



## Implementing Self-Regulated Learning in Improving EFL Students' Speaking Skills Integrated with Self-Confident Level in Islamic-Affiliated Schools

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### Abstract:

*One of the primary goals of education is to foster students' autonomy and self-regulation in learning while recognizing their active roles in the learning process. In English language teaching, self-regulated learning (SRL) has been widely implemented as a strategy to achieve these goals. Speaking, as a skill, requires learners to quickly access and apply linguistic knowledge, often leading to challenges such as fluency issues. Furthermore, non-linguistic factors, particularly a lack of confidence, contribute significantly to the difficulties students face in developing speaking skills. This study investigates the effectiveness of SRL in teaching speaking skills, particularly in relation to students' self-confidence levels, in Islamic-affiliated schools. A mixed-methods approach using concurrent embedded design was employed to gather both quantitative and qualitative data. The data are collected using tests for quantitative data and using interview sheets for qualitative data. Quantitative data were analyzed statistically, while qualitative data were processed through data condensation, data display, and conclusion verification. The findings reveal that SRL strategies are particularly effective for students with higher levels of self-confidence, significantly improving their speaking abilities in the context of Islamic-affiliated schools. The study concludes that SRL can be a valuable approach in enhancing speaking skills, but its success is closely tied to students' confidence levels. These findings suggest that teachers should not only incorporate SRL strategies but also focus on building students' self-confidence to maximize the effectiveness of speaking instruction in EFL contexts.*

**Keywords:** *English materials development, Self-regulated learning, speaking skills, self-confidence*

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## **1. INTRODUCTION**

A significant challenge that many EFL learners encounter in language classes is speaking a foreign language fluently (Afifah & Devana, 2020; Hayati, 2020; Hidayatullah & Haerazi, 2022). Speaking stands out as a distinct skill because speakers need to quickly access all the necessary knowledge to communicate effectively within a short time frame (Hayati, 2020; Jupri et al., 2022). In contrast, other language skills usually allow learners enough time to match the input with the required knowledge. Therefore, learners may face difficulties or even fail to speak fluently during the process of acquiring speaking skills. Lack of confidence is a widespread issue that contributes to the most common problem of students' speaking skills (Anabel & Simanjuntak, 2022; Bensalem & Thompson, 2021).

Lack of confidence can have an impact on students with low self-esteem, leading them to remain silent and avoid risking criticism from their classmates (Ariani & Tawali, 2021). Such students tend to interact less in class, and the less confident they are, the fewer opportunities they have to interact with their classmates. Gazibara et al. (2019) argue that a lack of self-confidence can cause fear, making students unable to think clearly, lose concentration, and even the desire to speak. Kumar et al. (2017) has also highlighted the strong effect of self-confidence on the speaking of foreign language learners. In addition, students with low self-confidence often struggle to acquire good speaking skills, despite achieving acceptable linguistic proficiency (Kasbi & Elahi Shirvan, 2017). In contrast, students who are filled with self-confidence can speak easily and effectively (Amirian et al., 2022; Djafri & Wimbarti, 2018). Therefore, English teachers should be mindful of students' feelings, identify their interests, and do their best to increase their self-confidencies.

In order for learners to acquire successful speaking, teachers must establish their goals and determine the appropriate way of learning, as well as control the learning process (Haerazi & Kazemian, 2021; Kazemian et al., 2021). To promote independence and responsibility for their learning, teachers need to encourage learners to become more self-regulated (Alvi & Gillies, 2020; Mohammadi et al., 2020), particularly in upper high school. The SRL is an approach in which individuals manage their learning activities, activating and motivating their cognition, affection, and actions in a systematic and planned manner, all aimed at achieving learning goals (Chien, 2019; Follmer & Sperling, 2019). Self-regulated learning is essential in the learning process because it enables students to acquire knowledge independently, manage their study schedules, set learning goals, and locate relevant information from a diverse range of sources (Peel, 2019). Therefore, implementing a self-regulated learning strategy can effectively establish learners' independence and self-confidence.

The possession of self-regulated learning skills is a critical factor for effective learning. Such skills enable learners to manage their learning activities, gather knowledge from diverse sources, and engage with learning materials effectively (Ning & Downing, 2015). Self-regulated learning aims to optimize learners' intellectual and emotional engagement in the learning process, which are both fundamental components of learning (Alvi & Gillies, 2020; Bai & Wang, 2020). Zheng et al. (2016) promote three critical elements of SRL contribute to enhancing learners' performance: cognitive strategies, metacognitive strategies, and resource utilization strategies. Cognitive strategies focus on maintaining a cognitive focus on the task at hand, while metacognitive strategies emphasize the use of planning, monitoring, and adjusting cognitive activities (Haerazi & Kazemian, 2021; Tse et al., 2022). Resource utilization strategies center on learners' ability to control their efforts, including overcoming environmental distractions (Peel, 2019). It is evident

that SRL skills play a vital role in facilitating learners' academic achievements, including speaking performance.

