

# Exploring Self-Regulated Learning in EFL Students for Practicing English Speaking in Debate

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## Abstract

Based on Zimmerman's Self-regulated learning cycle theory, which includes forethought, performance, and self-reflection phases as a theoretical basis for understanding the SRL concept. This theory explores EFL students' self-regulated learning in the practice of speaking English in debate, where debate is considered the most challenging and effective classroom method. This research aims to determine how students plan, monitor, and evaluate their performance in English-speaking practice during debate sessions. This research involved three students from the English Language Education Study Program at a private university in Cirebon, Indonesia. The study was conducted after the students had completed the English Speaking for Debate course. Using case studies as a research method allows researchers to study in more depth how several EFL students implement self-regulated learning and consistently collect data through various sources, such as questionnaires and semi-structured interviews. Research findings show that the forethought phase emphasizes the importance of thorough preparation, self-management, and motivation in achieving student learning goals. Furthermore, the performance phase plays a role in identifying obstacles and resolution strategies to provide valuable insight into developing students' metacognitive and self-regulation skills toward self-control and self-observation. Finally, the self-reflection phase includes self-satisfaction, performance perceptions, and conclusions regarding learning progress from implementing self-regulated learning. This research provides valuable insight into how students can improve their English speaking skills through more structured and interactive activities such as debates.

**Keywords:** Self-regulated learning, English speaking practice, Debate, and EFL students.

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## 1. Introduction

Self-regulated learning is an ever-changing process in which learners must use various strategies to help them control their mental states, beliefs, observable behavior, and learning environment (Zimmerman, 2013 in Teng, 2021). The general concept of self-regulated learning is that students are described as active metacognitively, motivationally, and behaviorally in their learning. Metacognitive self-regulated learners are defined as students who plan, organize, instruct themselves, self-monitor, and self-evaluate during various stages of the learning process (Zimmerman, 1986). Students motivate by applying high self-efficacy, self-attribution, and interest in intrinsic tasks (Schunk, 1986). Based on their actions, self-managed learners select, construct, and create environments that optimize learning (Wangand~tephen and Peverly, 1986). Since developing lifelong learning skills is one of education's primary goals, self-regulated learning is essential (Zimmerman, 2002). Self-regulated learning inspires and encourages students to regulate, monitor, and assess their learning (Zumbrunn, Tadlock and Roberts, 2011). Students with a high level of self-regulation find it easier to accept experiences and do not readily feel afraid (Dörrenbächer-Ulrich *et al.*, 2021). As shown by Sun & Wang (2020) self-regulation also increases students' motivation to practice lessons.

Pintrich (2000) has proven that self-regulated learning positively impacts student learning outcomes because it helps students use better study habits and improve their study skills. Self-regulated learning (SRL) uses theoretical models and practical evidence to improve the learning outcomes of various students, including students learning a second language (Zumbrunn, Tadlock and Roberts, 2011). In previous research, Birhanie Aregu (2013) proved that the self-regulated learning model improved independent learning in oral communication classes and facilitated the development of students' speaking performance. El-Sakka (2016) conducted a study with forty third-year English majors at Suez University, Egypt's Faculty of Education. The

results demonstrated that teaching self-regulated learning strategies improves EFL students' speaking abilities and considerably lowers their anxiety. Another study that examined the use of motivation by junior and senior EFL students in Yemen to improve their English speaking skills also revealed that all students used various self-regulated motivation strategies in improving their English speaking skills, which is one of the main aspects of Self-regulated learning (Alotumi, 2021). Other research also provides insight into motivational issues for developing speaking skills. With high self-regulated learning, motivation can develop a positive perception of the task's value, an essential feature for developing speaking skills. Influence regulation, motivation, and the classroom environment are key factors that contribute to developing speaking skills in the EFL context (Uztosun, 2021).

In the context of previous research, many studies have investigated using self-regulated learning strategies to improve speaking abilities. However, there is still a limited amount of research examining Self-regulated learning in speaking skills conducted in Indonesia, especially those that specifically explore the application of Self-regulated learning in speaking contexts through the debate method, which is considered one of the most challenging methods. Therefore, this research focuses on exploring the application of self-regulated learning in a debate context, which can provide valuable insight into how students can improve their English speaking skills through more structured and interactive activities such as debate. The research questions for this study are as follows:

1. How do students prepare for English speaking practice in debate?
2. How do students monitor their English speaking practice in debate?
3. How do students evaluate their English speaking practice in debate?

