

CHAPTER IV

CONCLUSION

4.1 Conclusion

Based on the findings of the first research question, it can be concluded that both EFL students and lecturers actively apply Self-Regulated Learning (SRL) strategies planning, monitoring, and reflection in speaking activities through a cyclical and integrated process. During the planning phase, students set specific goals related to fluency, vocabulary, and pronunciation, prepare structured outlines or scripts, and utilize technological tools such as AI-based applications, YouTube, and podcasts to enhance readiness. In the monitoring phase, they engage in self-observation, peer feedback, and real-time adjustment of speech, supported by digital platforms that provide immediate feedback and pronunciation assessment. The reflection phase involves self-evaluation, error analysis, and the setting of new goals for continuous improvement. Lecturers play a vital role by providing structured feedback and scaffolding that guide students toward autonomy and metacognitive awareness. Thus, SRL in EFL speaking is characterized by learners' dynamic engagement in planning, performance, and reflection empowered by technology, collaboration, and feedback cycles that promote sustained communicative competence and learner independence.

Addressing the second research question, the study found that several supporting and inhibiting factors significantly influence the implementation of SRL in EFL speaking. The supporting factors include technological and digital support, peer collaboration, instructor guidance and constructive feedback, institutional and environmental support, and intrinsic motivation combined with self-awareness all of which foster autonomy, motivation, and reflective learning. Conversely, inhibiting factors such as poor time management, low confidence and speaking anxiety, lack of speaking partners, technological constraints, and low metacognitive awareness hinder the effective practice of SRL strategies. These findings indicate that while EFL learners are capable of self-regulating their speaking development, successful

implementation requires a supportive ecosystem integrating emotional, technological, and institutional resources. Both students and lecturers recognize that fostering motivation, reflection, and feedback literacy is essential to overcoming barriers and achieving sustainable self-regulated language learning.

4.2 Suggestion

Based on the research findings, several suggestions can be made for students, lecturers, and institutions to enhance the implementation of Self-Regulated Learning (SRL) in EFL speaking. For students, it is recommended that they continue to strengthen their metacognitive and reflective skills by setting clear and achievable goals before speaking activities, monitoring their performance using digital tools, and engaging in consistent self-evaluation after tasks. Students should also manage their study time more effectively and seek opportunities for authentic communication beyond the classroom to develop confidence and fluency. Building supportive peer networks can further encourage collaborative learning and feedback exchange, which are essential for sustaining self-regulation.

For lecturers and institutions, it is important to design pedagogical practices and learning environments that actively promote SRL. Lecturers should integrate structured reflection sessions, peer feedback, and formative assessments into speaking activities to guide students through the SRL cycle of planning, monitoring, and reflection. Providing continuous motivational support and creating a psychologically safe classroom climate can help reduce students' speaking anxiety and build confidence. Institutions are encouraged to enhance access to technological resources, such as AI-based language tools and language labs, and to embed SRL principles into curricula through project-based and autonomous learning programs. By fostering collaboration among students, teachers, and institutional support systems, SRL can be developed not only as an individual skill but also as a sustainable culture of lifelong language learning.