

HOW COME SELF-REGULATED LEARNING OVERCOME SPEAKING ANXIETY ARABIC STUDENT?

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Abstract

This article explores learning experiences and Arabic speaking anxiety by Arabic Students at Maulana Malik Ibrahim State Islamic University. This study aimed to map the SRL strategy used by Arabic students to overcome speaking anxiety. The method used is qualitative research with ten interview participants from final year students selected purposively and volunteering. Data were collected through semi-structured interviews and analyzed thematically. The results showed that they used fourteen strategies which were categorized into five main strategies: 1) Cognitive, including notes-taking, speaking practice, collecting vocabulary, listening, and memorizing; 2) Metacognitive, including preparation, monitoring, and evaluation; 3) Affective, including relaxation and suggestion; 4) Motivation, including environment, watching videos and taking training; and 5) Social, seek-peers. Cognitive, affective, and social deal with physical problems. In contrast, metacognitive is used to maintain rhythmic cognitive strategy, and motivation is applied outside speaking tasks.

Keywords : Self-Regulated Learning, Arabic Speaking, Language Anxiety

Introduction

Foreign language anxiety is a complex state of self-perception, behaviors, and feelings related to language learning in the classroom, indicated by negative thoughts, feelings of insufficiency, fear of failure or lack of success, and psychological reactions (Horwitz, Horwitz, & Cope, 1986). It is known to have a role in the second language acquisition process (Arnold, 1999; Horwitz et al., 1986), especially in speaking anxiety (Horwitz et al., 1986; Melouah, 2013; Young, 1990). According to Wright (2008), speaking a language is not just words but must be structured as the basis for communication and social interaction (Wodak & Koller, 2008), which means a person must process information and knowledge into a message must be spoken. Speaking also requires quick access to all the knowledge needed to produce the suitable and proper form of spoken language in a short time. At the same time, in other skills (reading, writing), the learner may have plenty time to tie knowledge with language needs (Shabani, 2013). Several studies report that language anxiety has a significant level of consequences that can prevent people from engaging in communication; hinder skill development; weaken self-confidence; affect academic, cognitive, and social achievement (Aichhorn & Puck, 2017; Aida, 1994; Bosmans & Hurd, 2016; Botes, Dewaele, & Greiff, 2020; Dewaele & MacIntyre, 2016; MacIntyre, 2017).

Most studies have discussed speech anxiety, including its causes and effects, especially in language learning (Aichhorn & Puck, 2017; A'yuni, 2020; El-Sakka, 2016; K & Alamelu, 2020; Lee & Liang, 2012; Tokoz-Goktepe, 2014). At the same time, few have focused on iden-

tifying strategies and solutions to overcome language speaking anxiety, especially, in this context, Arabic for international students. In contrast, Bailey (1991) emphasizes that the most influential linguistic skills are expression and oral skills. Speaking anxiety can frustrate students when they cannot express knowledge naturally and spontaneously in spoken words. In addition, public speaking is a challenging experience for many people and will worsen self-confidence if students do not have high communicative competence (Silvia, 2005).

In the Department of Arabic Language Education of the Maulana Malik Ibrahim Malang State Islamic University (MSIU), some students were verified to experience speaking anxiety (A'yuni, 2020). After conducting interviews with several students, they admitted that they like to speak Arabic but are often trapped in fear, hampered by vocabulary, and have difficulty expressing themselves when communicating. According to the researcher, the weirdest thing is that these students have studied Arabic for years; some start at elementary school, junior high school, high school, and Islamic boarding school, but they still experience anxiety when speaking. The researcher also conducted a survey related to speaking anxiety for final year students and found that they had difficulty speaking at a moderate level by 70%. Considering these things, the need to identify, study, and document strategies as an alternative to Arabic speaking anxiety for Arabic Foreign Language (AFL) students is considered essential. The documented strategies can illustrate and reference that other AFL students can adopt.

One strategy that can be studied to determine the actions of AFL students in dealing with their speaking

anxiety is Self-Regulated Learning (SRL). SRL includes cognitive, metacognitive, behavioral, motivational, and affective aspects (Panadero, 2017). The concept of SRL refers to students' autonomous actions to build and reconstruct their mental skills and abilities regarding academically acquired tasks (Zimmerman, 2000). Students who apply SRL can do self-reflection, self-control, self-monitoring, and evaluation during the learning process (Alotumi, 2021; Zimmerman, 2015). Students are free to figure out suitable strategies for themselves and eliminate other strategies if they are not ideal for use. By doing SRL indirectly, students are invited to improve their learning and are taught to act as independent learners who can also control and manage their anxiety (Guo, Xu, & Liu, 2018). One of the target of SRL is to produce independent learners who have sufficient cognitive, affective or emotional, attitude, and social skills to become active, self-sufficient, and constructive learners (Seker, 2016). So by combining the phenomenon of speaking anxiety experienced by AFL students at MSIU with the need for identification and documentation of strategies to deal with their anxiety, this study will find answer to the following research questions: how come SRL overcome speaking anxiety for AFL Student?

