

SELF-REGULATION IN LEARNING ENGLISH BEYOND THE CLASSROOM AMONG STUDENTS AT UIN SUSKA RIAU

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ABSTRACT

This research aimed to describe the level of self-regulation in English learning beyond the classroom and identifying the most dominant dimension among English Education students at State Islamic University of Sultan Syarif Kasim Riau. Quantitative descriptive method was used in this research. 129 fourth-semester students were the population of this research, and 60 students were selected with simple random sampling. Data were collected with questionnaire adapted from Zheng et al. (2016), covering six dimensions of self-regulation goal setting, environmental organization, time management, task strategy, help-seeking, and self-evaluation. The research findings showed that the level of student self-regulation was in high category. Most students (61.67%) were able to independently plan, organize, and monitor their English learning beyond the classroom. The most dominant dimension was goal setting ($M = 3.22$), indicating that students were able to set clear learning goals. However, some students still needed to increase their abilities of time management and self-evaluation. Overall, students at State Islamic University of Sultan Syarif Kasim Riau had excellent self-regulation learning ability.

KEYWORDS: *Self-Regulation, Learning English*

1 INTRODUCTION

Self-regulation refers to learners' ability to manage their thoughts, motivation, and behaviors in order to achieve learning goals through planning, monitoring, and evaluation processes (Zimmerman, 2000). In the context of language learning, self-regulated learners are more autonomous, strategic, and motivated in directing their learning activities, especially outside formal classroom instruction. Learning English beyond the classroom requires students to take greater responsibility for their learning, as they must independently choose strategies, manage time, and evaluate their progress.

For English Education students, learning beyond the classroom is essential to strengthen language skills such as listening, speaking, reading, and writing. However, many students still rely heavily on classroom instruction and show limited initiative to practice English independently. Difficulties in goal setting, time management, and maintaining motivation often hinder effective out-of-class learning. These challenges

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indicate the importance of self-regulated learning in supporting students' success in learning English beyond the classroom. Learning English beyond the classroom has become increasingly important in higher education, especially for students in English Education programs. Outside-the-classroom learning allows students to engage in independent learning activities, utilize various learning resources, and practice language skills in authentic contexts. However, successful learning beyond the classroom largely depends on students' ability to regulate their own learning processes.

Previous studies have highlighted the role of self-regulation in language learning. Research by Lai et al. (2023) found that self-regulation significantly influences students' engagement in self-directed English learning with technology beyond the classroom. Similarly, Viberg and Kukulska-Hulme (2021) emphasized that self-regulation is a key factor in sustaining learners' motivation and consistency in autonomous language learning. Despite these findings, research focusing on self-regulation in learning English beyond the classroom in the Indonesian higher education context remains limited. Therefore, this study aims to describe the level of self-regulation in learning English beyond the classroom among English Education students at UIN Sultan Syarif Kasim Riau and to identify the most dominant dimension of self-regulated learning.

a. Self-Regulation

Self-regulated learning (SRL) refers to learners' ability to actively manage their own learning processes through planning, monitoring, and evaluating their cognitive, motivational, and behavioral activities. Zimmerman (2000) defines self-regulation as self-generated thoughts, feelings, and actions that are systematically directed toward the attainment of learning goals. This definition emphasizes that learning is not merely influenced by external instruction but also by learners' internal control and responsibility for their learning outcomes.

From a social cognitive perspective, Bandura (1986) explains self-regulation as the interaction between personal factors, behavior, and environment. Learners observe their performance, evaluate it based on certain standards, and react accordingly by adjusting their strategies. Similarly, Pintrich (2004) describes self-regulated learning as an active and constructive process in which learners set goals, monitor progress, regulate motivation and behavior, and control learning contexts. Schunk (2012) further highlights that self-regulation involves goal setting, strategic planning, self-monitoring, effort regulation, and self-evaluation, all of which contribute to academic success.

b. Learning English beyond the Classroom

In the context of English language learning, self-regulation plays a crucial role, especially when learning occurs beyond the classroom. Learning English outside formal instruction requires students to take responsibility for setting goals, managing time, selecting strategies, and maintaining motivation. According to Schunk and Ertmer (2000), learners who possess strong self-regulation skills are better able to direct attention, apply learning strategies appropriately, and persist in the face of difficulties.

Learning English beyond the classroom allows students to engage in authentic language exposure through various activities such as reading English texts, watching videos, listening to podcasts, using language learning applications, and communicating with others in English. However, without effective self-regulation, students may struggle

to manage distractions, use their time efficiently, and evaluate their learning progress (Zimmerman, 2001). Therefore, self-regulated learning is essential to ensure that independent English learning activities contribute meaningfully to language development.

c. Dimensions of Self-Regulated Learning

To examine self-regulation in learning English beyond the classroom, this study adopts the framework proposed by Zheng et al. (2016), this framework identifies six dimensions of self-regulated learning that are particularly relevant to autonomous and out-of-class learning contexts.

The first goal setting, which refers to learners' ability to set clear, specific, and achievable learning objectives. Goal setting provides direction and motivation for learners to maintain consistent learning behavior (Zimmerman, 2000). In English learning beyond the classroom, goal setting may include objectives such as improving vocabulary mastery or enhancing listening comprehension.