## 2. Literature Review

### 2.1 Zimmerman's Cyclical Phases Model

There are three phases of the Self-regulated learning cycle: forethought phase, performance phase, and reflection phase (Zimmerman, 2000). The forethought phase includes procedures that precede and prepare for action. Two types of processes are distinguished: processes related to analysis tasks (i.e., goal setting and strategic planning). Goal setting is a norm for organizing student actions, which can achieve short-term and long-term goals. Furthermore, strategic planning allows students to learn to achieve goals. According to Zimmerman (2000), self-regulation strategies are deliberate human processes and behaviors that aim to develop or demonstrate competence. Those concerned with self-motivational beliefs, such as self-efficacy, outcome expectations, intrinsic motivation or values, and process versus outcome goal orientation, play a crucial role in determining one's level of motivation and goal attainment. The performance or volitional control phase consists of two processes: self-control (self-instruction, formation of mental images or images, concentration of attention, and task methods) assists students in maintaining focus and maximizing their efforts.

The second process of the performance phase involves self-observation (self-recording and experimentation). This is a process where an individual brings together certain aspects of his performance, the circumstances surrounding him, and the results he produces (Zimmerman & Paulsen, 2000 in Puustinen & Pulkkinen, 2001). Self-control mechanisms help students concentrate on work and optimize their efforts; for example, task strategies facilitate learning by reducing tasks to their fundamental components and rearranging them meaningfully. In contrast, self-observation techniques involve tracking specific characteristics of a person's performance. The final step, self-reflection, includes two processes closely related to self-observation: self-assessment and self-reaction. Self-assessment refers to self-evaluation of one's performance and causal attributions about outcomes. Self-reactions include self-satisfaction, namely the perception (dissatisfaction) of satisfaction and influence on performance, as well as conclusions about what needs to be changed in situations that require self-regulation in the future. Because self-regulation is cyclical, self-reflection has a more significant influence on looking into the future.

### 2.2 English Speaking and Debate

Speaking are two of the most essential communication skills for students in college. Speaking is very important because it is considered for communication so they can communicate with the world community (Parupali, 2019). Furthermore, speaking is a multisensory activity because it includes paralinguistic elements such as eye contact, facial emotions, body language, tempo, pauses, changes in voice quality, and pitch fluctuations, all of

which influence the flow of conversation ( Thornbury & Slade, 2005 in Iman, 2017). According to Richard (1990 in Iman, 2017), mastering English speaking skills is a top priority for many second and foreign language learners. Ironically, Marcelino's (2005 in Iman, 2017) research found that most EFL learners are passive. Many of them need help to use English in daily communication. Many of them adhere to forms and norms when communicating with other people. Most of them need to learn English to communicate or to handle real-world situations. Only a few students practice English in class. Most learners fail to master English due to a lack of enthusiasm. According to Wendi (2016), the biggest fear is when speaking in public with factors such as concerns about poor speaking skills and communication performance. Bueno, Madrid, and McLaren (2006 in Junio, 2012) say that speaking is one of the most challenging skills that language learners must face. Students struggle more with speaking skills than other language skills. Speaking is the ability to express ideas, thoughts, and emotions orally (Yulianasari and Kusriandi, 2015). Speaking is regarded as the most crucial of the four English skills.

Students can employ various approaches to help them learn to speak English. A traditional approach uses tools such as books, chalk, or a blackboard, while a modern approach uses natural objects, pictures, music, etc. Debate is one of the contemporary approaches that can help students learn to speak English (Iman, 2017). Dobson (1987 in Iman & 2017) also supports this notion, stating that various learning approaches can help students improve their speaking skills, including games, songs, small group discussions, debates, and dialogues. Debate is an activity where students argue about an issue and defend their opinions. It is a competitive intellectual activity whose primary goal is to communicate ideas.

Debate is also one of the most challenging practices among others. When debate activities are carried out in EFL classes, the four English language skills such as listening, speaking, reading, and writing, are practiced (Allison, 2002 in Zare & Othman, 2015). Speakers must master word pronunciation, intonation, vocabulary, explanations, script writing, logical construction, argumentation, and counter-argument. Practicing speaking in English through Debate requires thorough preparation and preparedness. Therefore, the use of self-regulated learning is essential.

