Orchestrating Self-Regulated Learning and Speaking Skills Improvement in Higher Education in South Sulawesi, Indonesia: A Sociocultural Perspective

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Abstract : Every individual is socially connected to other members of a shared community, carrying various social attributes. Among these, the ability to speak is a critical skill, enabling individuals to interact effectively with others. This study aims to explore the relationship between self-regulated learning—self-generated thoughts, feelings, and behaviors directed towards achieving personal goals—and the speaking performance of tertiary students majoring in English language and literature. A total of 68 students from three universities in South Sulawesi participated in the study, comprising 24 students from Hasanuddin University, 20 from Universitas Muhammadiyah Pare-Pare, and 24 from Universitas Islam Negeri (UIN) Makassar. This qualitative research employed interviews, questionnaires, and observation to gather data. The findings indicate that students rely on prior knowledge to engage with tasks, drawing upon their experiences as a core source of knowledge. These experiences shape their self-regulated learning processes, which, in turn, influence their ability to speak confidently. Consequently, enhancing students' self-regulated learning skills is essential for improving their speaking abilities.