The second environment structuring, which involves learners' efforts to create or select a learning environment that minimizes distractions and supports concentration. Choosing an appropriate study location and managing environmental factors are important aspects of self-regulated learning (Barnard et al., 2009).

The third time management, which refers to learners' ability to allocate, plan, and regulate their learning time effectively. Effective time management enables learners to maintain regular learning routines and balance academic and personal responsibilities.

The fourth task strategies, which involve the use of cognitive and metacognitive strategies to enhance learning performance. These strategies include note-taking, summarizing, practicing language skills, and using learning aids to improve comprehension and retention.

The fifth help seeking, which refers to learners' willingness to seek assistance from peers, teachers, or other resources when facing learning difficulties. Help seeking is considered a positive self-regulatory behavior that reflects learners' awareness of their limitations and their proactive approach to overcoming challenges.

The final dimension is self-evaluation, which involves learners' reflection on their learning outcomes and processes. Through self-evaluation, learners assess whether their learning goals have been achieved and determine what strategies need to be maintained or improved (Zimmerman, 2002).

2 METHODOLOGY

This study employed a quantitative descriptive research design to describe students' self-regulation in learning English beyond the classroom.

a. Population and Sample

The population of this study consisted of 129 fourth-semester students of the English Education Department at UIN Suska Riau. The sample was selected using simple random sampling, 60 students were selected as the research.

b. Instrument

Data were collected using a questionnaire adapted from Zheng et al. (2016). The questionnaire consisted of 20 items covering six dimensions of self-regulation:

- goal setting
- environmental structuring,
- task strategies,
- time management,
- help seeking,
- self-evaluation.

c. Data Collection

The data in this study were collected using a questionnaire as the primary research instrument. The questionnaire was selected because it is an effective tool for gathering quantitative data related to students' self-regulated learning behaviors and perceptions. According to Cohen et al. (2007), questionnaires are widely used in educational research because they allow researchers to collect structured data efficiently from a large number of respondents.

d. Data Analysis Techniques

The analysis in several steps: calculating total score of questionnaire. The scale of questionnaire is adopted from Creswell (2012), as the table below:

Table 1: Likert Five Point Scale Questionnaire

No	Scale	Score statement
1	Strongly Disagree	1
2	Disagree	2
3	Neutral	3
4	Agree	4
5	Strongly Agree	5

First, each response was converted into a numerical score based on the Likert scale. The scores from all questionnaire items were then summed to obtain the total self-regulation score for each student. Higher scores indicated a higher level of self-regulated learning in learning English beyond the classroom.

Second, the data were analyzed by calculating the frequency and percentage of students' responses for each questionnaire item. This step aimed to describe students' tendencies in each self-regulated learning behavior, such as setting goals, managing time, or seeking help during independent English learning.

Third, to determine the level of students' self-regulation, the total scores were classified into four categories: high, moderate, mild, and minimum levels. This classification helped identify the overall condition of students' self-regulated learning.

Finally, the mean scores of each self-regulated learning dimension were calculated to identify the most dominant dimension. The dimension with the highest mean score was considered the most dominant aspect of students' self-regulation in learning English beyond the classroom. This analysis provided a clearer understanding of which self-regulated learning behaviors were most frequently practiced by the students.

3 RESULT AND DISCUSSION

A. Results

The result showed that the overall level of students' self-regulation in learning English beyond the classroom was categorized as high. A total of 61.67% of students demonstrated strong self-regulated learning skills, indicating that they were capable of planning, organizing, and monitoring their learning activities independently. Among the six dimensions, goal setting emerged as the most dominant dimension ($M = 3.22$). This result indicates that students were able to set clear learning objectives and maintain learning direction beyond the classroom. The dimensions of environment structuring and task strategies also showed relatively positive results, suggesting that students could choose suitable learning environments and apply learning strategies effectively. However, the dimensions of time management and self-evaluation showed comparatively lower mean scores. This finding suggests that some students still experienced difficulties in managing their study time consistently and reflecting on their learning progress.

B. Discussion

The high level of self-regulation found in this study supports Zimmerman's (2000) theory that self-regulated learners actively control their learning processes through goal setting, monitoring, and reflection. The dominance of goal setting indicates that students understand the importance of defining learning targets to guide their English learning beyond the classroom. Nevertheless, the relatively lower performance in time management and self-evaluation aligns with previous studies (Schunk, 2012; Boekaerts, 1999), which found that these dimensions are often challenging for learners in autonomous learning contexts. Without effective time management and self-evaluation, students may struggle to sustain consistent learning and improve learning outcomes. These findings highlight the need for lecturers and institutions to provide guidance and support in developing students' self-regulation skills, particularly in time management and reflective learning practices.

4 CONCLUSION

This study concludes that the level of students' self-regulation in learning English beyond the classroom at UIN Sultan Syarif Kasim Riau is categorized as high. Most students are able to plan, organize, and monitor their English learning independently through goal setting, environmental structuring, and the use of appropriate learning strategies. Goal setting emerged as the most dominant dimension, indicating that students have clear learning objectives when engaging in out-of-class English learning activities. However, several aspects, particularly time management and self-evaluation, still need improvement to enhance learning effectiveness. Overall, the findings indicate that students demonstrate good self-regulated learning abilities in supporting English learning beyond the classroom.

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