Developing a Prototype of a Self-Regulated Learning-Based Learning Model for English Language Learning for Junior High School

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ABSTRACT: The 2045 Golden Indonesia Vision emphasizes the importance of developing the quality of human resources, including the English language. However, according to the EF English Proficiency Index, data show that Indonesia's English language proficiency is still low due to the minimal use of English in daily life. The condition is the main challenge for the autonomous learning of high school students. Therefore, a teaching and learning model facilitating the students' systematic management of their learning process is needed to achieve their learning goals. This study aims to develop a prototype learning model based on self-regulated learning for students who study English at Junior High School and find effective strategies to support teachers in adopting and adapting self-regulated learning in their English classes. The self-regulated learning-based learning model is the right solution to improve students' self-regulated English language learning. This learning model follows a three-phase cycle model, which includes the Forethought, Performance, and Reflection phases. Developing **a** prototype of a Self-Regulated Learning-Based Learning Model for English Language Learning in Junior High School follows the five stages of the ADDIE Model. Th**ey** are Analysis, Design, and Development. This study developed the prototype of an SRL-based Learning Model for English Language Learning. The implications of this prototype are (1) teachers becoming more aware of facilitating students' learning English with learning strategies, and (2) students becoming more goal- and strategy-oriented to achieve better.

Keywords: Prototype, Learning, Model, SRL, ADDIE.

INTRODUCTION

Mastery of the English language is one of the critical competencies that high school students in Indonesia must master. The ability to speak English will open up opportunities for them to access global information, communicate with foreigners, and increase their competitiveness in the era of globalization. Mastery of the English language is becoming increasingly crucial in realizing 2045

Golden Indonesia. The vision of 2045 Golden Indonesia aspires for Indonesia to become a developed, fair, and prosperous country that is sovereign and able to compete internationally.

One key to achieving this vision is improving the quality of Indonesia's human resources, including mastering the English language. English as a global language can be a tool to open access to the latest science, technology, and information. Good English language skills can also help students develop critical, creative, and communicative thinking skills (Wati R et al., 2024; Ramadhani N et al., 2023; Alkhrisheh H.T.D et al., 2021).

However, the result of the 2023 EF English Proficiency Index (EF EPI) showed that the English language proficiency of the Indonesian people was ranked 79th out of 113 countries (Azizah, 2023). This condition is not much different from the 2022 data, which was ranked 81st out of 111 countries (CNN, 2022). The 2019 National Exam Results Report of the Ministry of Education and Culture showed that the average score on the English exam for public junior high schools was 47.17, and the average score at the SMA/SMK/MA level was 49.03. Meanwhile, in the private school category, the average score of junior high school students was 48.06, and high school/vocational/MA students was 43.80. The low scores on the English exam indicated that many high school students in Indonesia still have difficulties learning English.

Also, what often happens in English as a Foreign Language contexts, such as in Indonesia and many other Southeast Asian and even Asian countries, is that the teaching of English in school is not sufficient for students to speak English as well as expected (Soliman, N. A, 2014). Students' English proficiency often remains limited (Renandya W.A, 2007). The biggest challenge of learning English for students and teachers lies in the position of the English itself. In Indonesia, English is a foreign language – English as a Foreign Language – whose daily use is limited. The use of the English language is only encountered in the context of classroom learning, foreign companies, and social media. Because of this limited context, students do not see how they can apply what they have learned in class, which leads to a lack of motivation for students to learn English and a decrease in class participation (Daflizar et al., 2022).

The context of learning English as a foreign language in Indonesia requires students to learn autonomously to achieve success. Lack of autonomy in learning English is one of the main factors that cause the low level of English proficiency of students (Gülnihal Ş.E. et al., 2019; Malik M.A. et al., 2021; Zimmerman B.J, 1989). The following factors determine failure in autonomous learning: first, the difficulty in deciding clear and measurable learning goals. Students need to develop their self-regulated learning to learn English autonomously. Schunk and Zimmerman (2012) define SRL as self-generated ideas, emotions, and behaviors that are methodically focused on achieving learners' objectives (p. 45). Meanwhile, Zumbrunn, Tadlock, and Roberts (2011) claim that SRL explains how people actively control their learning processes by establishing objectives, keeping track of their progress, and modifying their approach to success; second, the inability to plan effective and goal-aligned learning strategies; third, lack of motivation and discipline in learning; fourth, difficulties in monitoring learning progress and evaluating learning outcomes and lastly, the inability to learn from mistakes and failures. As a result of a lack of autonomy in learning English, students are easily distracted and give up when facing difficulties. This will undoubtedly hinder the learning process and the achievement of optimal results.