This study will attempt to describe the use of SRL to alleviate anxiety in speaking Arabic and map the SRL themes carried out by AFL students at MSU and allow Tran, Baldauf, and Moni's (2013) statement that one of the ideas in student learning goals/aims is to prepare positive and conductive emotions or affects, including anxiety reduction and emotional awareness. Thus, SRL is one alternative solution that should be explored to minimize the anxiety of speaking Arabic.

Literature Review

To reach a basic theoretical comprehension of this study, it is required to discuss the previous studies, which are summarized in: speaking anxiety and SRL.

Speaking Anxiety

Foreign language students have difficulty speaking skills, leading to speaking anxiety (Tanveer, 2008). This is understandable because the nature of speaking itself is quite complex and requires interactive skills, requiring the speaker to continue to practice and update consistently (Hughes & Szczepek Reed, 2017; Thornbury, 2012). Studies at 9th grade Turkish High Schools (SMA) stated that their students' speaking problems were fear of making mistakes when speaking, lack of vocabulary that complicates the process of description

and expression, difficulty choosing the right words when speaking, no motivation from the teacher, and too reliant on their mother tongue (Tokoz-Goktepe, 2014). Chou (2018) also found that English students in Taiwan feel less confident when speaking and have negative feelings when learning English. Even this level of speaking anxiety does not stop at school students, university students too (Karatas, Alci, Bademcioglu, & Ergin, 2016; Latif, 2015).

Horwitz et al. (1986) categorize the causes of anxiety into three categories that became the foundation to the formation of the Foreign Language Classroom Anxiety Scale (FLCAS), anxiety measurement instrument: fear of language tests, fear of getting negative evaluations or responses from peers and teachers, and communication apprehension. Young (1991) reported three primary sources of anxiety: teachers, students, and the instructions used by teachers during teaching or learning. He then divides the three sources of causes into six points; 1) Learner's belief in language learning; 2) Interpersonal anxiety and personal anxiety; 3) Teachers/instructors' beliefs and perceptions about language teaching; 4) Classroom learning procedures; 5) Interaction between instructor and learner, and 6) Language test.

Self-Regulated Learning

To understand SRL as a necessary alternative solution in speaking anxiety, it is needed to realize SRL itself. SRL in learning is a learner's behavior or actions that refer to self-control to build and reconstruct academic skills (Zimmerman, 2002) by involving self-reflection, motivation, and learning behavior (Zimmerman, 2015). The SRL concept describes how students consciously activate and regulate cognitive, metacognitive, motivational, behavioral, affective, and environmental strategies to achieve learning goals (Peeters et al., 2014; Schunk & Greene, 2018). Students can also self-initiate and create optimal learning conditions by controlling the factors that influence and hinder learning performance (Seli, Dembo, & Dembo, 2020). SRL helps students manage themselves, monitor themselves, and evaluate their learning speed (Alotumi, 2021). Thus, SRL in learning trains students to become independent when facing learning difficulties.

When students apply SRL in their learning process, they consciously control themselves from psychological mechanisms and then begin to push themselves, create appropriate controls, maintain, and continue to evaluate their learning behavior (Hall & Götz, 2013; Schunk & Greene, 2018; Seli et al., 2020; Zimmerman, 2000, 2015). They will also implement the right strat-

egies to improve their attempt on cognition, behavior, and motivation (Howlett et al., 2021; Kim, Brady, & Wolters, 2020)

Studies on SRL in learning show that proactive students in controlling themselves can manage their affections and emotions well. For example, Bown (2006; 2009) found that successful learners often use SRL to control emotions such as self-encouragement or positive dialogue (self-talk). Schunk and Zimmerman (2008) also mention that motivation is one of the critical variables in learning and can influence students to pursue or leave goals.

According to Bandura (1986), there are three stages involved in the SLR process: self-observations, self-judgments, and self-reactions. Self-observation refers to students trailing aspects of the function of something, such as vocabulary memorization strategies. After observing the memorization strategies, students will conduct a self-assessment when implementing the strategies. He compares his learning performance with standards and learning performance results. The third process of self-reaction, described by the conclusion of the final stage of the previous two processes, refers to students' motivation and behavior from their performance, such as beliefs (Schunk & Greene, 2018). These three stages form a cycle in SRL and will continue to be evaluated to find the right learning strategies. This shows that students who experience learning failure may be due to their learning strategies that are not adequately implemented or their achievement goals must be changed (Zimmerman & Schunk, 2011).

