

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Within the context of English as a Foreign Language (EFL), speaking serves as a vital productive skill that empowers learners to articulate thoughts, exchange information, and participate in meaningful interaction. Unlike receptive skills, speaking requires learners to actively produce language by combining grammatical knowledge, vocabulary, pronunciation, fluency, and appropriate communication strategies to convey meaning effectively [2]. Consequently, oral proficiency is widely recognized as a major benchmark of students' communicative skills and their overall mastery of the English language.[2], [3]. Although students may achieve good results in written assessments, effective language learning also requires them to communicate their ideas orally in authentic situations. Driven by this necessity, oral exercises become a cornerstone of English instruction, enabling students to foster the capacity for self-assured and context-appropriate communication in both academic and social settings. [2]–[4].

Developing speaking ability can support not only students' language development but also their academic performance. Learners with the ability to articulate their thoughts lucidly are more inclined to engage dynamically in class interactions, respond to inquiries, and collaborate with classmates throughout instructional practices. Through regular oral interaction, students have opportunities to organize their ideas, deepen their understanding of learning materials, and develop critical thinking through communication with others. Speaking activities can also encourage learner autonomy and collaborative learning, which are important competencies in contemporary education [3], [4]. As students advance to higher levels of education, they are expected to explain concepts, present arguments, and communicate their ideas effectively in

various academic contexts. Therefore, limited speaking ability may restrict students' opportunities to demonstrate their knowledge during classroom activities.

At the junior secondary level, speaking ability serves as an important foundation for students continued English learning. Students who develop oral communication skills from an early stage are better prepared to take part in more advanced language activities in subsequent grades. Developing these skills can also help students communicate more confidently in English during classroom interactions and school activities. Therefore, speaking development should be incorporated into English instruction from an early stage rather than being delayed until students reach higher levels of proficiency [3], [4].

Speaking continues to be a challenging area for many EFL learners, including those in Indonesia [5]. Having knowledge of grammar and vocabulary does not always mean that students can communicate effectively in spoken English, especially when they are asked to speak spontaneously. Students may hesitate, struggle to find suitable words, produce grammatically inaccurate sentences, or speak with limited fluency. Difficulties in pronunciation and choosing appropriate expressions can also affect the clarity of their communication. This gap between students' language knowledge and their actual speaking performance highlights the importance of instructional approaches that offer adequate support for developing oral communication skills [5], [6].

Numerous academic investigations have pinpointed various school environment elements that potentially influence oral language growth. A major widespread issue involves the scarcity of adequate moments for learners to practice verbal interaction throughout instructional hours. Limited class time, large numbers of students, and the stronger focus on written assessment can restrict meaningful speaking practice. Under these conditions, teachers may give more attention to language areas that can be assessed more easily through written activities, particularly grammar and

reading comprehension. Consequently, learners often face a scarcity of chances to enhance their oral proficiency through sustained and substantial engagement. [2], [3].

Another issue highlighted in previous studies is the use of teacher-centered instruction. In this type of instruction, teachers take a major role in explaining the learning material, while students mainly listen and complete the tasks provided. Speaking practice may focus on reading dialogues, repeating sample conversations, or memorizing prepared texts rather than allowing students to communicate their own ideas spontaneously. Although such activities can help students improve pronunciation and grammatical accuracy, they may not provide enough opportunities to build communicative competence through meaningful interaction [2], [3]. This discussion is included only as part of the theoretical background and does not represent the instructional practices at MTs Sunan Ampel Jatirejo.

In addition to instructional factors, previous studies have also highlighted psychological factors that may affect students' speaking performance. Psychological barriers such as apprehension, dread of errors, and low self-esteem frequently diminish learners' willingness to engage in verbal interactions. [5]. Students may hesitate to express their ideas because they are concerned about making pronunciation or grammatical errors, even when they understand the learning material. However, these psychological factors are not investigated as variables in the present study. These elements are reviewed solely to offer a more comprehensive overview of variables that potentially influence oral performance. This inquiry deliberately concentrates on the variations in learners' verbal proficiency following the introduction of Self Regulated Learning-Based Instruction.

Earlier scholarly investigations have also highlighted student independence throughout the educational journey as a separate critical issue. Many students remain highly dependent on teachers and have

limited involvement in practicing English independently outside the classroom. Such students frequently struggle to establish personal educational targets, track their ongoing development, or evaluate the efficiency of their selected methodologies. Because speaking development requires regular practice and active participation, a lack of self-regulation may limit students' ability to improve their speaking skills independently [7].

Within the Indonesian educational framework, English constitutes a mandatory course at the lower secondary tier, which encompasses Madrasah Tsanawiyah (MTs) [8]. The national curriculum aims to develop students' communicative competence through interpersonal and transactional communication. To achieve these goals, To foster effective language acquisition, English pedagogy must offer substantial occasions for verbal exercises while simultaneously motivating learners to assume higher accountability for supervising their educational journey.