Therefore, students must develop learning autonomy to succeed in learning English. Their level of self-regulated learning characterizes students' autonomous learning. Self-regulated learning, according to Zimmerman (1989), is an ability where a person can activate and encourage thoughts (cognitive), feelings (affective), and actions that have been planned systematically and repeatedly and oriented towards achieving a goal in their learning. In addition, Greene (2018) defines SRL as the process for students to activate and maintain the continuity of cognition, impact, and attitudes systematically oriented toward achieving personal goals that involve skills and willingness to learn.
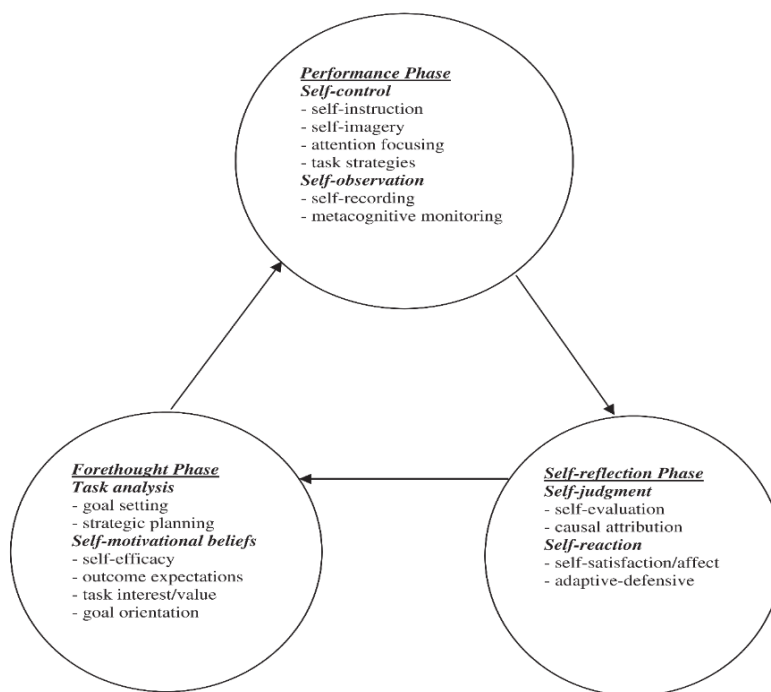

Performance Phase
Self-control
- self-instruction
- self-imagery
- attention focusing
- task strategies
Self-observation
- self-recording
- metacognitive monitoring

Forethought Phase
Task analysis
- goal setting
- strategic planning
Self-motivational beliefs
- self-efficacy
- outcome expectations
- task interest/value
- goal orientation

Self-reflection Phase
Self-judgment
- self-evaluation
- causal attribution
Self-reaction
- self-satisfaction/affect
- adaptive-defensive

Fig. 1. Zimmerman's three phases and subprocesses of academic self-regulation.

According to Boekarts (1993), self-regulated learning is a multi-faceted concept that includes various components that work together to enable individuals to manage their learning process effectively. These components can be categorized into three main aspects: cognitive strategies, beliefs and motivational strategies, and resource management strategies. Cognitive strategies refer to the mental processes and techniques students use to improve their understanding, investment, and application of knowledge. These strategies can be broadly divided into three categories: planning and organizing, self-monitoring and evaluation, and elaboration and repetition. Motivational beliefs and strategies include goal setting and self-efficacy, intrinsic and extrinsic motivation, and self-regulation of affection and encouragement. A resource management strategy refers to the techniques students use to effectively use available time, effort, and resources to optimize their learning. These strategies include time management, effort management, and seeking help. Moreover, according to Zimmerman and Schunk (2003), Bandura's development of the social cognitive theory has influenced educational practices, such as promoting student motivation, self-regulation, and academic achievement.