Given the above arguments, it is evident that SRL can enhance students' academic performance. This study aims to explore the effectiveness of integrating SRL in teaching speaking skills, with a particular focus on the role of self-confidence in language acquisition. The primary objective is to provide in-depth insights into how teachers in Islamic-affiliated schools apply SRL strategies to support students' speaking development. By systematically examining the impact of SRL on speaking proficiency, this research seeks to contribute to the field of language learning and offer valuable guidance for educators and researchers. To achieve this, the study poses the following research questions: (1) How does the SRL strategy affect students' speaking skills based on their self-confidence levels in Islamic-affiliated schools? (2) How do students respond to the implementation of SRL in speaking instruction? The investigation focuses on the teaching and learning processes involved in SRL application, assessing both students' speaking proficiency and their levels of self-confidence as key outcomes.

## **2. LITERATURE REVIEW**

### **2.1 Self-Regulated Learning**

Self-Regulated Learning (SRL) is a critical framework in language teaching that empowers learners to take charge of their educational progress. SRL involves a cyclical process comprising three key phases: planning, execution, and evaluation. In the context of language education, SRL encourages students to set specific goals, actively monitor their learning progress, and reflect on outcomes. This process fosters both autonomy and motivation, which are essential for successful language acquisition (Su et al., 2023). The shift from teacher-centered to learner-centered education is a fundamental change that promotes more engaged, self-regulated learners who take responsibility for their own learning (Ahmid & Abdullah, 2020; Williamson-Hawkins, 2018).

Implementing SRL in language teaching follows a structured sequence of steps that help guide students through their learning process. Initially, educators assist students in setting clear, achievable language learning goals, which could include mastering specific skills or improving overall conversational fluency (Malpartida, 2021; Prasetya, 2023). After establishing goals, teachers introduce various learning strategies tailored to individual needs. These may include techniques such as effective note-taking, practicing language in real-world contexts, or using digital tools and applications designed for language learning (Prasetya, 2023; Zhou & Wei, 2018). During the execution phase, students actively monitor their progress, making adjustments when needed—whether through strategy refinement or seeking additional resources (Ahmid, 2020; Rahmani, 2024). The final step involves reflection, where students assess the effectiveness of their learning strategies and identify areas for further improvement (Haerazi & Kazemian, 2021; Rose & Harbon, 2013).

Incorporating SRL strategies into language teaching is essential for fostering autonomous, motivated learners who are capable of managing their own learning processes. By following a structured approach that includes goal-setting, strategy development, progress monitoring, and reflection, educators can significantly enhance both learner engagement and language proficiency (Bećirović et al., 2021). The evidence clearly indicates that SRL not only leads to improved language skills but also equips learners with lifelong learning tools, making it a vital component of contemporary language education (Huang, 2024).

## **2.2 Teaching Speaking Skills**

Teaching speaking skills in senior high schools, particularly within Islamic-affiliated institutions, requires a holistic approach that integrates language pedagogy with the ethical and moral values inherent in Islamic education. This dual emphasis ensures that students not only develop practical language skills but also cultivate a sense of purpose aligned with their religious and cultural identity. Theoretical frameworks supporting this integration often draw on Communicative Language Teaching (CLT) principles, which focus on authentic communication and fluency, while also incorporating an Islamic worldview that encourages ethical discourse and character development (Anggarini et al., 2022; Budianto, 2023).

Effective language instruction, especially in teaching speaking skills, is rooted in key principles of language acquisition: input, interaction, and output. Krashen's hypothesis argues that learners acquire language most when they are provided with comprehensible input slightly beyond their current proficiency level. In Islamic-affiliated schools, this input is often tailored to cover both secular topics and religious content, helping students improve their speaking abilities while reinforcing their understanding of Islamic teachings (Mubaligh et al., 2023; Rizqiyanti, 2023). Additionally, Swain's Output Hypothesis highlights the importance of language production. Here, students are encouraged to actively participate in meaningful communication through discussions, debates, and presentations, particularly on Islamic topics. These activities promote fluency and simultaneously deepen students' understanding of their religious values (Leong et al., 2017). By implementing these strategies, teachers foster a structured learning environment where students can strengthen their communicative competencies.

Research has shown that learners who employ SRL strategies in their language studies exhibit notable improvements in their speaking skills. SRL strategies enhance students' motivation and give them a stronger sense of responsibility for their learning (Channa et al., 2017). For instance, students applying SRL methods may track their speaking progress over time, seek feedback from peers or native speakers, and modify their practice to focus on specific aspects such as pronunciation or vocabulary (Kormos & Csizér, 2014). This self-directed learning approach not only increases confidence but also results in improved fluency and overall language competence (Takahashi & Im, 2020). Moreover, integrating technology into the language learning process can further enhance SRL, as students gain access to a variety of digital tools and resources that support their independent learning efforts (Zhao & Chen, 2023).