Areas of study in SRL can be categorized into cognitive strategies, metacognitive strategies, behavioral strategies, emotional or affective strategies, motivational strategies, and social strategies:

- 1) Cognitive Strategies: Cognitive strategies are described as problem-solving attitudes that students use to control their learning tasks and facilitate the acquisition of either knowledge or skills (Derry & Murphy, 1986). The categories of cognitive strategies are elaboration strategies, organizational strategies, repetition strategies, and problem-solving strategies (El-Sakka, 2016).
- 2) Metacognitive strategies: Metacognitive strategies are considered essential to handle and organize the learning process, including planning, regulating, and managing the learning process as well as regulating cognitive activities (O'Malley, Chamot, & Kupper, 1989; Papleontiou-louca, 2003). Vandergrift (1999) reinforces the previous argument by stating that students' metacognitive strategies are self-regulated

learning, consisting of planning, checking, monitoring, selecting, revising, evaluating, and many others.

- 3) Emotional or affective strategies: When the learning process allows students to feel threats from outside themselves, it is indispensable for students to protect their egos and have strategies to regulate their emotions (Boekaerts, 1991; Boekaerts & Niemivirta, 2000).
- 4) Motivation strategies: Motivation strategies are described as controlling willingness to carry out tasks in the future (Zimmerman, 2000), such as beliefs, goal orientation, interest, and expectations of results (Zimmerman & Schunk, 2011). Emotions embodied in motivation play a key role in leading self-regulation and keep going students' energy to achieve goals (Efklides, 2011).
- 5) Social strategies: Social and the interactions in it are considered to increase the desire to learn (Järvelä, Järvenoja, Malmberg, & Hadwin, 2013) and reduce anxiety and verify their understanding (Oteir & Al-Otaibi, 2020), including cooperation with colleagues, asking for explanations, asking for help from colleagues. Teacher or mentor, and join study groups.

Methods

This study is qualitative research to identify the SRL strategies used by ALF students at Maulana Malik Ibrahim Malang State Islamic University in reducing their anxiety when speaking Arabic. To achieve optimal results, the researcher used qualitative research to focus on students' experiences and reflections on their anxiety during speaking Arabic (Lincoln & Guba, 1985). Extensive interviews carried out data mining.

Participants

Participants in the interview were selected purposively (purposive sampling) and volunteering. Criteria participants: 1) Female students; 2) Final year students; 3) Active and experience on Arabic competition among university, like Arabic debate, speech competition, etc. The selection of participants from the final students is carried out by considering more extended experience in lecture classes, communities, and competitions, including; 1) Learning experience; 2) Experience dealing with speaking anxiety, and 3) The experience of developing attitudes and strategies when dealing with speaking anxiety.

The ten participants will be kept anonymous and given a unique code when the interview results are attached as data. Here's participant's code:

No	Participants	Code
1.	Participant1	P1
2.	Participant2	P2
3.	Participant3	P3
4.	Participant4	P4
5.	Participant5	P5
6.	Participant6	P6
7.	Participant7	P7
8.	Participant8	P8
9.	Participant9	P9
10.	Participant10	P10

Data collection

Data from this study were collected through semi-structured interviews with 10 participants. Data collection techniques with interviews are suitable for a complete understanding of a phenomenon (Creswell, 2014). The questions used during the interview were consulted with the Linguistics Lecturer in the Arabic Language Education major to ensure the questions' scope and relevance to the research. After getting some suggestions, the question was revised. The quantity of interview participants was determined based on data saturation. Interviews were conducted via telephone and video calls for thirty-five minutes per session considering the Covid-19.

Data analysis

The first step to analyze the data is to transcribe the results of the interviews and re-check the notes. Then the researcher adopted and used the thematic analysis developed by Braun and Clark (2006). The steps based on thematic analysis are;

1) Biased the data from interview; 2) Extracting the initial code; 3) Search for a name of theme; 4) Criticizing the theme by consulted with Arabic lecturer; 5) Define and label the theme; 6) Writing research results in the form of reports.

Results

AFL students must emphasize that in every lesson, especially speaking, they will always take part in the process. Therefore, the implementation of effective SRL is the main contribution to dealing with their speaking anxiety. To explore the SRL used by AFL students, the results of conscious and direct responses expressed by

students through open interviews are significant for documenting SRL experiences and their anxiety. The interviews' total themes were five: cognitive, metacognitive, affective, motivational, and social strategies.

Theme	Sub-theme
Cognitivestrategies	Note-taking
	Speakingpractice
	Collectingvocabulary
	Listening
	Memorizing
Metacognitivestrategies	Preparation
	Self-Monitoring
	Self-Evaluation
Affective strategies	Relaxation
	Suggestion
Motivationstrategies	Environment
	Watchingvideo
	Takeatraining
Socialstrategies	Lookingforfriends

1. Cognitive Strategies

Cognitive strategies are the primary choice for ALF students to use when dealing with Arabic speaking anxiety. These strategies have five sub- themes: note-taking, speaking practice, collecting vocabulary, listening, and memorizing.