Recent research on self-regulated learning (SRL) emphasizes its increasing significance in education, especially in promoting student autonomy and metacognitive strategies. Publications from 2024 highlight SRL's impact on academic performance, resilience, and workforce readiness.

Key studies discuss integrating SRL into curricula through technology and feedback to support independent learning. The August 2024 SSRL Times Magazine further explores SRL's application in various learning settings, including higher education and professional training. Global research trends show a continued focus on motivation, metacognition, and performance in SRL studies.

According to Shuy (2010), self-regulated learning strategies are research-based teaching methods that assist students in keeping track of and controlling their learning habits and abilities. In addition, Sakai and Takagi (2009) emphasize the importance of promoting learner autonomy to improve language proficiency, particularly in contexts where traditional education may not prioritize self-directed learning. It calls for pedagogical shifts to empower learners and enhance their motivation and outcomes in EFL.

To increase students' autonomous learning, especially in the field of the English language, a student-centered learning model is needed and actively involves them in the learning process, starting from planning learning objectives, monitoring the learning process, and reflecting on the learning outcomes. Self-Regulated Learning (SRL)-based learning models are the right solution to improve self-regulated learning capabilities. This learning model follows the three-phase cycle model from Zimmerman (2000): forethought, performance, and reflection. In the forethought or planning phase, students set learning goals, choose learning strategies, make study plans, and prepare learning resources. Students carry out their learning plan in the performance phase or implementation. This includes implementing learning strategies, monitoring progress, adjusting learning strategies, and seeking help. In the reflection phase – students reflect on their learning process, which is in the form of evaluating the achievement of goals, analyzing learning strategies, identifying strengths and weaknesses, and formulating a follow-up plan.

Dignath-Van Ewijk and Van Der Werf (2012) conclude that professional development programs must equip teachers with practical strategies and tools for fostering SRL and address gaps between beliefs and practices requiring targeted interventions to enhance teachers' confidence and capacity in promoting SRL. Although self-regulated learning has many benefits, its integration into English language teaching is still limited. Souvignier and Moklesgerami (2006) highlight how self-regulation—students' ability to plan, monitor, and evaluate their learning—can be integrated into strategy instruction to improve academic outcomes. Existing models often do not have a comprehensive framework that includes the main components of self-regulated learning and is aligned with the context of English language learning. Self-Regulated Learning (SRL) is a framework for understanding how students take charge of their learning processes, according to Peeters et al. (2016). This notion states that SRL entails actively planning, observing, and assessing one's cognitive, motivational, and behavioral methods to accomplish particular learning objectives. In addition, applying self-regulated learning-based models requires effective strategies to support teachers in adopting and adapting this approach in their classrooms.

Therefore, this study will answer the question: How is a self-regulated learning-based learning model designed to develop students' self-learning skills in the English Language? Developing and implementing a self-regulated learning-based learning model for English language learning can significantly improve student outcomes and encourage a more personalized and effective learning experience. By empowering students to take charge of their learning, self-regulated learning can

foster self-motivation, improve language proficiency, and contribute to overall English language proficiency development. By developing an effective self-regulated learning-based learning model and supporting teachers in its implementation, the FKIP English Language Education, Study Program, PDWM team can empower students to become more autonomous and successful English Language learners.

METHOD

This research's participants are English teachers and their students of junior high schools in Banjarmasin, who were selected based on their MGMP activities. Thirty-five participants teach English and could participate in this study. Their students are also involved in trying out the prototype. The research was done through MGMP activities, which consisted of some meetings to select the accessible participants, collect the data through questionnaires and interviews for need analysis, socialize the SRL concept, and try out the draft of the learning model.

Data were collected through Teacher and Student Observation and Interviews. Classroom observations and interviews with teachers and students were used to collect qualitative data on the application of the SRL learning model. These observations and interviews can provide in-depth insights into the user experience and challenges faced during implementation.