## **2.3 Self-Confidence**

Self-confidence is a crucial psychological construct that significantly influences language learning, particularly in the speaking development. It is defined as the belief in one's abilities to successfully perform tasks and plays a vital role in language acquisition by shaping learners' willingness to communicate and engage in speaking activities (Zhen & Hashim, 2022). In language learning, self-confidence helps mitigate anxiety, enhance motivation, and create a more positive learning experience, ultimately leading to improved language proficiency (Alberth et al., 2023; Elshahawy, 2020). The role of self-confidence in speaking skills is multifaceted, as it directly impacts learners' willingness to communicate, a critical factor in language acquisition. Research suggests that learners with higher levels of self-confidence are more willing to participate in speaking activities, making them more likely to take advantage of opportunities to practice and improve their language skills (Lee & Drajati, 2019).

On the other hand, low self-confidence often results in language anxiety, which hinders communication and impedes language development (Tridinanti, 2018) (Şeker, 2016; Tridinanti, 2018). Therefore, fostering self-confidence is essential for creating an environment that encourages language practice and improvement. Indicators of self-confidence in language learners include active participation in class discussions, willingness to engage in peer interactions, and the ability to express opinions without fear of judgment. Additionally, self-reported measures of confidence, such as comfort levels in speaking situations or perceived competence in language skills, serve as valuable indicators of learners' confidence (Suratullah et al., 2023; Taherkhani & Moradi, 2022). Identifying these indicators allows educators to provide targeted support to students who may need assistance in building their confidence, which in turn enhances their speaking abilities and overall language proficiency.

### **3. RESEARCH METHODOLOGY**

#### **3.1 Research Design**

This research employs a mixed-method concurrent embedded design (Bakla, 2020) to examine the effectiveness of self-regulated learning (SRL) in teaching speaking skills from the perspective of students' self-confidence levels. The study utilizes both quantitative and qualitative data, with each data type addressing distinct research questions. The quantitative component of the study follows a quasi-experimental design and utilizes a pretest-posttest design with nonequivalent groups. Specifically, an experimental group, which receives the special treatment of SRL instruction, is compared to a control group, which does not receive this treatment. The rationale for utilizing an experimental design in this study aligns with the principle espoused by Cohen (2018) that when two identical groups are selected, one of which is subjected to a special treatment, experimental conditions are established.

The present study involved the administration of a pretest for both classes to assess the students' initial speaking abilities prior to the provision of treatments to each respective group. The experimental group was instructed in a self-regulated learning strategy, while the control group received conventional instruction. A posttest was subsequently administered to both groups to evaluate the effectiveness of the treatments in enhancing speaking achievement. Additionally, the present study posits self-confidence as an independent variable that may have an impact on the speaking skills of students. Therefore, the current investigation aims to investigate the role of self-confidence in relation to speaking skills among students.

#### **3.2 Research Participants**

The present study involved a total of 54 eleventh grade students enrolled in Islamic-affiliated schools, who were divided into experimental and control groups. The experimental group consisted of 27 students, with 17 females and 10 males, while the control group also included 27 students, comprising 19 females and 8 males. The students were selected using random sampling based on their English proficiency and competencies, ensuring that the participants represented a range of language abilities rather than being limited to a particular skill level. Random sampling was chosen to minimize selection bias and provide a more representative cross-section of the student population in Islamic-affiliated schools, which enhances the reliability and validity of the study's findings. This sampling method allowed for the inclusion of students with diverse backgrounds and abilities, providing a broader understanding of how the intervention might affect different types of learners.

The sample population, drawn from these Islamic-affiliated schools, represents the target population for the study, which focuses on improving English language proficiency within a religious educational context. The inclusion of both male and female students in nearly equal proportions reflects the gender distribution in many such institutions, making the results applicable to a similar educational setting. However, the sample size of 54 students, while adequate for detecting some differences between the experimental and control groups, does limit the generalizability of the findings to a larger population. Furthermore, the study's focus on Islamic-affiliated schools may restrict the applicability of the results to other types of educational institutions, where the cultural and religious context might differ. Despite these limitations, the random selection of participants based on English proficiency ensures that the study's outcomes are relevant to the broader goal of enhancing language skills among students with varying competencies, making it a valuable contribution to the field of language education in religious schools.

### **3.3 Research Instruments**

The research instruments employed in this study were speaking tests, self-confidence assessments, and interview guidelines, these of which played crucial roles in measuring the impact of self-regulated learning strategies on students' speaking performance, confidence, and students' responses. The speaking test was specifically designed to assess students' oral language skills, such as fluency, pronunciation, vocabulary use, grammar, and coherence, following their exposure to self-regulated learning strategies. This test provided a quantitative measure of students' speaking abilities before and after the intervention, allowing the researchers to evaluate any improvements. To ensure the speaking test was reliable and valid, it was developed in accordance with established language proficiency guidelines and tested in a pilot study. The scoring rubric used in the test was adapted from widely recognized frameworks in language assessment, ensuring consistent evaluation of speaking skills across all participants.

