriented thinking to maintain speaking development. These findings are consistent with Zhang (2024) and Rahmayanti (2023), which highlighted the importance of self-regulation, positive thinking, and emotional control in improving speaking confidence and reducing anxiety.

Performance Phase

The performance phase explains how participants implemented, monitored, and adjusted their speaking strategies during speaking activities. The findings show that students actively used various self-regulated learning strategies while practicing speaking, including managing speaking activities, monitoring speaking performance, and overcoming speaking difficulties. These findings indicate that participants not only practiced speaking repeatedly but also consciously regulated their learning process during speaking performance to maintain communication and improve their speaking ability.

Applying and Managing Speaking Practice Strategies During Speaking Activities

The findings show that participants used various strategies to manage their speaking practice during speaking activities. Participants practiced speaking through repetition, self-talk, imitation, shadowing, note-taking, and direct interaction practice. They also used digital platforms such as ChatGPT, Duolingo, YouTube, and TikTok to improve pronunciation, vocabulary, and fluency. In addition, participants applied different personal approaches during speaking practice, such as focusing on fluency before grammar accuracy, organizing pronunciation and grammar notes, and practicing communication with tourists. These strategies helped participants regulate their speaking activities and support their speaking goals. The following responses illustrate these strategies:

> *"I usually use words that I already know, write down new vocabulary, and record my voice so I become more aware of my pronunciation and grammar weaknesses." (P1)*

> *"I imitate the way native speakers speak and record my voice using the microphone feature in ChatGPT, then I repeat the pronunciation from the text several times because I focus more on improving my pronunciation." (P2)*
> *"I prepare notes with separate columns for pronunciation, grammar, and fluency, write down words that I am still unsure about in the pronunciation column, rewrite grammar patterns that I still find confusing in the grammar column, and use the P-R-E-L structure for fluency by making sure the point, reason, example, and linkback are fulfilled through checklists." (P3)*
> *"I usually do self-talk based on topics I have selected, practice shadowing from YouTube or TikTok videos, focus more on fluency first without being too afraid of making mistakes, and learn new vocabulary from the videos that I watch." (P4)*
> *"I focus on speaking continuously without paying too much attention to grammar because I want to sound more like a native speaker and improve my speaking fluency." (P5)*
> *"I directly interact with tourists, practice speaking through Duolingo, use a daily conversation book to learn new vocabulary, and gradually improve my speaking fluency through those activities." (P6)*

These findings indicate that participants actively managed their speaking practice through repetition, imitation, self-talk, note organization, digital learning platforms, and real-life interaction. Participants also adjusted their speaking strategies based on their learning needs, such as focusing on pronunciation, fluency, vocabulary, or grammar during speaking activities. In addition, the use of digital media and authentic communication shows that participants independently created opportunities to maintain and improve their speaking practice.

These findings align with Zimmerman (2000) performance phase, particularly self-control and self-observation. In self-control, participants demonstrated self-instruction through self-talk, repeated pronunciation practice, and independent speaking rehearsal during practice activities. Attention focusing appeared when participants concentrated on specific speaking aspects such as pronunciation, fluency, vocabulary, and grammar while speaking. Task strategies were reflected in repetition, shadowing, imitation, note-taking, vocabulary management, structured speaking practice, and the use of digital platforms to support speaking performance. Meanwhile, self-observation appeared through self-recording and continuous monitoring of pronunciation and grammar weaknesses during speaking practice. From the perspective of Oxford (2016) Strategic Self-Regulation (S^2R) model, these findings reflect cognitive strategies through repetition, note-taking, vocabulary practice, and speaking management. Social strategies appeared through interaction with tourists and imitation of native speakers, while affective strategies were reflected in participants' efforts to reduce fear of mistakes and maintain confidence during speaking practice. These findings are consistent with Halim et al. (2023) and Menggo et al. (2022), which emphasized the importance of speaking practice, repetition, digital media, and technology-assisted learning in improving pronunciation, vocabulary, grammar, and fluency.