Note-taking

Among the five sub-themes of cognitive strategies, note-taking facilitates the students' Arabic speaking needs. All participants agreed that the note-taking strategy worked well for them. They did this strategy before starting to speak Arabic by note-taking the main points they wanted to convey. The points they have noted help stay focused on the message to be expressed and support the improvisation process. They believe that speaking Arabic without preparation in forums such as presentations, competitions, or public speaking is the causal factor that allows their speaking anxiety to arise. Here are statements that support the above argument:

P2: "I write important points down on paper or sticky notes before speaking."

P6: "I will speak confidently, when I have noted the points down what I want to convey."

P4 and P10: "When the lecturer suddenly appointed me to speak and at that time, I did not prepare any notes, anxiety arose in me."

P10 and P7: "Sometimes, when I don't do noting important points down, I end up unfocused while talking."

In addition, taking notes seems to make good habits in students, i.e., studying and digging deeper into the subject's material to map the main points, "When taking notes I am indirectly required to look for material and review it before presented" (P2). It can be concluded that this method is beneficial for students. However, it does not seem reasonable because students do not have good reflexes when they are placed in impromptu situations. However, one student stated, "Taking notes is the beginning; it practices; the more I take notes, the better my speaking reflexes. At first, I only used it during competitions or presentations, but after that, my speaking skill in the classroom became easier" (P5).

Speaking practice

All participants agreed that speaking practice is also critical besides taking notes. It makes it easier for them to appear more confident by getting used to the situation. They also choose to practice alone rather than with others, such as talking to themselves in front of a mirror or driving a vehicle. Speaking practice can build understanding and train the self to assemble sentence by sentence. According to the participants, "Speaking cannot just be imagined, it needs to be voiced and spoken. The imagination will be different from the real situation, practice makes it easier for us to simulate the real situation" (P2, P3, P1).

In addition, when practicing speaking, students can also consider the correct grammar, "I usually speak alone while arranging grammar, adjusting the Nahwu and the Sharaf. Even though while speaking it may not accordance with the correct grammatical rules, at least I am more confident" (P6), and also practice simplifying speech or practice choosing the correct vocabulary. "I want other people to understand what I say. Practicing speaking makes it easier for me to determine the right vocabulary and simple sentences" (P1). "I often practice speaking while riding a motorbike to get used to speaking Arabic" (P1), and making it easier to map messages in the brain. "I always hope others understand my speech. Practice will help map important points in my head." (P3).

Collecting vocabulary

One of the difficulties of foreign language learners is lacking to express themselves because of limited vocabulary. Mastery of vocabulary is the most crucial thing when speaking; when students do not have an adequate vocabulary, delivering messages will be hampered. Two participants stated that searching vocabulary before speaking was one of the top lists they would mention when asked about the strategies, "Learning is certain, but mastery of vocabulary is most important! I never miss it" (P1); "Well-prepared definitions is vocabulary mastery, I don't want to have trouble delivering a presentation cause, I don't know it" (P2). They usually look for vocabulary related to lecture material or unfamiliar.

Listening

Before being able to speak, humans must get used to hearing. One participant applied this strategy to practice their speaking skills and minimize their anxiety, "I often listen to Arabic videos such as movies, songs, and cartoons. From there I get new vocabulary" (P9).

Memorizing

The memorizing strategy was placed last because the remaining eight participants felt this strategy did not help anxiety speaking Arabic. It ended up being a boomerang, "I tried this strategies because my seniors, who are experienced in debate, recommended it. But when I tried it, I got more confused and difficult" (P8); "I noted my words in detail, it was like memorizing, but when I practiced it I found that I often lost focus" (P3). However, two other students said differently, "Memorizing makes it easier for me to remember what points I will convey, it also makes improvisation easier." (P2).

2. Metacognitive strategies

The second strategy is metacognitive, which is considered essential to handle the learning process. Three metacognitive strategies that come out from participants' responses in this study were preparation, self-monitoring, and self-evaluating.

Preparation

After interviewing the participants, preparation is usually implemented by arranging sub-theme of cognitive strategies. Preparation helps minimize their anxiety. All these cognitive strategies are assembled in preparation and timed for their application. For example, taking notes, practicing speaking, memorizing, and collecting vocabulary are implemented before speaking situation, "I will never miss preparation before a presentation in

class.” (P7); “As much as possible I get ready before speaking in class” (P4); “Well-prepared is my strategy” (P2); “I will be very confident when I prepare myself” (P6); “I will have a hard time speaking if I miss the preparation time” (P10). However, listening is done in their spare time, “I see and listen to a lot of Arabic shows on You tube” (P9).

Self-monitoring

Self-monitoring was carried out to review the Arabic speaking performance. So far, three participants have monitored speaking performance with different types of monitoring:

- Through a peer, “After speaking I immediately asked a friend how my Arabic speaking performance was. They will give an opinion that I can use as an affirmation and validation of my confidence” (P6).
- Through the video, “I don’t do this every time, but usually at competition I ask someone else to record my speech. From there I will know what deficiencies I need to follow up so that anxiety does not occur often” (P3).
- Through a note, “I do monitor along with self-evaluation. After speaking I will immediately reflect on myself and then note my mistakes while speaking” (P2).