The self-confidence test, in contrast, employed instruments that had been previously developed by experts in language teaching and learning. These instruments were specifically designed to assess self-confidence as a psychological factor influencing language performance, particularly in speaking tasks. The self-confidence scale was carefully chosen for its relevance to language learners and had been validated in prior research. To further ensure its reliability and validity within the context of this study, the instrument underwent a rigorous review process, including a pilot test with a small group of students. Statistical analyses were then conducted to evaluate the internal consistency of the test items, with reliability coefficients confirming that the self-confidence measure was both accurate and dependable for assessing changes in students' self-confidence levels.

Both the speaking and self-confidence tests were administered during pretest and posttest sessions to capture baseline performance and subsequent changes following the intervention. The pretest provided an initial measure of students' speaking skills and self-confidence before the implementation of self-regulated learning strategies, while the posttest allowed for comparison to determine the effectiveness of the intervention. The key variables examined in the study were the students' speaking performance, operationalized through their scores on the speaking test, and their self-confidence levels, measured through the standardized self-confidence scale. Each variable was carefully monitored for changes over time, and the validity and reliability of both instruments ensured that the findings of the study were grounded in robust data.



collection methods. The combination of validated tests and consistent pretest-posttest measures allowed the researchers to draw meaningful conclusions about the impact of self-regulated learning strategies on both language performance and learner confidence.

### **3.4 Data Analysis**

The study utilized both quantitative and qualitative approaches to analyze the collected data. For the quantitative analysis, both descriptive and inferential statistical methods were applied. Descriptive analysis provided a comprehensive overview of students' speaking performance and self-confidence levels before and after the intervention in both the control and experimental groups. Key statistical measures, including the mean, median, mode, and standard deviation, were calculated to describe central tendencies and variations in the data, helping to identify patterns and trends. For inferential analysis, statistical tests were conducted to draw conclusions from the sample data and generalize findings to a broader population. Specifically, tests for normality distribution, homogeneity of variance, and multifactor analysis of variance (ANOVA) were employed to assess the consistency and significance of differences between groups. Additionally, to evaluate the specific impact of SRL strategies on speaking performance and self-confidence, a t-test was conducted using SPSS software. This comparison of post-intervention results between the experimental and control groups provided valuable insights into the effectiveness of the SRL intervention.

For the qualitative data, which focused on examining students' responses and reflections on the implementation of SRL strategies, the researchers employed established qualitative research methods. Data was gathered through interviews conducted using a structured interview protocol designed to capture students' experiences and perceptions. The analysis of qualitative data followed a systematic approach based on established research frameworks, including data condensation, data display, and conclusion drawing with verification. In the data condensation phase, researchers selected, simplified, and organized responses to highlight the most relevant information. The data display phase involved arranging the condensed data into matrices or charts to facilitate interpretation. Finally, conclusions were drawn and verified through continuous analysis and triangulation with quantitative findings to ensure accuracy and consistency. Ethical considerations were rigorously addressed throughout the study. Informed consent was obtained from all participants, ensuring they fully understood the study's purpose and their rights. Confidentiality was maintained by anonymizing data, preventing individual responses from being linked to specific participants, and safeguarding participants' privacy. This ethical framework upheld the integrity of the research process while protecting participants' rights and well-being.

## **4. RESULTS**

### **4.1. The Effect of SRL Strategies on Speaking Skills and Self-Confidence**

The results of the quantitative analysis focus on two key areas: students' speaking achievement and self-confidence, measured through both pretest and posttest scores. These data points were gathered to assess the impact of SRL strategies on both speaking skills and the confidence of students in the experimental and control groups. To evaluate the effectiveness of the SRL strategies, a t-test analysis was conducted, which revealed a significant effect of SRL on students' performance in speaking tests. The t-test allowed researchers to compare the mean differences between the pretest and posttest scores of the experimental group, as well as with the control

group, thereby demonstrating the positive influence of SRL strategies on language proficiency. Furthermore, to explore any potential interaction between speaking skills and self-confidence, the study employed a multifactor analysis of variance (ANOVA). This test provided insights into whether the improvements in speaking performance were related to corresponding increases in self-confidence, and if the relationship between these two variables was statistically significant. By analyzing the data through ANOVA, the study could determine whether the observed changes in speaking ability were influenced by the students' self-confidence levels, thereby providing a more comprehensive understanding of the role that SRL strategies play in enhancing both linguistic and psychological factors in language learning. Table 1 presented the students' speaking achievement and self-confidence.