A preliminary speaking assessment was conducted among Grade VII students at MTs Sunan Ampel Jatirejo before the study began to identify potential participants [9]. The assessment involved eight students and was based on existing school records concerning their speaking performance. This assessment was used only for participant selection and should be distinguished from the formal pre-test, which was administered as part of the research procedures described in Chapter III.

Initial evaluations indicated that the scores of all eight chosen participants fell short of the institution's Minimum Mastery Criterion (KKM). Throughout oral exercises, energetic involvement was limited to a minority of learners, whereas the vast majority demonstrated reluctance to articulate their thoughts in English. Speaking performance was assessed across five components: pronunciation, grammar, vocabulary, fluency, and comprehension. Each component was rated from one to five, giving a maximum total score of 25. The school sets the English KKM at 75 on a 100-point scale, which corresponds to a score of 18.75 on the 25-point

speaking scale used in this study. Since the speaking rubric uses whole-number scores, a decimal value cannot be used as the mastery criterion. Therefore, a score of 19 was established as the operational mastery threshold for consistent scoring, participant classification, and data analysis. Students who scored 19–25 were considered to have achieved mastery, while those who scored below 19 were considered not to have achieved mastery.

The preliminary assessment results were used to determine the participants through purposive sampling. The students were deliberately selected because their initial speaking performance had not reached the expected level and met the participant criteria established for the study. Selecting students with relatively low initial speaking scores allowed the implementation of Self Regulated Learning-Based Instruction to focus on learners who were considered to need greater support in developing their speaking ability. [9].

Because sample selection relied on purposive criteria instead of random assignment, the baseline evaluation data should not be generalized to reflect the oral proficiency of the entire seventh-grade population at MTs Sunan Ampel Jatirejo. These initial outcomes were gathered solely to pinpoint individuals who fulfilled the inclusion criteria and to justify the composition of the sample. Consequently, the baseline evaluation functioned strictly as a tool for recruiting participants, rather than as an indicator of verbal proficiency across the wider student body.

Despite the implementation of various teaching methods aimed at improving students' speaking skills, many of these approaches still emphasize classroom activities and teacher-led instruction. Comparatively less attention has been given to approaches that encourage learners to actively regulate their own learning while developing speaking skills, particularly at the junior secondary level in Indonesian EFL classrooms. While prior literature has firmly established that communicative learning activities significantly boost oral interaction, empirical data addressing the

fusion of Self-Regulated Learning-Based Instruction within speaking classes remains scarce. This gap underscores a critical demand for exploring pedagogical methods that concurrently foster substantial verbal practice and independent learning. Consequently, the current investigation explores the implementation of Self-Regulated Learning-Based Instruction to facilitate the advancement of students' speaking ability.

In the educational sector, self-regulated learning is broadly understood as a framework that prompts students to assume a proactive stance in supervising their educational trajectory. Instead of leaning exclusively on instructor direction, learners are motivated to establish personal objectives, adopt suitable methodologies, track their development, and appraise the final results of their academic journey [10]. Hence, education is conceptualized as a dynamic and ongoing phenomenon where individuals hold accountability for elevating their own performance via deliberate planning, observation, and self-appraisal.

Self-regulated learning is traditionally conceptualized as a recurring loop that integrates three mutually dependent stages: forethought, performance, and self-reflection [10]. Prior to engaging in academic tasks, the forethought stage requires students to outline personal study goals, examine upcoming tasks, and organize necessary methodologies. Following this, the performance stage centers on deploying these chosen techniques while tracking educational growth and sustaining focus throughout the instructional period. Finally, during the self-reflection stage, individuals review their attained outcomes, diagnose weaknesses, and utilize these insights to refine subsequent educational endeavors. Through the continuous operation of this cycle, students progressively cultivate greater self-reliance and accountability over their study activities.

The core tenets of self-regulated learning hold significant relevance for English acquisition, as linguistic mastery relies on continuous practice that reaches far past formal classroom limits. Beyond merely engaging in class activities, learners are required to sustain autonomous practice by

establishing individual study benchmarks, tracking developmental steps, analyzing strategic efficiency, and applying corrections when needed. These self-directed routines heavily intersect with oral development, given that successful spoken communication demands the concurrent management of pronunciation, grammar, vocabulary, fluency, and comprehension. Consequently, self-regulated learning supplies an organized architecture that can drive ongoing growth in students' speaking ability via active involvement and independent drills. [6], [10].

Furthermore, previous literature has highlighted the favorable impacts of self-regulated learning within English language acquisition environments. Empirical data demonstrates that students who proactively direct their educational processes exhibit heightened engagement, employ study methodologies more efficiently, and secure superior academic outcomes compared to peers dependent mostly on teacher supervision [6]. These insights indicate that incorporating self-regulated learning principles into English pedagogy possesses substantial viability to foster oral development by nurturing higher accountability, determination, and self-observation throughout the learning journey.