Self-evaluating

Most of the participants did not do monitoring but did self-evaluation. This evaluation is:

- Self-recognition, “I have to courage to admit my mistakes, that’s a practice I do for self-evaluation. If I don’t confess then I won’t know how to minimize my anxiety and where my speaking level is. Only then can I make an improvement plan” (P5); “I am usually asked to evaluate my own mistakes by seniors” (P3);
- Thinking to improve performance, “The result is bad or good, I keep trying to improve my speaking performance” (P9); “I don’t do evaluations often, but I’m thinking about improving my performance for the next time” (P2);
- Through a third person, “I usually ask others to criticize my performance” (P6); “My seniors always give me criticism, suggestions, and support after competition” (P3);
- Through video, “If there is a videotape, I will evaluate” (P1), “I record for occasional evaluation” (P3).

3. Affective strategies

Affective strategies use when the learning process allows students to feel threats from outside themselves;

students need to protect their egos and have tricks to manage their emotions. The fourth strategies are affective or emotional strategies with two sub-themes, relaxation, and suggestion.

Relaxation

Relaxation is defined as move taken by students to be calm and relax. This strategy can help students stay calm before starting to speak and restore their focus when distracted in the middle of a conversation. Five participants stated that they used this strategy, “Before speaking, especially before the competition, I will drink water and take a deep breath. It helps me to be more relaxed” (P3); “When I lose focus in the middle of a conversation, I will stop for a moment, and manage my thoughts. If I force myself to talk, this will end badly. My speech will get more out of control” (P10); “I like people’s attention. When my focus is lost, I communicate with the audience so that my mind can be calmer and I have time to think” (P1); “I will slow down my speech, so that I can be more relaxed or calm while rearranging my thoughts” (P7); and, “I will leave and cut off the phrase, material, and difficult vocabulary” (P9).

Suggestion

There are many suggestions, such as self-encouragement, positive self-talk, and changing mindsets. Five participants admitted that they often use suggestions to encourage positive energy. The following are the forms of recommendations that they often recite and emphasize:

P2: “This is a learning process; making mistakes are not a big problem.”

P1: “Often the negative things that I fear are not proven so I always say these words, it won’t be much different from before, there’s no need to be afraid!”

P3: “Other people may not necessarily be like me. Others may be better abilities than me, but they don’t necessarily have the courage.”

Q7: “Speaking Arabic is a necessity, let’s get through this well!”

P10: “Making a mistake is normal; you don’t have to worry.”

After making a belief like this, they feel more courageous and confident to speak up.

4. Motivation strategies

Motivation strategies are used to a willingness to carry out tasks in the future (Zimmerman & Schunk, 2011) and maintain students’ energy to achieve goals (Efklides, 2011). The motivation strategies consist of

three sub-themes: the environment, watching videos, and attending training.

Environment

One that supports the habit of speaking Arabic is the environment. A good environment helps others participate in their speaking skills. Of the ten participants, four of them agreed that the environment had an effect on improving their speaking skills and helped minimize anxiety due to being accustomed to speaking Arabic, "The environment is essential to motivate me" (P7); "Good people and environment will get me used to speaking Arabic" (P1); "I think the environment has quite an effect on my speaking motivation" (P2); and "The environment can motivate me" (P5).

Watching videos

Watching the video here is more accurately addressed to non-Arabic speakers who create Arabic or non-Arabic content: "I'm actually not too interested in speaking Arabic, but every time I watching Arabic-content from You tube somehow I can be more motivated to practice my speaking skills. And also, I have another unique way of changing subtitles from English or Korean videos to Arabic" (P1); "Usually I watch Arabic content from non-Arabic speakers or Arabic cartoons" (P9). Two participants choose this strategy.

Take training

Taking language training can be an excellent option for finding friends, mentors, and a learning environment. Only one participant stated that attending the training was her motivation to improve her speaking skills: "During the training I found people who had the same vision and goals as me. So that I am motivated to continue to improve my speaking skills" (P9).

5. Social strategies

Social strategies are considered to increase the desire to learn (Järvelä et al., 2013) and reduce anxiety and verify their understanding (Oteir & Al-Otaibi, 2020). Ten of the participants only three persons chose to find friends to help to practice their Arabic speaking performance and minimize their anxiety, "I only practice with my close friends" (P2); "I tend to practice with only one or two people, more than that I will be awkward to practice speaking" (P10); "A few days ago I just found someone to talk to in Arabic, this is fun" (P1). The lack of social strategies collected was due to some participants feeling uncomfortable sharing their worries and finding it more difficult when the person was better than her, "I've stud-

ied with friends, but it didn't go well. I often fall behind and have difficulty to balancing their skills" (P10).