**Table 1:** Students' Speaking Achievement and Self-Confidence in Pretest and Posttest

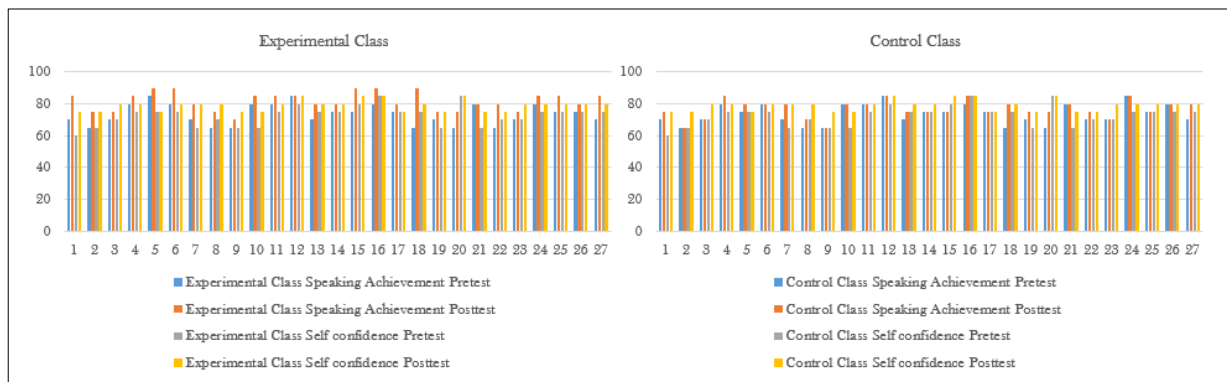
Classes	Skills/Level		Mean Scores
Experimental Class	Speaking Skills	Pretest	74
		Posttest	82
	Self-confidence	Pretest	73
		Posttest	79
Control Class	Speaking Skills	Pretest	74
		Posttest	77
	Self-confidence	Pretest	73
		Posttest	79

Table 1 showed that the implementation of SRL strategies in the experimental class demonstrated a more significant improvement in both speaking skills and self-confidence compared to the control class, which continued to use the existing learning strategies typically employed in Islamic-affiliated schools. The scores reflect a general challenge among students in these areas, particularly given that a score below 75 is considered a low performance level. Students in both the experimental and control classes began at similar levels of proficiency, as the control class also recorded identical pretest scores of 74 for speaking skills and 73 for self-confidence. Following the intervention, where SRL strategies were applied in the experimental class, there was a noticeable improvement. The posttest results show that the mean speaking score for the experimental class increased to 82, reflecting a substantial gain of 8 points. This suggests that SRL strategies effectively enhanced students' speaking performance by encouraging greater autonomy, goal-setting, and self-monitoring, which likely motivated students to practice and refine their speaking skills more actively. In contrast, the control class, which did not receive the SRL intervention, showed a modest increase in speaking skills, with the mean score rising from 74 to 77, an improvement of only 3 points. This comparatively smaller gain indicates that the existing learning strategies in the control group were less effective in fostering significant speaking improvements.

At the beginning of the study, both the experimental and control groups exhibited low levels of self-confidence, as indicated by a pretest mean score of 73. However, following the intervention, the posttest results revealed a slight increase in self-confidence among students in the experimental class, with their mean score rising to 79, representing a 6-point improvement. Meanwhile, the control class also achieved a posttest score of 79, demonstrating no significant difference between the two groups in terms of self-confidence levels. Despite the similar posttest self-confidence scores, the experimental group showed a more substantial improvement in speaking skills compared to the control group. This suggests that while both groups may have



experienced similar self-confidence growth, the implementation of SRL strategies in the experimental class contributed significantly to their overall performance. The structured approach of SRL likely played a key role in creating an environment that fostered both skill development and confidence-building, allowing students to take ownership of their learning, engage in reflective practice, and develop a sense of autonomy in language acquisition. The observed improvements in the experimental class indicate that SRL not only enhances speaking proficiency but also supports the development of self-confidence in a more integrated and meaningful way. The structured learning process provided by SRL strategies enables students to track their progress, set goals, and build confidence through consistent practice. Figure 1 visually represents the changes in speaking skills and self-confidence levels in both groups, further illustrating the impact of SRL strategies on student learning outcomes.



**Figure 1.** Students' Speaking Skills and Self-Confidence in Experimental and Control Classes

The study revealed that incorporating SRL strategies had a positive impact on students' speaking skills, as demonstrated by the collected and analyzed data. SRL, serving as the dependent variable, significantly contributed to students' ability to speak more confidently and fluently in a second language. This aligns with existing research, reinforcing the idea that when learners are equipped with strategies to regulate their own learning, they experience noticeable improvements in language acquisition. By setting clear goals, actively monitoring their progress, and engaging in reflective practices, students in the experimental group developed stronger speaking abilities compared to those who did not utilize SRL strategies. These strategies provided them with a structured framework to practice speaking in a more purposeful and autonomous manner. Furthermore, the ability to take control of their learning fostered a sense of confidence, enabling them to express themselves more fluently and effectively in real communication settings.