### **3. Methods**

The research used a case study as a research method because it allowed the researcher to study how several EFL students who practiced speaking English in debate applied self-regulated learning. A case study is an empirical examination that looks at a phenomenon in real situations (Yin, 2009 in Oaks et al., 2013). The case study design agrees and allows the flexible use of various methods to meet theoretical and research objectives (Butler, 2011 in Alvi & Gillies, 2021). Consistently, we collect data through multiple sources, such as questionnaires and semi-structured interviews. These complementary sources can provide very in-depth and detailed insight into their learning strategies, shared experiences, and barriers. The case is a course on speaking English for debate, and the unit of analysis is three undergraduate students.

#### **3.1 Participants**

Participants in this research were students of the English Language Education Study Program at a private university in Cirebon, Indonesia. They have completed four speaking courses: Introduction to Speaking, Professional Speaking, Public Speaking, and English Speaking for Debate. The researchers selected participants based on their academic grades and divided the academic score criteria into three categories: high (A), medium (AB), and low (B). Dividing participants into high, medium, and low-scoring categories ensures a diverse range of English-speaking abilities among them. This approach aids in determining whether significant differences exist in the application of self-regulated learning (SRL) across students with varying academic abilities. In this study, to hide the identity of the participants, each participant was referred to as Participant 1, Participant 2, and Participant 3.

#### **3.2 Instruments and Data Analysis**

This research used two instruments to collect data regarding students' application of Self-Regulated Learning (SRL) in the practice of speaking English in debates. First, the researchers used a questionnaire with a frequency scale (Never, Sometimes, Always). Researchers designed this questionnaire to determine the extent to which students apply self-regulated learning based on Zimmerman's three phases of self-regulated learning, including the forethought, performance, and self-reflection phases in speaking English in debates. The frequency scale used in the questionnaire provides the possibility of understanding the level of consistency in the application of self-regulated learning by students. The questionnaire consists of two parts. The first part of the questionnaire is

about participant demographics regarding name, age, gender, and academic grades in the English speaking for debate course. The second part of the questionnaire used in this research consists of 13 items consisting of six statements in the forethought phase related to task analysis, strategic planning, self-efficacy, task value, goal setting, and goal orientation. Three in the performance phase related to self-control, task strategy, self-observation. Four in the self-reflection phase related to self-judgement, casual attribution, self-reaction, and adaptive/defensive decisions. Second, this research uses semi-structured interviews to understand better how students apply Self-Regulated Learning (SRL) in speaking English in debates. Semi-structured interviews allow for more in-depth exploration of elements that a questionnaire may not uncover. These semi-structured interviews can provide more detailed and contextualized information regarding students' learning techniques, challenges, and factors influencing SRL implementation. In order to guarantee accuracy in recording participant responses, interviews were also recorded. At the interview stage, structured questions are asked to explore students' experiences in more detail in implementing the components related to each SRL phase, such as strategies used in the forethought phase, obstacles faced in the performance phase, and reflections on learning outcomes in the self-reflection phase.

The data analysis for this study took a holistic and detailed approach. First, data from the questionnaire is gathered and organized. This includes mapping how frequently students use self-regulated learning (SRL) practices before, during, and after practicing speaking English in debate. Second, the transcribed audio from the semi-structured interviews was used to turn the discussions into written text. After that, the transcribed data will be analyzed using a qualitative approach. To begin the analysis, all of the transcripts were read and summarized in order to identify broad patterns, themes, and new concerns. This analysis will allow researchers to explore and better understand how students apply learning strategies adapted to the context and challenges they face in each stage of the learning process. The combination of questionnaires and interviews provides a comprehensive picture of students' implementation of Self-Regulated Learning (SRL) in the context of English-speaking practice in debates.