Discussions

This study aimed to identify AFL students' SRL strategies to alleviate Arabic speaking anxiety. The findings show that students apply fourteen strategies categorized into five main strategies. They are: 1) Cognitive strategy; 2) Metacognitive strategy; 3) Affective strategy; 4) Motivation strategy; 5) Social strategy.

Based on interviews with participants, the causes of speaking Arabic anxiety for AFL students are their beliefs and expectations about speaking Arabic and interpersonal and personal problems. This argument is similar to Young's (1991) statement that the three causes of speaking anxiety are students, teachers, and instruction, which the three categories are divided into six more points;

1) learner's belief in language learning; 2) interpersonal anxiety and personal anxiety; 3) teachers/instructors' beliefs and perceptions about language teaching; 4) classroom learning procedures; 5) interaction between instructor and learner; 6) language test. They often feel burdened because of the expectation of speaking Arabic, such as being perfect, wrong grammatical will always lead to misunderstanding, limitation vocabulary hinders the delivery of the message, and performance optimally without making any mistakes. In addition to these problems, students also have interpersonal and personal problems, such as fear of negative evaluations from lecturers and peers, thinking that others are better at speaking than her, low speaking skills, low self-esteem, and not being used to adapting to other people.

Students can use SRL to minimize their anxiety with various strategies. In this study, the researcher has mapped out these strategies and verified the claims made by Lantoftl and Pavlenko (2001) that a student is a human being who is actively involved in learning for developing their learning terms and conditions. According to them, there are several strategies that students consistently use, and there are strategies whose frequency of use is only slightly. It also intersects with the claims of Bandura (1989) and Guo (2010) that students can show control and manage to learn even though these strategies are still limited and influenced by certain conditions, such as when they are about to speak. Students who do SRL indirectly recognize their weaknesses and understand their emotional problems, the anxiety of speaking Arabic. They tried to validate the feelings before, during, and after speaking Arabic. Its situation follows Guo et al. (2018) that when students deal with SRL, they have reflected to recognize

their problems, in this case, anxiety, and regulate these emotions so as not to control themselves as avoiding speaking Arabic.

One of the participants admitted his feelings and behavior that she tends to avoid speaking Arabic and tries not to appear (to make himself stand out) so that the lecturer does not point at her to speaking. In this case, she recognizes her emotions and behavior, and when she can admit it, she will also try to find strategies to deal with his weaknesses and prepare well before entering class. The student attempts to find a way out of anxiety with metacognitive strategies. The recognition and solutions made by these students are following Guo et al. (2018) that students who recognize their emotions can initiate to deal with their anxiety rather than constantly avoiding the situation, this shows that students are someone who actively manages and controls their emotions and affective behavior during language learning.

Among the five categories, cognitive strategies were used mainly by AFL students. They reflected that their tendency to alleviate speaking anxiety was solving problems and facilitating the acquisition of knowledge and skills, such as dealing with speaking anxiety by taking notes, practicing speaking, memorizing, collecting vocabulary, and listening, which is appropriate with the theory proposed by Derry and Murphy (1986) and El-Sakka (2016) (Derry & Murphy, 1986; El-Sakka, 2016). Metacognitive strategies chosen by students are preparation, monitoring, and self-evaluation can approve that students can accommodate their own cognitive strategies with metacognitive strategies (Papleontiou-louca, 2003). In addition, the metacognitive strategies used by students reinforce the opinion of Vandergrift (1999) that metacognitive strategies are learning that is regulated independently by students, like trying to plan, examine, monitor, select, revise, evaluate, and many others. Affective strategies deal directly with students' emotions and perform their duties when anxious about relaxation and self-suggestion. AFL students implement the motivation strategies with environments that support their learning, watch videos that keep them interested in speaking Arabic, and participate in training to find friends and instructors with the same visions and goals.

The motivation strategies strengthen students to continue speaking Arabic despite the anxiety constraints; following Zimmerman (2000), the motivation strategies are described as the control of the willingness to carry out tasks in the future. The last strategy, described with support from others, is a strategy with the fewest sub-themes: making friends. According to Hurd (2007) and

Hurd and Xioa (2010), students seemed uncomfortable sharing their anxieties with other people or teachers/tutors. Looking for friends or help from others can hurt their self-esteem. It suggests that opening up to others about their anxieties can embarrass them.

AFL students use cognitive strategies and social strategies to reduce nervousness, such as heart-pounding, blank memory, stammering speech, sweaty hands, panic, nausea, dizziness, and a cold body, which are caused by fear of making mistakes, afraid to get negative feedback from lecturers and peers, feel unable to speak Arabic well, doubt that other people do not understand their speech, lack confidence, and pay too much attention to the correct grammatical. Affective is also carried out to minimize the anxiety variants by encouraging students and covering themselves in a more positive atmosphere. At the same time, metacognitive strategies are applied to maintain the rhythm and performance of cognitive strategies so that the various types of anxiety that have been mentioned can be appropriately avoided. Motivation is not used when speaking Arabic, but students continue to practice this strategy so that the desire to learn speaking Arabic and improve skills continues. Motivation prevents discouragement and avoidance during the period of learning to speak.