The data supporting these findings is presented in Table 2, which details the differences in speaking performance between the experimental and control groups before and after the intervention. To ensure the statistical validity of these results, the researchers conducted a t-test analysis using SPSS software. This method facilitated a comparison of the mean scores between the two groups, revealing a significant improvement in speaking skills among students in the experimental group who were exposed to SRL strategies. The use of SPSS enabled precise and reliable data analysis, confirming the positive impact of self-regulated learning on speaking performance. The t-test results demonstrated that the differences between the experimental and control groups were statistically significant, further strengthening the conclusion that SRL strategies play an effective role in enhancing language learners' speaking abilities.

**Table 2.** Results of the t-test Analysis

Independent Samples Test	F		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Speaking Skills	0,204	0,653	3,247	52	0,002	5,000	1,540	1,910	8,090
			3,247	51,953	0,002	5,000	1,540	1,910	8,090

The data presented in Table 2 demonstrates that the t-test analysis confirms a statistically significant difference in speaking skills between the experimental and control groups. Specifically, the Sig. (2-tailed) value is 0.002, which is well below the standard threshold of 0.05. This indicates a high level of confidence that the observed difference in speaking skills between the two groups after the intervention is not due to random chance. In other words, the extremely low Sig. (2-tailed) value suggests that the probability of this difference occurring by chance is less than 0.2%. These results provide strong empirical evidence that the implementation of SRL strategies in the experimental group had a significant and positive impact on students' speaking skills. In contrast, the control group, which did not receive SRL-based instruction, did not exhibit similar improvements. This finding reinforces the effectiveness of SRL strategies in enhancing language learners' speaking abilities.

Dealing with the data of Anova analysis, there is interaction between speaking skills improvement and the level of students' self-confidence. Students who have high self-confidence have better speaking skills than those who have low self-confidence. The Anova analysis is done after fulfilling the homogeneity and normality of the data. Table 3 showed that the results of Anova analysis using SPSS software.

**Table 3.** The Results of Anova Analysis

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	393,165	2	196,582	10,163	0,001
Within Groups	464,242	24	19,343		
Total	857,407	26			

Table 3 presents the statistical analysis for the interaction between students' speaking skills and self-confidence during the implementation of SRL strategies. The key value to focus on is the Sig. (significance) value, which is 0.001 in this case. This value indicates that the interaction between speaking skills and self-confidence is statistically significant because it is below the commonly accepted threshold of 0.05. A significance level of 0.001 means that there is only a 0.1% chance that the observed differences between groups are due to random variation, indicating a very strong relationship between these variables.

This significant result suggests that the implementation of SRL strategies had a meaningful impact on both students' speaking skills and self-confidence. The strong interaction means that as students' self-confidence increased, their speaking skills improved as well. The SRL strategies likely helped students become more aware of their learning processes, boosting their confidence, which in turn encouraged them to participate more actively in speaking tasks. This reciprocal

relationship between self-confidence and speaking skills highlights the effectiveness of SRL strategies in fostering both linguistic and psychological growth.

#### **4.2. Islamic-Affiliated Schools Students' Responses on SRL Implementation**

Following the investigation into the effects of SRL strategies on students' speaking skills, researchers further explored students' opinions and responses to the implementation of these strategies. To gain comprehensive insights into how students perceived SRL during the study, the research focused on several key aspects of their learning experience. Specifically, the study examined students' responses to the teaching steps involved in SRL, the appropriateness and engagement of the teaching materials, the effectiveness and relevance of learning tasks, and the roles both teachers and students played during the learning process. Additionally, the study looked into how SRL influenced classroom management, particularly in fostering an environment that supported independent and collaborative learning. Finally, the researchers assessed how students responded to the speaking assessments, which were designed to integrate self-assessment alongside teacher feedback. These various dimensions were analyzed to provide a detailed understanding of students' overall experience with SRL. The data collected on these responses, as presented in Table 4, offered valuable insights into the students' perceptions of the SRL strategies, highlighting areas of success as well as potential aspects for further refinement in future implementations. This multi-faceted analysis allowed the researchers to assess not only the efficacy of SRL in improving speaking skills but also how students engaged with and benefited from the process on a deeper level.