## 4. Findings and Discussion

### 4.1 Forethought Phase

The forethought and strategic planning phases of self-regulated learning include procedures that prepare students for subsequent learning activities (Schunk, 2012). The forethought phase has two big concepts: task analysis and self-motivation beliefs. Task analysis is a process of understanding and planning by individuals to understand the tasks to be carried out and the steps needed to complete them. Task analysis consists of two processes: goal setting and strategic planning. In self-motivation beliefs, the interaction between values, beliefs, interests, and goals forms personal motivation to perform a task. The following is a percentage table showing the results of the questionnaire in the forethought phase:

Table 1. The result of questionnaire in forethought phase

Statement	Degree of Frequency		
	Never	Sometimes	Always
I do a task analysis before preparing arguments for the debate			100%
I use specific strategies to prepare myself before a debate session		33,3%	66,7%
I feel confident in practicing speaking English when I have ready arguments well		33,3%	66,7%
I am interested in getting involved in the debate		33,3%	66,7%
I set specific goals before engaging in debate activities			100%
I focus on achieving both short-term and long-term goals in my participation in debate activities.		33,3%	66,7%

According to Zimmerman and Moylan (2009 in Panadero & Alonso-Tapia, 2014), task analysis is the first step in the self-regulation cycle. At this stage, strategies are based on previous knowledge and experience. The

three participants applied similar task analysis after the lecturer gave the motion or debate topic and team position. The three participants conducted topic research by looking for reading material about motions through online reading material sources such as journal articles as the primary source of information needed to compose debate arguments. Apart from that, the three participants also looked for information related to the debate topic through YouTube because they believed that through YouTube, they could easily find videos that highlighted different points of view and evidence related to certain debate motions. So, through this activity, they can organize debate arguments well. The following are the results of the interviews with the three participants:

*"I usually look for information about debate motions through online reading sources such as journal articles, which are the main sources of information needed to compose debate arguments. Apart from that, I also look for information related to the motion via YouTube if I need a more detailed explanation of the information."* (1<sup>st</sup> participant)

*"I search for information on topics through various online sources, including reading materials such as journal articles and official websites with URLs ending in .org, .com, or .government. I also use YouTube to make understanding information related to the debate motion easier."* (2<sup>nd</sup> participant)

*"I emphasize the importance of searching for information related to debate motions through various online sources, including reading materials and videos on YouTube."* (3<sup>rd</sup> participant)

Strategic planning is developing a plan of action by selecting the tactics necessary to complete a task (Panadero and Alonso-Tapia, 2014). In implementing strategic planning, the three participants showed differences in strategies. Participant 1 emphasized the importance of critical thinking in constructing solid arguments. Afterward, participants also held discussions with their teammates to help strengthen the team's arguments and strategies they would use in the debate. Participant 2 used in-depth research strategies, summarizing research results, memorizing, and practicing consistently. Participant 3 understands the material by compiling a debate script outlining the research results regarding the given motion. The following are the results of the interviews with the three participants:

*"I use strategies that emphasize critical thinking processes. I deeply understand motion from various points of view. So that later I will be able to debate well without the help of a debate script, just small notes containing valid data."* (1<sup>st</sup> participant)

*"My strategy is to do in-depth research, summarize the research results into points in language that is easy to understand, memorize the results of the summary, and do consistent practice, whether it is an independent practice in front of the mirror or joint practice with the team."* (2<sup>nd</sup> participant)

*"My strategy in preparing myself for a debate is to create a complete script summarizing the research results regarding debate motions."* (3<sup>rd</sup> participant)

Expectations of one's ability to complete a task are known as self-efficacy beliefs (Panadero and Alonso-Tapia, 2014). Self-efficacy beliefs are essential for student motivation. Motivation is an internal state that encourages a person to carry out an activity. Motivation is the most important means for humans to achieve goal (Erawati *et al.*, 2022). Self-efficacy beliefs also determine how hard you try and how long you persist in facing challenges (AKDEMİR, 2018). At the self-efficacy stage, the three participants showed the same belief that by preparing solid arguments, they would feel confident when practicing speaking English in debates. The following are the results of the interviews with the three participants:

*"I feel confident speaking English in debates when I have collected valid data to complete the argument, namely based on expert opinions and real case examples from the motion."* (1<sup>st</sup> participant)

*"I feel confident speaking English in debates when I have prepared strong arguments by relying on valid data and summarizing research results in notes that are easy to understand."* (2<sup>nd</sup> participant)

*"I feel confident when I will practice speaking English in a debate when I have prepared a debate script based on a summary of material research and focuses on descriptive data, which serves as a form of argumentation support."* (3<sup>rd</sup> participant)