The research method must be in line with the Cost Budget Plan (RAB). The development of a prototype of a Self-Regulated Learning-Based Learning Model for Junior High School English students used the ADDIE Model. This development model has five stages: Analysis, Design, Development, Implementation, and Evaluation. ADDIE stands for its five main phases: (1) Analysis: This first step focuses on identifying the learning needs, understanding the target audience, defining objectives, and determining instructional goals. The central question is "What is the need or problem?" (2) Design: The course or training's overall structure is outlined. Learning objectives are solidified, assessments and instructional strategies are mapped out, and the course blueprint is drafted. (3) Development: Using the design plan, this phase involves creating the actual course content, including multimedia, materials, and assessments. The goal is to build the components outlined in the design phase. (4) Implementation: This is the delivery phase, where the course or training is presented to learners. It involves organizing the delivery method (online or in-person), providing support, and ensuring everything runs smoothly. (5) Evaluation: This phase assesses how effective the instruction is. Evaluation can be ongoing (formative) or at the end (summative) and checks if learning objectives were achieved, highlighting areas for improvement. The ADDIE model is iterative, allowing feedback from any phase to inform changes in earlier steps to enhance the overall learning experience.

However, only three stages of the ADDIE Model, namely analysis, design, and development, are implemented in the research.

1. Analyze: This stage was carried through a checklist and questionnaire to analyze the characteristics of the learners to be researched, namely to determine the level of learner characteristics based on their knowledge, skills, and development. This analysis was to

determine the level of diverse learners' abilities in self-regulated learning and their needs for self-regulation learning to be chosen as the participants who were able to determine the right solution. The results of the learner's analysis were related to the ability to adjust the SRL from the Scale which is used as a measuring tool for the learner's SRL. The scale includes six factors of SRL, i.e., memory strategy, goal setting, environmental structuring, organizing, self-evaluation, and seeking assistance.

2. Design: This stage includes systematic and specific planning, determination, and development of various SRL elements. For this research, preliminary studies were conducted, such as to select the participants and determine the feasibility of trying out the learning model. Activities were also conducted to prepare learning models by examining relevant and important theories to solve problems faced by learners in SRL. This stage was carried out to create a learning model so as to produce Draft I.

3. Development: The ADDIE Model contains product design realization activities. The development steps in this study include activities to create and modify learning models. In this stage of development, the framework and concepts carried out at the Design stage are realized in the form of ready-to-use learning model products. The development stage is carried out to produce Draft II and Draft III, and the final product is developed. Draft II is the result of validation from three recommended validators. The limited trial was carried out in a small group taken at random, namely 10 students as a randomly selected sample to produce Draft III. The final product is a learning model developed from the results of validation by English teachers.
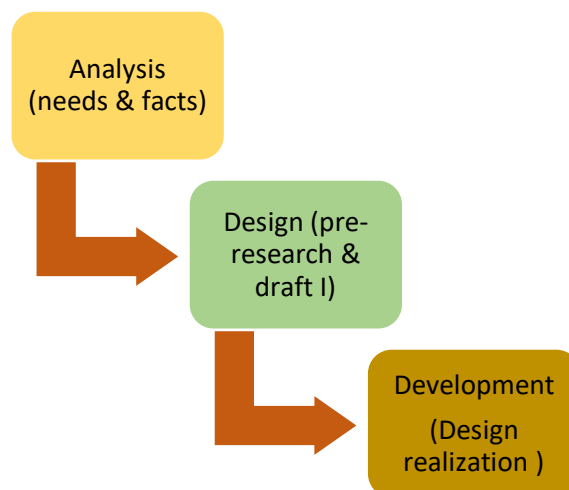
RESULT AND DISCUSSION

The participants of this study are 35 English teachers and their students in junior high schools in Banjarmasin City. The ADDIE method is carried out as follows: (1) in the Analysis Stage, based on the results of the needs analysis, the research participants, teachers, and students are still not implementing the SRL strategy in learning English and do not know much about the Self-Regulated Learning (SRL)-based English learning model. Furthermore, to improve their English language skills, the mastery of the English Language Skills needs to be identified. Using

achievement tests given for English language learning for the students' participants. It was found that their common needs for English learners as in the following table:

No.	Needs	Percentage (%)
1	Speaking	90
2	Listening	90
3	Reading	55
4	Writing	80
5	Vocabulary	65
6	Grammar	65
7	Pronunciation	75

High needs: more than 75 %, Medium needs: more than 50% to 75%, Low needs: less than 50%. Based on the table, it can be concluded that students need to learn and improve all of their English language skills to have good basic English communication skills for their levels, as described in the following.

