

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

The main goal of this inquiry was to analyze variations in Grade VII students' speaking ability after the implementation of Self-Regulated Learning-Based Instruction (SRL-Based Instruction) at MTs Sunan Ampel Jatirejo, Mojokerto. The inquiry utilized a One-Group Pretest–Posttest pre-experimental design and encompassed eight students who completed all research procedures. Learners' oral proficiency was evaluated through an oral monologue speaking test covering five components: pronunciation, grammar, vocabulary, fluency, and comprehension.

The descriptive results displayed that the students' mean speaking score increased from 15.38 (Mpre) in the pre-test to 19.88 (Mpost) in the post-test, representing a mean advancement of 4.50 points. The paired-samples t-test disclosed a statistically significant difference between the pre-test and post-test scores, $t(7) = -11.906$, $p < .001$. Furthermore, the calculated Cohen's $d_z = 4.21$, indicating a large effect size. These outcomes portray that learners demonstrated substantial advancement in speaking performance within the research group following the deployment of SRL-Based Instruction. Nevertheless, because the study did not incorporate a comparison group, the outcomes should be interpreted as identified variations within the participating group rather than conclusive evidence that SRL-Based Instruction alone triggered the advancement.

The identified advancement was reflected across all five evaluated speaking criteria: pronunciation, grammar, vocabulary, fluency, and comprehension. Within these criteria, fluency showed the highest mean improvement, indicating that learners demonstrated better continuity and smoother delivery when expressing their ideas during the speaking assessment.

These outcomes indicate that learners' oral performance advanced after participating in SRL-Based Instruction within the specific research context. Nevertheless, the outcomes should be interpreted as an identified variation within

the participating group and should not be considered conclusive evidence that SRL-Based Instruction alone triggered the advancement.

Several methodological limitations must also be considered when evaluating the outcomes. These incorporate the small final sample size, the absence of a control group, the relatively short intervention period, participant attrition from the initial 15 students to eight complete cases, and the use of a researcher-completed treatment fidelity checklist without independent observation. Driven by this, the outcomes are restricted to the specific context of the eight complete cases at MTs Sunan Ampel Jatirejo, Mojokerto. The outcomes should consequently be interpreted with caution and should not be generalized to broader populations without further empirical evidence.

5.2 Limitations of the Research

One limitation of this inquiry is participant attrition. Although 15 Grade VII-A students participated in the initial stage of the research, only eight students completed the post-test speaking assessment because seven students did not send their post-test speaking recordings before the fixed deadline. Consequently, the mathematical calculation was executed utilizing data from the eight students who fulfilled the entire research procedure. This attrition might have reduced the representativeness of the final sample and restricted the generalizability of the outcomes. Driven by this, the outcomes of this inquiry should be interpreted within the context of the eight participants who completed all stages of the research and should not be generalized to a wider population without further investigation.

5.3 Suggestion

Grounded in the outcomes and limitations of this inquiry, several recommendations are presented:

First, for English teachers, Self-Regulated Learning-Based Instruction can be regarded as one potential approach to reinforce students' participation in speaking activities. Educators may integrate practices such as goal setting, progress monitoring, and self-reflection to assist learners in becoming more mindful of their educational paths and oral advancement.

Second, for learners, active engagement in Self-Regulated Learning activities is recommended. Setting learning goals, monitoring progress, and reflecting on speaking performance may assist students in developing greater awareness of their assets, challenges, and learning progress.

Third, for future researchers, it is recommended to involve larger sample sizes, include comparison or control groups, and conduct longer intervention periods. Future studies may also involve independent observers to assess treatment fidelity more objectively. In addition, the use of stronger experimental designs may provide further evidence regarding the implementation of Self-Regulated Learning-Based Instruction and its potential contribution to students' speaking development across different educational contexts.