On the one hand, task value (utility) refers to the significance of the task for the student's goals. Students are motivated to complete a task and feel the emotions triggered by the task (Hulleman *et al.*, 2008; Renninger and Hidi, 2011). On the other hand, interest can be situational, triggered by the quality of the task, or personal, initiated by the personal significance of the task for the individual (Renninger and Hidi, 2011). Participants 1 and 3 are interested in debate activities because they both enjoy debating and discussing the latest topics. Meanwhile, Participant 2 felt interested in the debate activity because of his curiosity, which inspired and motivated him to

participate. The three participants realized that debating activities provide benefits for improving personal skills. The following are the results of the interviews with the three participants:

*"I enjoy debating activities. I realized that I can develop my English skills through debate, including speaking, listening, and critical thinking skills."* (1<sup>st</sup> participant)

*"I felt curious about this debate activity. This curiosity motivated me to participate in the debate. Apart from that, I realized the many benefits of this activity, especially in improving my English speaking skills."* (2<sup>nd</sup> participant)

*"I enjoy discussing current topics, and debate activities allow me to do so. Through debate, I hope to improve my communication skills."* (3<sup>rd</sup> participant)

According to Winne and Hadwin (1998 in Panadero & Alonso-Tapia, 2014), students set objectives based on two factors: evaluation criteria and desired performance levels. The three participants set similar goals in the goal-setting and orientation stages. They recognize that goal setting and goal orientation reinforce each other in the forethought phase of self-regulated learning. The following are the results of the interviews with the three participants:

*"In practicing speaking English in debates, I set two main goals, namely improving academic grades and developing public speaking skills."* (1<sup>st</sup> participant)

*"In speaking English in debates, I set five goals, which include academic grades, public speaking, critical thinking, tolerance, and increasing self-confidence."* (2<sup>nd</sup> participant)

*"In speaking English in debates, I aim to obtain new information and develop communication skills in expressing opinions."* (3<sup>rd</sup> participant)

Students' beliefs about their learning goals, or goal orientation, are another essential factor in motivation. Pintrich was the first researcher to highlight its importance (Puustinen and Pulkkinen, 2001). Regarding goal orientation, the three participants set similar short-term and long-term goals. They underscore the importance of improving academic grades as a short-term goal. However, in the long term, their focus varies. Participants 1 and 2 emphasized developing public speaking skills for their professional and personal interests. In contrast, Participant 3 stresses the importance of English language skills as a foundation for a successful future. The following are the results of the interviews with the three participants:

*"Through practicing speaking English in debates, the short-term goal is to get a good grade in this course. Meanwhile, the long term is to gain better public speaking skills, where these skills will be useful in the future."* (1<sup>st</sup> participant)

*"My short-term goal is to get good college grades. The long-term goal is to be more confident speaking in public."* (2<sup>nd</sup> participant)

*"My short-term goal is to get good college grades. The long-term goal is to improve my English language skills in this activity, especially my speaking ability."* (3<sup>rd</sup> participant)

#### 4.2 Performance Phase

Table 2. The result of questionnaire in performance phase

Statement	Degree of Frequency		
	Never	Sometimes	Always
I encountered problems during the debate.			100%
I employ strategies to counter unexpected arguments during debates.		66,7%	33,3%
I took notes during the debate.		33,3%	66,7%

After the forethought phase, students complete the performance phase. The performance phase includes self-control, task strategy, and self-observation, namely self-recording. Self-control is one way to monitor students' debate performance. Students involve themselves in controlling the environment to impact their performance and minimize errors positively. Therefore, the interview dialogue shows that the majority of students have self-control. Participants faced two obstacles: internal and external factors. Internal obstacle factors were found by Participants 1 and 2. Participant 1 encountered obstacles during the debate when he forgot his limited and difficult English vocabulary and had problems with his group because his group was not fluent in English. Participant 2 needed help defining debate motions and was sometimes unfamiliar with some motion terms. So, he showed that he was presenting his argument as an assumption without any supporting references. In other words, looking for references that support arguments is one of the problems revealed in the debate. He also said he was nervous when presenting arguments in front of many people and felt blank when he did not look at the notes.