Almost all (90%) must practice speaking and listening for daily communication. Junior high school students have just started learning English and have never spoken or listened to English materials. Also, the curriculum requires students to have the basic communication skills to interact and communicate their ideas.

80% need to learn and practice writing sentences. The curriculum requires students to write paragraphs in English at the end of each lesson to communicate their ideas.

65% need to learn words and phrases relevant to daily life and sentence structures and tenses. Besides the language skills, the curriculum requires the students to develop their vocabulary and grammar through the language skills lessons.

55% need to practice reading to comprehend written texts. This matches the curriculum objectives, which require students to be able to read, identify information, and respond to the information they receive.

75% need to practice pronunciation. Good pronunciation is essential for clearly conveying ideas in oral communication. This results from their unfamiliarity with speaking English.

(2) In the Design Stage, a framework (in the appendix) designs a learning procedure that can apply SRL Theory and Frameworks. (3) In the Development Stage, determining SRL strategies that can be used to train students is produced. The results showed an intervention that effectively contributed to the implementation of learners' SRL strategies involving an integrated approach in which cognitive, metacognitive, motivational, and behavioral SRL strategies were explicitly taught. Teachers showed that they are increasingly aware of the importance of explicitly helping their students by teaching SRL strategies and the need to help their students by teaching English based on SRL strategies.

Also, the results of developing a prototype of a Self-Regulated Learning (SRL)-based learning model for English subjects in junior high school include several key aspects that show how the

model is adapted, implemented, and evaluated. The following are the activities from the development of this learning model prototype:

1. Learning Model Prototype Design of the Model developed consists of the key components, such as planning, monitoring, and self-evaluation strategies tailored to English subjects. Teachers play a central role in guiding students to develop skills for setting goals, monitoring progress, employing strategies, and reflecting on outcomes as Moos and Ringdal (2012) review the role of teachers in fostering self-regulated learning (SRL) in the classroom as Facilitators of SRL. This model includes specific steps to improve students' ability to manage their learning, such as setting learning goals, selecting learning strategies, monitoring progress, and reflecting on learning outcomes. The importance of fostering SRL in teachers, which involves setting goals, monitoring progress, and adapting strategies to improve teaching effectiveness, has also been explored by Perry, Phillips, and Hutchinson (2006) and Paris & Paris (2001). This model incorporates communicative learning approaches that support SRL, such as group discussions or problem-based learning, which was used during the trial, focusing on English communication skills.

2. Developing Teaching Materials and Learning Media Learning Modules by preparing learning modules that support SRL, including instructions and materials designed to encourage students to organize and evaluate their learning. The modules also include exercises and assignments that promote self-reflection and decision-making. The development of digital learning aids, such as apps, interactive videos, or online learning platforms, is designed to support SRL and help students learn English autonomously.

3. Implement prototype Small-Scale Trials by conducting prototype tests in one class for every teacher and observing how these models were applied in real-world situations. The trial aimed to identify the model's strengths and weaknesses and measure student engagement, learning strategies' effectiveness, and SRL skills improvement.

The following is the prototype resulting from this study:

The Prototype of SRL-Based Instruction for English Language Learning in Junior High School

Fase forethought

Task Analysis	Goal Setting	Teacher sets learning objectives in the Teaching Module Example: Grade VII students can appropriately describe a close friend's physical appearance and personality in writing.	Students set learning goals for their SRL-based Instruction: Students determine someone to be described, for example, their close friends or siblings.
	Strategic Planning: Selecting the appropriate strategy	Teacher displays a text model of SRL-based Instruction	SRL based Instruction: Students select the strategies for categorizing the necessary information based on the text model provided by the teacher.