**Table 4.** The Students' Responses on SRL Strategies in Speaking Classes

Aspects Provided Responses	Students' Responses
Teaching Steps of Self-Regulated Learning (SRL)	Possitive
Teaching Materials	Possitive
Learning Tasks	Possitive
Teachers' Roles	Possitive
Students' Roles	Possitive
Classroom Manegement	Possitive
Language Assessment	Possitive

The implementation of SRL strategies in speaking classes was met with overwhelmingly positive student responses across various aspects of the learning process. The structured teaching steps, which included goal-setting, monitoring, and reflection, provided students with a clear direction and enhanced motivation, leading to increased ownership of their learning. Engaging and relevant teaching materials, especially those with real-world or Islamic contexts, further supported their language development, while diverse speaking tasks allowed students to practice in meaningful, authentic settings. The shift in the teachers' roles from authoritative figures to facilitators was appreciated, as it empowered students to take greater responsibility for their progress. Moreover, the SRL strategies fostered a student-centered classroom environment, promoting independence, collaboration, and better classroom management. Finally, the combination of self-assessment and teacher feedback in speaking assessments helped students not only track their progress but also actively work on specific areas for improvement, making SRL a highly effective strategy for enhancing speaking skills and boosting self-confidence.

## 5. DISCUSSION

This study aimed to examine the impact of Self-Regulated Learning (SRL) strategies on students' speaking skills, with a particular emphasis on their self-confidence, in Islamic-affiliated schools. Additionally, it explored students' perceptions and responses to the use of SRL strategies in speaking classes. The findings indicated that SRL strategies positively influence students' speaking proficiency. Previous research has demonstrated that SRL is an effective approach for enabling students to regulate their own learning processes and reflect on their comprehension of instructional materials (Suratullah et al., 2023; Williamson-Hawkins, 2018). In this study, SRL proved particularly effective in promoting independent learning and enhancing students' speaking abilities. As noted by Rahmani (2024), the SRL framework is based on the principle that learners can actively manage their own learning by setting goals, tracking progress, and reflecting on their outcomes. This structured yet adaptable approach encourages deeper engagement with the material, fostering a sense of autonomy and active participation—both of which are crucial for improving speaking skills.

The teaching steps involved in SRL strategies follow a cyclical process of planning, execution, and evaluation. In speaking classes, the process begins with helping students set clear, measurable goals related to their speaking skills, such as improving fluency, enhancing pronunciation, or increasing public speaking confidence. This collaborative goal-setting between the teacher and students is crucial, as it gives students a sense of direction and purpose that is often missing in traditional language lessons. According to Tridinanti (2018), students who engage in more discussions with classmates or teachers demonstrate better comprehension in English conversations. Therefore, students are encouraged to actively participate in discussions, including during the goal-setting phase (Dheressa et al., 2023). This step empowers students by providing a clear path toward achieving their speaking objectives.

Once the goals are established, students move into the execution phase, where they apply SRL strategies to monitor and manage their speaking performance. This involves practicing speaking tasks both inside and outside the classroom, using self-assessment tools, and seeking feedback from peers and teachers. As reported by Dheressa et al. (2023), various speaking tasks eager students to practice language usages. Therefore, the execution phase emphasizes continuous self-monitoring, helping students identify effective strategies and make adjustments when necessary. For example, a student who feels their fluency is not improving as expected might increase their exposure to spoken language through listening exercises or focus more on impromptu speaking practice. The final phase of the SRL process is evaluation, where students reflect on their progress and reassess their goals. As Haerazi & Kazemian (2021) reported, reflective practice is a key component of SRL because it encourages students to critically evaluate their performance and identify areas for further improvement. This cyclical process reinforces the idea that learning is ongoing and not limited to a single event (Takahashi & Im, 2020; Warni et al., 2024). As students witness tangible improvements in their speaking skills, they also develop confidence in their ability to regulate their learning effectively.

The choice of teaching materials plays a critical role in the success of SRL strategies in improving speaking skills. The findings of this study indicated that students who were exposed to well-selected materials and supported by SRL strategies outperformed their peers who were not. Muhsinin (2024) suggests that materials used in SRL-based lessons should be engaging, relevant, and adaptable to individual student needs. In speaking classes, incorporating authentic language

materials—such as videos, podcasts, articles, and interactive language learning applications—is essential (Indahsari, 2020; Sotlikova, 2023). These materials expose students to real-world language while providing them with opportunities to practice speaking in meaningful contexts. In Islamic-affiliated schools, for instance, using materials that combine language learning with religious or cultural content can enhance student engagement by aligning with their values and interests (Haerazi & Kazemian, 2021). Moreover, digital tools that support independent learning, such as language apps or online speaking platforms, have proven valuable in SRL-based instruction. According to Leong et al. (2017), these tools allow students to practice speaking at their own pace, monitor their progress, and receive immediate feedback, all of which are key components of the SRL framework.