From these strategies, the researcher found the model SRL used by ALF students (see Figure 1.1), which follows Bandura's (1986) theory three stages in the SRL process, self-observations, self-judgments, and self-reactions (Schunk & Greene, 2018; Zimmerman & Schunk, 2011) and combined with Zimmerman's (2000) clinical model with three phases, forethought, performance, and reflection (Schunk & Greene, 2018). Self-observation used to dig up the information needed to set the right learning strategies and goals. When ALF students want to use a new strategy to be adopted or imitated, they will carefully observe the steps of the strategy and match it with the results of their observations, for example, the memorizing strategy for P3. Before entering the debate competition, she observed strategies that seemed applicable when performing. Usher and Schunk add (2018) that the observation stage also involves self-awareness which is influenced by student emotions, memory reconstruction, and self-confidence that already exists in him. The role of self-awareness in this stage is to help students diagnose problems and obstacles that arise, which tend to interfere with long-held habits, then set internal standards and realistic goals through self-motivation. So, self-observation is used before, during, and after the strategy is chosen. Face with external and internal standards. External standards

are usually set by friends, lecturers, institutions, and society through explicit (such as the value of academic program boundaries) or implicit (such as labelling, stereotypes, and social recognition given by society)(Usher & Schunk, 2018). P3, when applying the memorizing strategy, tries to assess herself with the standards she already believes in with the standards in the debate. P3 felt that the memorizing strategy was not good enough to use because she thought it was hampered to speak and improvise.

The previous two stages will conclude with the final

stage, self-reaction—the student's reaction to the strategy he used after the judgment process. Self-reaction is manifested in the beliefs that arise after seeing the results of their performance, self- motivation, and rewards to be achieved (Zimmerman & Schunk, 2011). When P3 concluded from the judgment process, she believed that the memorizing strategy was unsuitable. Memorizing does not arouse motivation to learn but instead creates anxiety and does not meet her learning expectations. So, the final decision she made was to revise his speaking

