

## **CHAPTER V**

### **CONCLUSION**

This chapter aims to conclude the result of this research related to the self-regulation practices carried out by the participants in helping them develop their English speaking skills.

#### **5.1. Conclusion**

This study intends to investigate various strategies used by participants in implementing self-regulation in the process of learning English speaking. Through the results of data analysis conducted by the researcher toward the data that was collected through online reflection, this study found several different strategies used by the participants involved in this study. The strategies used by the participants were reading practice, watching videos, speaking practice, writing practice, note taking, listening to English content, setting awareness to study, and implementing a healthy life style.

The various strategies used by the participants above are considered to have a positive impact on the development of their English speaking skills. Mostly, the influences that were received by the participants in implementing the above strategies were vocabulary development, pronunciation exercises, information acquisition, body and language training, and helping to focus in the learning process.

## **5.2. Limitation**

In conducting this research, there are several aspects that are still not explored due to the limitations of the researchers related to the practice of implementing self-regulation strategies used in the process of learning speaking. These limitations do not really hinder the process of this research, but only limit the researcher to be able to see some aspects of the theme under study.

In connection with the above, this study only focuses on revealing self-regulation strategies and their benefits based on the experiences of students from English major. This makes the absence of data related to self-regulation strategies used by non-English students, so that the comparison of the strategies used by the two students from majoring differences cannot be seen through this study.

Further, there is a lack of data that represents the obstacles faced by participants in applying self-regulation for the speaking learning process. Thus, the results of this study are only limited to the disclosure of the strategies used by participants in conducting self-regulation and the benefits obtained by participants through the use of the strategies they use.

Lastly, this research only collects data from participants through reflection questions distributed online. Therefore, this research still has to be continued by using different data collection instruments and exploring different aspects according to the themes in this research.

### **5.3. Recommendation**

This study presents the results related to the self-regulation strategies used by the participants in learning English-speaking. The results of these studies can help students and teachers in finding the right strategy for learning speaking. Therefore, this research is important to be carried out and continued by subsequent researchers in order to obtain further information about self-regulation strategies in the process of learning English.

With the various strategies found in the results of this study, the next researcher can then use this research as a reference to see various strategies around self-regulation in the process of learning English speaking. However, for future researchers who are interested in conducting research similar to this research, they can try to explore self-regulation strategies used by students in learning other linguistic fields, such as writing, reading, listening, etc. This is expected to bring up different strategies to support the students' language learning process.

Moreover, the next researcher can try to conduct research related to self-regulation by looking at the form of self-regulation used by non-English students. The target of research participants who are different from this research allows future research to reveal different and relevant results to be used in the learning process of students who also come from non-English study programs.

Finally, the next research related to the theme of this research can try to do research using a different research design. This includes differences in research

instruments and data collection techniques. The next researcher can try to take the data offline and by using different techniques, such as observation, interviews, etc.

#### **5.4. Pedagogical Implication**

The results of this study contribute to the world of education both theoretically and practically. Based on the results of research that tries to explore the form of practice of self-regulation carried out by students in the process of learning speaking, there are several things that students, teachers, and educational institutions can pay attention to. This the researcher describes in the explanation below:

For students, the results of this study are expected to be able to help them to obtain learning outcomes by implementing appropriate self-regulation strategies. The students can take the result of this strategy as the references for them to implement self-regulation. For this reason, students who are learning English can try various strategies revealed in this study to find out the most suitable strategy in their self-regulation process. Thus, they are also available to gain information related to the obstacles in implementing self-regulation to learn English speaking. It would help them to have further understanding of the essence in implementing self-regulation where they might have better learning control.

Furthermore, through the results of this study, teachers are also expected to be able to obtain references to self-regulation strategies. Thus, teachers have the opportunity to introduce a variety of learning strategies that can be used by their students later when facing problems in their learning process. Therefore, it is very important for teachers to be able to understand well the strategies expressed in the

results of this study since they have the obligation to ensure the success of their students' learning through the use of self-regulation strategy.