In this study, students were provided with a variety of speaking tasks and English-speaking activities designed to improve both their language proficiency and their ability to self-regulate. As Abdullah (2023) notes, speaking tasks within the SRL framework should be communicative and offer students opportunities to engage in authentic language use. Role-playing, group discussions, and presentations were among the most effective tasks identified in the study, as they reflected real-life speaking scenarios and encouraged active participation. Under the SRL approach, speaking tasks go beyond simply practicing language; they also involve setting personal goals and evaluating progress (Taherkhani & Moradi, 2022; Widhi et al., 2023). Students are encouraged to approach each task with a specific goal, such as improving pronunciation or expanding their use of advanced vocabulary. After completing the task, students reflect on their performance through self-assessment or peer feedback, setting new goals based on their reflections. This process not only enhances speaking skills but also boosts self-confidence, as students can track their progress over time and recognize their achievements.

The theoretical implications of SRL strategies in speaking classes are significant, as they highlight the central role that self-regulation plays in successful language learning. Theories of language acquisition underscore the importance of learner autonomy, and SRL strategies offer a practical framework for fostering this autonomy (Mohammadi et al., 2020; Su et al., 2023). From a practical standpoint, the implementation of SRL strategies in speaking classes results in measurable improvements in both speaking skills and self-confidence, as demonstrated by the positive student responses to goal-setting, self-assessment, and reflective learning. Increased self-confidence is particularly crucial because it is directly linked to speaking performance. Students who feel confident in their abilities are more willing to take risks in speaking and engage in communicative activities, leading to greater language proficiency (Afifah & Devana, 2020; Fauziyah et al., 2023). In essence, the positive effects of SRL on speaking skills are amplified by the development of self-confidence, which plays a critical role in language performance. Through goal-setting, self-monitoring, and reflection, SRL strategies not only enhance speaking proficiency but also cultivate independent, motivated learners who are well-equipped to succeed in language learning and beyond.

The study also explored students' responses to the SRL strategies, with the majority expressing positive feedback about the structured steps involved in the process. Students appreciated the clear phases of goal-setting, monitoring, and reflection, which helped them remain focused and motivated. It is in line with Rachmawati et al. (2024) who informed that setting specific goals at the start of each lesson gave students a clear sense of direction—something they felt was often missing in traditional lessons. Additionally, the process of monitoring their progress helped students identify their strengths and areas for improvement, while reflecting on their

performance at the end of each lesson encouraged self-assessment and increased their sense of ownership over their learning. This cyclical approach was particularly beneficial for students who needed extra support in staying organized and self-motivated throughout the learning process.

Regarding the teaching materials used in SRL-based lessons, students found them engaging and relevant. Materials that incorporated real-world contexts or Islamic teachings resonated well with students in Islamic-affiliated schools. Students appreciated the variety of materials, such as videos, articles, and language apps, which allowed them to practice speaking in diverse ways. This aligns with Widhi (2023), who reports that materials offering meaningful language practice make lessons more practical and engaging. Additionally, students valued the access to supplementary digital tools, which empowered them to take charge of their practice outside the classroom.

Finally, students responded positively to the speaking tasks designed under SRL strategies. These tasks were perceived as challenging yet manageable, as students were encouraged to set personal goals for improvement. Role-playing, group discussions, and presentations were highly appreciated because they provided opportunities to practice speaking in authentic settings (Anabel & Simanjuntak, 2022; Syafitri, 2023). Furthermore, students noted that having the freedom to choose discussion topics aligned with their interests or beliefs made the tasks more meaningful. The emphasis on self-assessment after each task helped students feel in control of their progress and boosted their confidence in participating actively in speaking activities.

## **6. CONCLUSION**

The integration of SRL strategies in speaking classes within Islamic-affiliated schools has been shown to be an effective method for enhancing students' speaking skills and self-confidence. This study highlights that SRL, through its cyclical process of goal-setting, self-monitoring, and reflective learning, empowers students to take charge of their learning, fostering both independence and accountability. By establishing clear and measurable goals, students develop a sense of direction that is often lacking in conventional language instruction. The implementation phase, which focuses on continuous self-monitoring and adjustments, enables students to practice speaking skills both in the classroom and through independent study. Additionally, reflective practice encourages learners to critically evaluate their progress and set new objectives, reinforcing the principle that learning is a continuous process. These findings align with previous research indicating that SRL strategies effectively promote learner autonomy and responsibility. This, in turn, leads to improved language performance, particularly in speaking proficiency.

Additionally, the positive responses from students regarding SRL strategies further highlight the effectiveness of this approach. The use of engaging and relevant teaching materials, particularly those blending real-world contexts with cultural or religious elements, helped students relate to the content, making the learning experience more meaningful. The freedom to set personal goals, along with the autonomy to manage their learning tasks, fostered a more student-centered classroom environment. Moreover, the integration of digital tools for independent learning, combined with the structured support provided by teachers, contributed to students' progress in speaking skills. The self-assessment and reflective components of SRL not only improved speaking proficiency but also built self-confidence, which is a critical factor in language learning success. This study underscores the importance of fostering learner autonomy through SRL



strategies, as it promotes a holistic approach to language education that prepares students to be confident and competent communicators in both academic and real-world settings.

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