Self-Monitoring and Error Identification in Speaking Practice

The findings show that participants actively monitored their speaking performance through self-recording, repeated listening, self-correction, direct awareness of mistakes, feedback from others, and digital tools. Most participants focused on pronunciation mistakes, while several participants also monitored grammar, vocabulary, fluency, and overall speaking awareness. In addition, participants used support from peers, ChatGPT, Google Translate, and Merriam-Webster to check pronunciation and confirm their mistakes. These activities helped participants recognize weaknesses and improve their speaking accuracy and confidence. The participants stated:

> *"I asked my friend for feedback, recorded my voice, replayed and repeated it while correcting my speaking, and used Google Translate to check the pronunciation so I could identify my mistakes in pronunciation and grammar." (P1)*
> *"I record my speaking, listen to it again many times, and use it to identify where my mistakes are so I can focus more on improving my pronunciation." (P2)*
> *"I usually clarify my mistakes through ChatGPT and check pronunciation using Merriam-Webster so I can remember the correct version." (P3)*
> *"I often realize my mistakes directly while speaking, especially pronunciation mistakes, and this makes me more aware of my own speaking ability." (P4)*
> *"I usually record myself and identify my mistakes, especially in pronunciation." (P5)*
> *"I usually record myself speaking, then evaluate it to find my mistakes, see what still needs improvement, especially in vocabulary and fluency, and it also helps me build confidence in speaking." (P6)*

These findings indicate that participants developed awareness of their speaking performance through continuous monitoring and error identification during speaking practice. Self-recording, repeated listening, self-correction, peer feedback, and digital tools helped participants identify weaknesses in pronunciation, grammar, vocabulary, and fluency. These activities also supported participants in improving speaking accuracy and confidence independently.

These findings reflect Zimmerman (2000) performance phase, particularly self-observation. Self-recording appeared when participants recorded and replayed their speaking performance repeatedly. Self-experimentation was reflected when participants used different strategies such as peer feedback, pronunciation checking, repeated correction, and digital tools to identify and improve their speaking weaknesses. In addition, attention focusing appeared when participants concentrated on pronunciation, grammar, vocabulary, and fluency while monitoring their speaking performance. From the perspective of Oxford (2016) Strategic Self-Regulation (S^2R) model, these findings mainly reflect metacognitive strategies because participants continuously monitored, evaluated, and adjusted their speaking performance during practice. Social strategies also appeared through peer feedback, while cognitive strategies were reflected in repeated listening, pronunciation checking, and self-correction activities. These findings are consistent with Zimmerman and Kitsantas (1996) and Nasrullah (2025), which highlighted the importance of self-recording, monitoring, and evaluation in identifying speaking weaknesses and improving pronunciation and fluency.

Diverse Strategies for Overcoming Speaking Difficulties

The findings show that participants used different strategies to overcome speaking difficulties and maintain communication during speaking activities. Participants used simpler vocabulary, synonyms, paraphrasing, short pauses, repeated exposure to spoken English, peer interaction, AI-based tools, writing activities, and repeated practice to support speaking fluency and vocabulary development. These strategies helped participants continue speaking without stopping for too long and improve their speaking ability gradually. The following statements illustrate these strategies:

> *"When I have difficulties while speaking, I usually use synonyms or simpler words so I can continue speaking more fluently." (P1)*
> *"I usually watch videos on YouTube and Instagram repeatedly because they help me understand speaking more easily and improve my pronunciation." (P2)*
> *"When I face difficulties in speaking, I ask my speaking partner or use ChatGPT to clarify my confusion about grammar, use Merriam-Webster to check correct pronunciation, and and just increase content for fluency." (P3)*
> *"When encountering speaking difficulties, I use simpler words, take a short pause to think, continue speaking without staying silent for too long, and I am usually not*

nervous when speaking because it is easier to find simple vocabulary than difficult words." (P4)

"I usually paraphrase or use simpler words so I can keep speaking continuously without stopping, which helps improve my fluency." (P5)

" I write it down first, relearn it repeatedly, and later apply it when interacting with different people, which improves my vocabulary and fluency." (P6)

These findings indicate that participants combined several strategies to overcome speaking difficulties during speaking activities. Participants maintained communication through simplification, paraphrasing, pausing, and repetition while also improving their speaking ability through digital media, peer support, writing practice, and repeated exposure to spoken English. These findings show that participants actively adjusted their speaking strategies to maintain fluency and continue communication during practice.