Fase performance

Self Control	Self Instruction/ Task Strategies	The teacher provides a table that must be filled with similar vocabulary and is needed to describe the physique and personality according to the information in the text model.	Students use the strategies they have selected to complete the table the teacher gave.
Self-Monitoring	Self-recording/ Meta Cognitive Monitoring	The teacher asks students to double-check the entries in the table and create new text using appropriate words from the table.	Students double-check the fields on the table and create new text using the appropriate words in the table.

Reflection

Self-Judgment	Self-evaluation	Teacher prepares assessment rubrics for self-evaluation	Students assess the results of their work
Self Reaction	Self-satisfaction	The teacher facilitates peer assessment discussions	Student responds to his friend's work

Zimmerman (2008) adds that learning is viewed as an activity that students proactively do for themselves, and SRL (Schunk D.H. and Zimmerman B.J, 2012) is defined as self-generated ideas, emotions, and behaviors that are methodically focused on achieving learners' objectives (p.45).

This prototype can be used for enhancing academic performance. As stated, Self-regulated learning training programs enhance academic performance, self-regulated learning strategies, and university students' motivation. Link (2013) examines the cyclical self-regulated learning (SRL) model and strategy for re-engaging learners within this framework. This cyclical model of SRL includes three phases—forethought (planning and goal-setting), performance (strategy use and self-monitoring), and self-reflection (evaluating outcomes and adapting strategies).

The prototype above was the sample draft for the implementation. After implementing the prototype draft, some factors influenced the development of a good prototype. The factors revealed were that (1) teachers play an important role, but not all teachers, the participants, experience self-regulated learning although they have known the principles from the socialization. (2) the most important factor in implementing the SRL is the willingness of the teachers to implement the prototype. (3) Commitments from the participants, either the teachers or the students, are needed to maintain the continuity of cognition and orient their attitudes toward achieving personal goals. As suggested by Malik, Kousar, and Khan Rana (2021)., in their case study, teachers are encouraged to implement strategies that promote learner autonomy, such as allowing students to set their own learning goals, select resources, and engage in self-assessment. In addition, Curriculum developers should consider integrating components that support the development of autonomous learning behaviors to improve language achievement. Besides, the teachers seemed having problems in formulating the SRL-based lesson objectives. They need more

practice in formulating lesson objectives. Furthermore, students during the implementation also needed more time to regulate themselves in learning since they were not used to it. Consistent with one of the principal purposes of the study, the results were used as a basis to make some informed judgments on what can be pedagogically improved and where and how learners can be supported in both the strategies they adopt and the ones they do not to enhance their autonomous learning. Competence is one way to characterize SRL (Wirth J & Leutner D, 2008).

While doing so, the roles of teachers and teacher trainees were frequently referenced, and the major implication is that teacher (as a researcher) autonomy is a necessary prerequisite to and must accompany learner autonomy. Furthermore, Zimmerman (2002) describes SRL's 'success criterion' as the ability for self-reflection, goal setting, time management, learning strategies, self-evaluation, self-motivational beliefs, intrinsic task interest, attention control, and help-seeking.

CONCLUSION

By training SRL students, teachers prepare students to learn and work independently. Using a self-regulated learning approach can have a positive impact on learning outcomes. The self-regulated learning approach accommodated the students of health vocational education outside the classroom activity. Being involved in developing the prototype, teachers showed that they are increasingly aware of the importance of helping their students by teaching SRL strategies explicitly, and they are also aware of the need to help their students by teaching English based on SRL But, teachers' SRL abilities are not as good as the students as stated by the studies of Spruce and Bol (2014) teachers frequently fell short of students' SRL abilities. Students are more organized since they implement the SRL to achieve better. Implementing SRL strategy-based English teaching for junior high school students has become necessary. However, consistently and seriously implementing SRL strategies in long-lasting daily practices remains a challenge for teachers, and this needs to be seriously considered since teachers play a pivotal role in modeling and supporting SRL strategies (Kramarski B et al., 2013). For further research, the prototype should be developed by considering the different characteristics of the students and teachers and SRL strategies that are appropriate for the students' characteristics.

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