Furthermore, participant 3 found obstacles from external factors during the debate because the surrounding environment was not conducive, and the interlocutor did not understand the presented arguments. The environment is one of the external factors that causes success in a debate. If the environment is less conducive, it will affect the concentration of the debate participants. The following are the results of the interviews with the three participants:

*"I found difficult words during the debate difficult to express because my English skills were not good. My group is also not fluent in English, so the arguments they convey are not precise. Therefore, we try to find new vocabulary to express in debating."* (1<sup>st</sup> participant)

*"I have difficulty countering my opponent's arguments because I do not understand the information related to the motion from the opponent's point of view, as I often find the given motion unfamiliar and challenging to comprehend. I also have difficulty conveying my argument because I feel nervous. Usually, I go blank if I do not have notes in hand, so I do not focus."* (2<sup>nd</sup> participant)

*"The environment around me during the debate is not conducive and noisy, making me less focused, and also, the person I am talking to tends not to understand the content of the argument I am conveying."* (3<sup>rd</sup> participant)

From the obstacles faced by participants 1 and 2, they have ways to control the challenges they face during the debate. Participant 1 handled the barriers faced by discussing with the group how to help each other process difficult English words. Meanwhile, participant 2 can control several obstacles encountered during the debate by looking at the notes. According to Kidd (2002 in Puji Astuti, Budi Suryani and Kurniati, 2022), one of the most fundamental aspects of debating is the use of notes and eye contact. Furthermore, participant 3 had the self-control to deal with these obstacles by listening to the opponent's arguments calmly and ignoring the surrounding environment; he also tried to re-convey arguments that the opponent did not understand by providing arguments that were easy for the opposing group to understand. The following are the results of the interviews with the three participants:

*"I discuss with the group to help each other."* (1<sup>st</sup> participant)

*"Usually, I look at notes when nervous and do not understand the opponent's argument."* (2<sup>nd</sup> participant)

*"I try to be calm and ignore the less conducive environment and repeat my argument to my opponent so that my opponent understands my argument."* (3<sup>rd</sup> participant)

Task strategy: Students can apply specific ways to complete work effectively and efficiently to achieve predetermined performance goals. In this context, individuals consciously organize these strategies to achieve desired results in their performance. The three participants had different implementation strategies to answer their opponents' unexpected arguments in this context. Their methods include critical thinking skills, analyzing opponents' arguments, and discussing with the group. Debate is a critical thinking exercise that helps people develop both critical and creative thinking skills as well as the ability to make decisions quickly while addressing issues (Lauren, 2014). The following are the results of the interviews with the three participants:

*"I use my mind to reason my critical thinking so that I can answer arguments; I also do not forget to discuss with the group to counter the answer to the opponent's argument logically."* (1<sup>st</sup> participant)

*"My group and I analyzed the opponent's argument calmly and focused, and then we discussed verifying the data to answer the opponent's argument."* (2<sup>nd</sup> participant)

*"My group and I discussed responding to the arguments we would convey to counter the opponent's arguments." (3<sup>rd</sup> participant)*

Apart from self-control, self-observation is also needed to help students in the evaluation process. Self-observation allows students to find out what problems and causes of issues that arise when debating. It involves the way students self-record their performance. Self-recording requires coding actions performed throughout the performance, and external techniques such as self-notes allow students to notice things that may have escaped attention previously to help monitor and improve reflection. The following are the results of the interviews with the three participants:

*"I recorded every debate performance from opening to closing because my lecturer asked for it." (1<sup>st</sup> participant)*

*"I made a video recording during my performance because our lecturer asked for it; I also recorded small points of my mistakes during the debate. I have not conveyed all my arguments, but my time is up." (2<sup>nd</sup> participant)*

*"I made personal notes to mark my mistakes during the debate and also recorded a video as requested by the lecturer." (3<sup>rd</sup> participant)*

The dialogue above shows students' self-observation. All students recorded videos during the debate from opening to closing. Researchers found that the lecturers had asked students to take video recordings of their debate performances to see their performances as evaluation material and to send to the lecturers. Some students made notes of mistakes during the debate to evaluate themselves. Therefore, video recordings and self-notes are ways to record events or produce debate performances.