These findings align with Zimmerman (2000) performance phase, particularly self-control and self-observation. In self-control, task strategies appeared through simplification, paraphrasing, repetition, vocabulary rehearsal, and repeated exposure to spoken English to maintain communication during speaking activities. Self-instruction was reflected when participants consciously encouraged themselves to continue speaking without stopping for too long. Attention focusing also appeared when participants concentrated on maintaining fluency and continuing communication despite speaking difficulties. Meanwhile, self-observation was reflected when participants monitored their speaking problems and adjusted their language use, pauses, and vocabulary choices during speaking performance. From the perspective of Oxford (2016) Strategic Self-Regulation (S²R) model, these findings reflect cognitive strategies through simplification, paraphrasing, and repetition, social strategies through peer interaction and AI-based assistance, and metacognitive strategies through monitoring and adjusting speech performance. These findings are consistent with Halim et al. (2023) and Menggo et al. (2022), which emphasized the role of paraphrasing, repetition, and technology-assisted learning in supporting speaking fluency and communication maintenance.

Self-Reflection Phase

The self-reflection phase explains how participants evaluated and reconsidered their speaking performance after completing speaking practice activities. The findings show that students actively used self-regulated learning strategies through evaluating their speaking performance and making improvements for future speaking practice. Participants focused on pronunciation, vocabulary, fluency, grammar, and correction of recurring mistakes as part of their reflective learning process.

Self-Evaluation of Speaking Performance through Multi-Source Feedback, Linguistic Focus, and Reflective Improvement

The findings show that participants consistently evaluated their speaking performance after speaking practice. Most participants listened again to their recordings and focused on pronunciation, grammar, vocabulary, and fluency. Some participants also combined self-evaluation with peer feedback and digital tools such as ChatGPT and Merriam-Webster to improve the accuracy of their evaluation. The participants stated:

"I usually evaluate my pronunciation, grammar, and vocabulary by listening to my recordings again, and sometimes I also ask my friends for feedback." (P1)

"I evaluate my speaking so I can know my current ability. For me, pronunciation is very, very important, and I think my fluency has improved a little after practicing repeatedly." (P2)

"I evaluate pronunciation, grammar, and fluency by reviewing my notes and clarifying my mistakes through ChatGPT and Merriam-Webster. I also make sure that my speaking contains clear points, reasons, examples, and linkbacks." (P3)

> *"I usually evaluate my speaking from recordings and focus more on fluency and pronunciation. Personally, I do not pay too much attention to grammar during speaking practice." (P4)*
> *"I usually evaluate my pronunciation, fluency, and vocabulary by listening again to my own recordings." (P5)*
> *"I reopen my notes and listen to my recordings again, then I evaluate my fluency and vocabulary, and finally I make corrections and improvements to my speaking performance." (P6)*

These findings indicate that participants evaluated their speaking performance through recordings, repeated listening, peer feedback, and digital tools to identify weaknesses in pronunciation, grammar, vocabulary, and fluency. The findings also show that participants had different evaluation focuses depending on their speaking needs and learning priorities.

These findings align with Zimmerman (2000) self-reflection phase, particularly self-judgment and self-reaction. In self-judgment, self-evaluation appeared when participants reviewed recordings, checked pronunciation, monitored grammar and fluency, and compared their speaking performance with their own expectations. Causal attribution was reflected when participants identified the causes of their speaking weaknesses, such as pronunciation problems, lack of fluency, or grammatical difficulties. Meanwhile, self-reaction appeared through corrective actions such as revising notes, repeating practice, clarifying mistakes through digital tools, and improving speaking performance after evaluation. From the perspective of Oxford (2016) Strategic Self-Regulation (S²R) model, these findings reflect cognitive strategies through repeated listening, pronunciation checking, and speaking refinement, while metacognitive strategies appeared through monitoring and evaluating speaking performance during reflection. Social strategies also appeared through peer feedback during evaluation activities. These findings support Nasrullah (2025), which emphasized the importance of monitoring and evaluation strategies in improving speaking performance.

Targeted Post-Self-Evaluation Adjustments for Continuous Development of Speaking Skills

The findings show that participants made various improvements after evaluating their speaking performance. Participants focused on pronunciation practice, vocabulary development, fluency improvement, grammar correction, and reducing repeated mistakes. Some participants also changed speaking topics to maintain motivation and avoid boredom during speaking practice. The following excerpts illustrate these adjustments:

> *"After evaluating my speaking practice, I usually focus more on practicing pronunciation because repeated practice makes my learning more effective, and for me pronunciation is the most important aspect in speaking." (P1)*
> *I usually change the speaking topic in each practice session so that I do not get bored, and I believe this helps improve my speaking ability, including my grammar and vocabulary.(P2)*
> *"Because I realized that my weaknesses lie in pronunciation, grammar, and fluency, I gradually improved these aspects through continuous practice, which made my knowledge of pronunciation and grammar broader and my speaking practice more fluent." (P3)*
> *"After evaluating my speaking, I become more focused on pronunciation and learning more vocabulary, so my next speaking practice becomes more effective." (P4)*
> *"I usually focus on the mistakes that I made previously, especially problems related to fluency." (P5)*
> *"I avoid repeating the same mistakes, minimize recurring errors, and try to develop my speaking more. I also focus on improving my pronunciation so that the person I'm talking to understands what I'm saying." (P6)*

These findings indicate that participants used evaluation results to make targeted improvements in their speaking practice. Participants reorganized their learning focus by improving pronunciation, vocabulary, fluency, grammar, and reducing repeated mistakes. Some participants also modified speaking topics and repeated practice activities to maintain motivation and support continuous speaking improvement.

These findings reflect Zimmerman (2000) self-reflection phase, particularly self-judgment and self-reaction. In self-judgment, self-evaluation appeared when participants identified weaknesses in pronunciation, grammar, vocabulary, and fluency after reviewing their speaking performance. Causal attribution was reflected when participants realized which aspects caused speaking difficulties and required more improvement, such as pronunciation inaccuracy, lack of vocabulary, or fluency problems. Meanwhile, self-reaction appeared through adaptive responses such as repeated practice, vocabulary learning, pronunciation improvement, topic modification, and efforts to avoid repeating the same mistakes in future speaking practice. These findings also align with Oxford (2016) Strategic Self-Regulation (S^2R) model, where cognitive strategies appeared in repeated speaking practice and vocabulary development, metacognitive strategies appeared in identifying weaknesses and selecting areas for improvement, and motivational strategies appeared in participants' efforts to maintain learning engagement and continue improving despite previous speaking difficulties. These findings are consistent with Nasrullah (2025), Rahmayanti (2023), Menggo et al. (2022), and Halim et al. (2023), which emphasized the importance of evaluation, repetition, and reflective learning in speaking development.

The findings indicate that English Education students independently employed various self-regulated learning (SRL) strategies to develop their speaking proficiency through the cyclical phases proposed by Zimmerman (2000), namely forethought, performance, and self-reflection. In the forethought phase, students conducted task analysis through goal setting and strategic planning, while self-motivation beliefs appeared through self-efficacy, intrinsic interest, outcome expectations, and goal orientation before speaking practice. During the performance phase, students applied self-control through self-instruction, attention focusing, and task strategies, as well as self-observation through self-recording and self-experimentation during speaking activities. In the self-reflection phase, students demonstrated self-judgment through self-evaluation and causal attribution, followed by adaptive self-reaction to improve future speaking performance. These findings also reflect Oxford (2016) Strategic Self-Regulation (S^2R) framework, which includes cognitive, metacognitive, motivational, social, and affective strategies used to support pronunciation, vocabulary, grammar, and fluency development in speaking practice. In addition, these findings are also consistent with previous studies conducted by Sukma (2022) and Ni'mah et al. (2025), which showed that speaking development is strengthened through cyclical self-regulated processes involving preparation, performance management, monitoring, reflection, and continuous improvement in EFL speaking contexts.

CONCLUSIONS

This study concludes that English Education students employed a variety of self-regulated learning (SRL) strategies to improve their speaking proficiency across the interconnected phases of Zimmerman's SRL model: forethought, performance, and self-reflection. In the forethought phase, students engaged in goal setting, strategic planning, vocabulary preparation, practice scheduling, and self-motivation through self-efficacy, positive thinking, and future-oriented goals. During the performance phase, they applied self-control and self-observation strategies, including self-talk, repetition, imitation, shadowing, paraphrasing, note-taking, and interaction practice. Students also utilized digital learning tools such as ChatGPT, Duolingo, YouTube, TikTok, Google Translate, and Merriam-Webster to support speaking development. Through self-recording and self-monitoring, they continuously evaluated and adjusted their learning strategies. In the self-reflection phase,

students assessed their strengths and weaknesses in pronunciation, vocabulary, grammar, and fluency, and responded through corrective actions and continued practice. The findings further demonstrate that students' strategies align with Oxford's Strategic Self-Regulation (S^2R) framework, encompassing cognitive, metacognitive, motivational, social, and affective dimensions. Overall, students actively managed their speaking development through continuous planning, practice, monitoring, and evaluation. Future studies are recommended to involve broader educational contexts and examine the long-term development of SRL strategies across different language skills.

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