

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of what has been discussed in the previous chapters and also the suggestion for the educators and the further researchers.

5.1 Conclusion

This study aims to determine the correlation between Self-Regulated Learning (SRL) and learning motivation, which one is more influential on speaking skills in twelfth grade (XII) students of SMA N 1 Mantup in the 2024/2025 academic year. Based on the results of data analysis, learning motivation shows a more significant influence on speaking skills than SRL. The regression coefficient for learning motivation the regression coefficient (R^2) is 0.500 with a value of t 5.528 and a significance value is $0.000 < 0.05$, is higher than SRL the regression coefficient (R^2) is 0.147 with a value of t is 1.125 and a significance value is $0.266 > 0.05$.

This indicates that learning motivation has a more dominant role in improving students speaking ability. Learning motivation more directly influences key behaviors in language learning, such as active participation in speaking activities and the desire for further practice, which promotes effective language development. Motivation becomes the prime mover that triggers participation and perseverance in learning efforts. Given these findings, it is important for educational institutions to focus on improving students learning motivation and integrating SRL strategies in English language learning. Self-development programs that include training in self-regulation, goal-setting and increased learning motivation will help students make progress in speaking skills.

This study has several limitations, including the narrow scope of the sample and focus on one school, limiting the generalizability of the findings to a broader context. In addition, this study did not comprehensively take into account external factors such as socioeconomic status or cultural influences that may affect learning outcomes. For future research should include a wider

sample across different regions to improve the generalizability of the results. Researchers also hope that there will be design and test specific interventions aimed at increasing motivation and SRL to measure their impact on speaking skills.

5.2 Suggestion

Based on your findings and discussions, provide actionable recommendations for educators and future research.

1 For Educators:

Implement training programs focused on enhancing SRL strategies among students, such as goal-setting, self-monitoring, and self-reflection. Educators should focus on fostering an environment that enhances self-regulation and motivation among students, such as training workshops and motivation enhancement programs.

2 For Further Research:

Investigate additional factors influencing speaking skills, such as teaching methods, emotional factors, and classroom dynamics, to provide a more comprehensive understanding. For further research with a larger sample size or additional variables may be necessary to explore this relationship more thoroughly.