#### 4.3 Self-Reflection Phase

Table 3. The result of questionnaire in self-reflection phase

Statement	Degree of Frequency		
	Never	Sometimes	Always
After participating in the debate, I evaluate the results of my performance.			100%
I feel that external factors, such as the environment when studying debate, can influence my performance.			100%
I felt very motivated to improve the weaknesses discovered during the debate.		33,3%	66,7%
I tend to change learning strategies based on reflection on previous learning experiences.		33,3%	66,7%

In the final stage of the interview, participants were questioned about the self-reflection phase within the context of self-regulated learning, particularly focusing on their experiences in practicing English speaking during debates. The reflection stage aims to encourage students to reflect on their learning process and goal achievement following their learning experiences (Schraw & Dennison, 1994 in Theobald, 2021). The self-reflection phase includes Self Judgment, Casual attribution, Self reaction, and Adaptive/Defensive decisions. Self-judgment is a process in which students assess their performance. Participant 1 conducted self-evaluation internally (by himself) and externally (through lecturer feedback); Participant 1 focused on evaluating how he conveyed arguments in good and correct English. The lecturer provides feedback on Participant 1's performance during the debate. Lecturers identified two main areas that needed to be improved: the need for self-control in



dealing with opponents' arguments and deficiencies in the use of English. Likewise, participant 2 evaluated his performance after the debate by carrying out two evaluation stages: with the teaching lecturer and by assessing himself. Participants 1 and 2 highlighted the importance of feedback and guidance from someone with authority and experience in the field of debate, namely a teaching lecturer. Through evaluation with lecturers, participants can get an objective external perspective on their performance in the debate.

In contrast to the method of self-evaluation carried out by Participant 3, it reflects a holistic approach to evaluating one's performance after the debate. He considers two crucial aspects: self-evaluation and evaluation of the opposing team's side of the discussion. According to Schraw & Dennison (1994), evaluation is a stage where the performance and effectiveness of the strategies implemented are explained according to the learning episode. Participant 1 understands that the interlocutor's response reflects the extent to which the message or argument has been conveyed. Participant 1 demonstrated a reflective approach that pursues success and sees challenges as opportunities for growth. The following are the results of the interviews with the three participants:

*"My lecturer told me I lack self-control when opposing my opponent's arguments. Then, there are still many English words that I have not mastered. So, from the evaluation results that have been given, I started to correct my mistakes by expanding my knowledge of English sentences." (1<sup>st</sup> participant)*

*"After completing the debate practice, what we all did with the lecturer was to evaluate the results of our performance. Starting from how it is delivered, correcting English sentences that are not understandable, pronunciation, intonation, etc. Then, after evaluating with the new lecturer, I reflect on myself about what shortcomings I need to improve." (2<sup>nd</sup> participant)*

*"Seeing from the other person first if opposing participants in the debate understand what I say means I was good, but if I did not understand my argument at debate perform. I evaluated myself and trained myself to convey a good and correct argument." (3<sup>rd</sup> participant)*

At the casual attribution stage, individuals determine success or failure in learning debate using internal or external factors. The casual attribution stage involves the process of attribution, where a person looks for reasons or causes for the outcome. Participants 1, 2, and 3 said that the factors that influenced their success during the debate were external factors in the debate environment. However, participant 1 stated that these external factors came from his team, and when there are deficiencies in his team, it reduces his confidence level. Then, he evaluates it by simply adjusting it to the existing situation. In contrast, participants 2 and 3 said the external factor was whether the classroom environment was conducive. This expression indirectly concludes that the external influence of the surrounding environment is significant. Then, with good environmental support, it will give good results, too, and vice versa. The following are the results of the interviews with the three participants:

*"External factors from my team, when my team does not understand the opponent's motion or argument, it can weigh on my self-confidence." (1<sup>st</sup> participant)*

*"When the debate class atmosphere is calm and conducive, I feel more confident when presenting arguments." (2<sup>nd</sup> participant)*

*"When the atmosphere in my classroom starts to become unconducive and disturbs me, I start by raising my voice so that I can hear it clearly and calm my mind so my arguments conveyed can be understood." (3<sup>rd</sup> participant)*

This self-reaction stage can shape their perception of themselves as learners and influence their decisions about how to continue learning in the future. Participants 1, 2, and 3 tend to be motivated to improve their English Public Speaking; this is shown by a strong desire to study and improve their English language skills more actively. The following are the results of the interviews with the three participants:

*"Improve myself during debates by being more active in learning English, increasing my vocabulary, especially learning verbs, and deepening my English." (1<sup>st</sup> participant)*

*"After having a debate, I became very motivated to improve my skills further, especially when conveying arguments to opponents, writing important points, and listening to the main points of arguments." (2<sup>nd</sup> participant)*