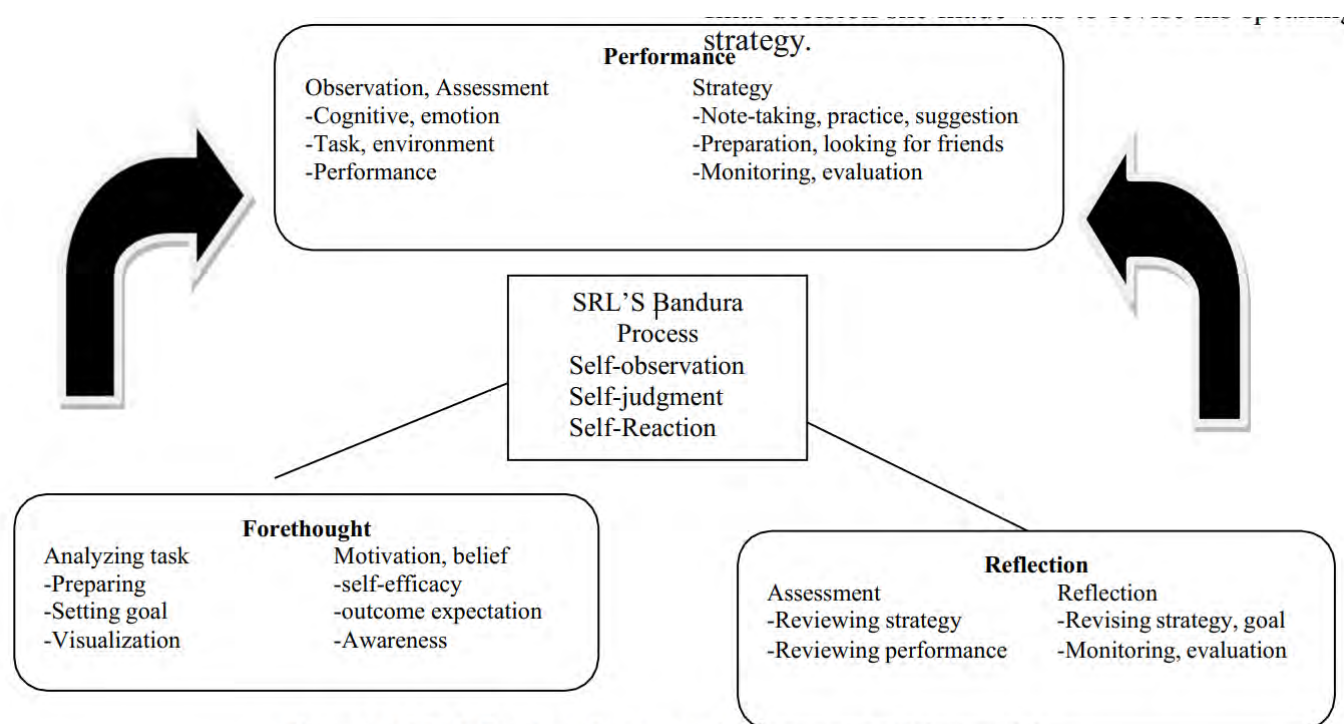


Figure 1.1 SRL's Bandura Process and Zimmerman clinical model

After the observation process is carried out, students proceed to the self-judgment stage by comparing their assessment and the situation they

Then, Bandura's (1986) version of the SRL process was combined with Zimmerman's (2000) cycle model. Students spend much time thinking, contemplating, and planning thoughts before taking action in the forethought phase. This phase is carried out before self-observation; it means ALF students analyze the needs of the task, determine goals, visualize the task, then motivate themselves to make strategic decisions. Like the SRL case that P2 did, when it was her turn to present, she would immediately analyze the presentation task then break down his needs into small subs. She has set a goal: to deliver a presentation well in front of the class. Goal setting is important to gather attention and energy during the performance period (Usher & Schunk, 2018). Objectives also help students deal with task

pressures and measure the effectiveness of the planning and preparation processes they have developed (Locke, 2013).

The performance phase is carried out simultaneously with observation and self-judgment from monitoring his thoughts, behaviors, feelings, and the stages of the strategy used. Successful performance often requires effective strategy (Usher & Schunk, 2018); this is under how ALF students choose a set of cognitive strategies in their speech learning process and consider the effectiveness of anxiety reduction. After doing cognitive strategies, P2 monitors and evaluates its performance by remembering, admitting, and noting errors that need improvement for the following speaking task.

After the performance phase, the reflection takes place with self-judgments and self-reactions. During the reflection phase, AFL students review their effort into completing assignments. Students also can explore the

causes of anxiety, a performance that has not been maximized. They can review strategies and revise and even eliminate them as the final decision (Usher & Schunk, 2018). P2, who has completed the evaluation and assessment notes, reflects to build improvements and encourages himself with motivation.

Practically, this study produces material that lecturers and other ALF students can consider adopting these strategies. It is hoped that the results of interviews with several students can help lecturers lead their students in minimizing speaking anxiety and forming a suitable environment for a conducive learning atmosphere by teaching SRL. Teachers can also begin to take a personal approach to students who have difficulty speaking and be more sensitive to students experiencing anxiety, for example, by paying attention to their reactions, gestures, and sounds when interacting in class (Salovey & Sluyter, 1997; Shao, Yu, & Ji, 2013). For future research direction, the researcher sees the potential for measuring the effectiveness of SRL with students' speaking anxiety levels, exploring SRL to overcome speaking anxiety during a pandemic through online learning platforms, and the relationship between teacher instructions and speaking anxiety and SRL.

Conclusion

Based on the researcher's question, how come SRL overcome speaking anxiety for AFL Student. So, it can be concluded that ALF students at Maulana Malik Ibrahim State Islamic University use 14 strategies with the primary strategy; 1) Cognitive strategies; 2) Metacognitive strategies;

3) affective strategies; 4) Motivation strategies; 5) Social strategy. The 14 strategies are note-taking, speaking practice, collecting vocabulary, listening, memorizing, preparation, self-monitoring, self-evaluation, relaxation, suggestions, environment, watching videos, taking training, and looking for friends. The SRL mapping shows that ALF students have independence, a solution attitude, and the desire to continuously improve their speaking performance so that all things related to speaking anxiety can be minimized.

In addition, cognitive, social, and affective strategies are used to reduce nervousness in the form of heart-pounding, blank memory, stammering speech, sweaty hands, panic, nausea, dizziness, and a cold body, which are caused by fear of making mistakes, fear of getting negative feedback, keep thinking that they cannot speak Arabic well, doubting that others do not understand the message conveyed, lack of confidence, and pay too much attention to the correct grammatical. While meta-

cognitive strategies regulate the rhythm of cognitives-strategies, motivation strategies are not applied when speaking outside the task and purpose of speaking. The researcher also found that AFL students used Bandura's (1986) SRL process and Zimmerman's (2000) cycle model.

Limitations and Future Studies

The participant researcher was chosen just from final year students and female genders. It will be completed if the researcher interviews the participant from fresh, sophomore, and third-year students and male students. The SRL's spectrum for overcoming speaking anxiety will be diverse.

The researcher sees the potential for further studies from this finding, is measuring the effectiveness of SRL with students' speaking anxiety levels, exploring SRL to overcome speaking anxiety during a pandemic through online learning platforms, and the relationship between teacher instructions speaking anxiety and SRL.

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