Within this investigation, oral proficiency evaluation was structured around five core dimensions: pronunciation, grammar, vocabulary, fluency, and comprehension [1]. The selection of these specific elements ensures a holistic depiction of learners' verbal communication capabilities. Successful speech execution demands that students not only formulate grammatically precise sentences but also communicate their thoughts fluidly, contextually, and purposefully. Consequently, pedagogical strategies designed to advance speech proficiency must foster both students' linguistic mastery and their capacity to govern their own studying during language tasks.

Anchored in the theoretical framework of self-regulated learning alongside empirical data from earlier literature, implementing Self-Regulated Learning-Based Instruction is regarded as a highly suitable

methodology for elevating oral performance. By engaging in routines such as goal setting, self-monitoring, strategy implementation, and self-reflection, learners are anticipated to assume a more proactive stance in steering their education while simultaneously refining their verbal communication skills. Driven by these factors, the current inquiry analyzes the effectiveness of Self-Regulated Learning-Based Instruction in enhancing the speaking ability of Grade VII students at MTs Sunan Ampel Jatirejo, Mojokerto. The findings are expected to provide empirical evidence on the implementation of Self-Regulated Learning-Based Instruction in Indonesian junior secondary schools and offer practical implications for English language teaching, particularly speaking instruction.

1.2 Research Questions

Based on the background above, the research questions are formulated as follows:

1. What is the speaking ability of Grade VII students at MTs Sunan Ampel Jatirejo before the implementation of Self Regulated Learning-Based Instruction (SRL-Based Instruction)?
2. Is there a significant difference in the speaking ability of Grade VII students at MTs Sunan Ampel Jatirejo before and after the implementation of Self-Regulated Learning-Based Instruction (SRL-Based Instruction)?

1.3 Objectives of the Research

In line with the problem statements above, the objectives of this research are as follows:

1. To describe the speaking ability of Grade VII students at MTs Sunan Ampel Jatirejo before the implementation of Self-Regulated Learning-Based Instruction (SRL-Based Instruction). The findings are limited to students' performance in the oral monologue speaking task used in this study and do not represent their interactive or conversational speaking ability

2. To examine whether there is a significant difference in the speaking ability of Grade VII students at MTs Sunan Ampel Jatirejo before and after the implementation of Self-Regulated Learning-Based Instruction (SRL-Based Instruction). The findings are limited to students' performance in the oral monologue speaking task used in this study and should not be generalized to interactive or conversational speaking ability

1.4 Limitation of the Research

To keep this research focused and manageable, the scope of the study is limited as follows:

1. Subject Limitation: This research is limited to Grade VII students at MTs Sunan Ampel Jatirejo, Mojokerto.
2. Object Limitation: This research focuses on students' speaking ability, which was assessed through an unscripted oral monologue test based on five speaking components: pronunciation, grammar, vocabulary, fluency, and comprehension. Therefore, the findings of this study are limited to students' oral monologue speaking performance and should not be interpreted as representing their interactive or conversational speaking ability.
3. Material Limitation: The implementation of Self-Regulated Learning-Based Instruction (SRL-Based Instruction) in this research is limited to the forethought, performance, and self-reflection phases, which are operationalized through goal setting (Target Score Matrix), self-monitoring (SRL Focus Monitoring Sheet), and self-reflection (Self-Reflective Log) during speaking activities.
4. Location Limitation: This research was conducted at MTs Sunan Ampel Jatirejo, Mojokerto.
5. Time Limitation: In line with the predetermined timeline, the execution of this study took place throughout the 2025/2026 academic period.

1.5 Significances of the Research

1.5.1 Theoretical Significance

This research is expected to contribute to the discussion of English language teaching, particularly regarding the implementation of Self-Regulated Learning-Based Instruction (SRL-Based Instruction) to support students' speaking ability in English as a Foreign Language (EFL) contexts. In addition, this study provides contextual empirical findings on the use of Self-Regulated Learning in speaking instruction, which may serve as a reference for future research in English language learning.

1.5.2 Practical Significance

Practically, this research is expected to provide benefits for the following parties:

1. For English Teachers

This study offers a practical guide for English teachers to integrate Self-Regulated Learning-Based Instruction (via goal setting, self-monitoring, and reflection) into classroom speaking lessons.

2. For EFL Students

This research helps students experience self-regulated learning including setting targets, tracking development, and reviewing outcomes while fostering consistent English oral practice.

3. For Schools

This research offers practical insights for institutions to endorse learner-centered methodologies, motivating students to participate more dynamically in English verbal tasks.

4. For Future Researchers

This inquiry provides a foundational reference for future investigations into Self-Regulated Learning-Based Instruction in English education. Given the pre-experimental design and small cohort ($n = 8$),

subsequent projects should implement larger sample sizes, control groups, extended interventions, standardized oral metrics, blind evaluations, and delayed testing for broader generalizability.