*"After the debate, I felt I was not good at conveying arguments according to the theme, and my English was still lacking. I am very encouraged to study English more actively." (3<sup>rd</sup> participant)*

The Adaptive/Defensive decisions stage involves individuals deciding to adopt adaptive or defensive strategies based on their evaluation of their performance and learning. Making adaptive decisions is done by seeking feedback to correct their mistakes so that they have their learning goals and are more motivated (Alonso

Tapia, 2005 in Panadero and Alonso-Tapia, 2014). Participant 1 changed his learning strategy in mastering public speaking and critical thinking. Participants 2 and 3 focused on an in-depth understanding of the topic by writing important points and using their own English with a deeper understanding of the topic and better self-expression skills. Participants 2 and 3 state that learning and mastering the material in the debate are critical. The following are the results of the interviews with the three participants:

*"My learning strategy has changed in public speaking; from previously using normal methods without communicating, I changed it to studying with people abroad using the help of online applications to explore ways to improve public speaking."* (1<sup>st</sup> participant)

*"So at the beginning, my way of studying during the debate was completely memorizing the script and not understanding the topic in depth, so when I appeared, I was confused about what to say, but I changed my study method by just writing the points and using my language. So it makes it easier for me when doing public speaking."* (2<sup>nd</sup> participant)

*"Before looking for stronger and more reliable material, before the debate, you should also study the material, and after the debate, you should also understand the material better."* (3<sup>rd</sup> participant)

## 5. Conclusion

This study uses Zimmerman's (2000) SRL Cycle Model to examine how cognitive, behavioral, and motivational factors influence students' self-regulation of English language practice during debate. The forethought phase is the primary foundation, during which students exhibit their ability to comprehend problems, formulate arguments, and obtain information from online sources such as journal articles and YouTube. Students' motivation for independent learning is demonstrated by their attempts to prepare with valid data and describe successful independent learning practices. Setting short-term and long-term goals demonstrates students' dedication to achieve peak performance in English debate, both intellectually and in public speaking abilities. In this context, the emphasis on extensive preparation, good self-management, and strong motivation highlights the significance of the self-regulated learning approach in achieving students learning goals.

Moreover, Based on the results of the performance phase, the research questions are related to how students control themselves when facing obstacles and apply strategies to counter their opponent's arguments during a debate; they hold themselves by discussing with the group and reading notes when they encounter word difficulties, which they want to convey as a method to overcome obstacles. Then, most students used task strategies by discussing them with their groups. The students have categorized these results as self-control. The students have also recorded videos of their debate performances as self-observations to assist in evaluating the analysis. The concept outlined by Harris et al. (2005) is in the form of self-control, including the student's ability to maintain thoughts and behavior in the face of any disturbance, and self-observation, including recording actions to help analytical performance.

Additionally, in self-reflection phase, students can evaluate themselves after the debate in a way that they appreciate external feedback and see challenges as opportunities to learn and grow. The self-reflection phase demonstrates a reflective attitude that is important in improving debate skills and overall communication abilities. Then, how students evaluate the results is also seen from the perspective of environmental factors; as stated, a supportive and conducive environment can improve debate results. In contrast, an unsupportive climate can hinder individual success in debate. Therefore, it is essential for debate students to understand the influence of the external environment and to adapt themselves to existing conditions. With students showing a strong desire to improve several skills after self-evaluations, such as public speaking and critical thinking, this evaluation stage can raise their motivation to continue learning.

Acknowledging the study's limitations, this research may have been confined to specific classroom environments or student groups, and the limited number of participants could potentially constrain generalization. Therefore, for future research, it is crucial to broaden the scope of the study to explore various learning contexts and employ more representative samples.

In conclusion, future research could delve deeper into the specific cognitive and metacognitive strategies employed by students during the Self-Regulated Learning (SRL) Cycle. This could provide a more detailed understanding of how these strategies contribute to successful self-regulation in debate settings. Additionally, exploring the contextual influences, such as classroom environment and instructional design, on students' self-regulation during debates warrants further investigation. Comparative studies examining the effects of supportive versus unsupportive environments on self-regulatory processes can guide the creation of conducive learning

environments. By addressing these aspects, future research can provide deeper insights into students' self-regulation in English debate contexts and identify strategies and contextual factors conducive to optimal self-regulation processes.

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