

## CHAPTER V

### CONCLUSION AND SUGGESTION

Based on the finding and discussion, this chapter presents the conclusion of the research and giving suggestions for teachers, students, and future researchers. The results of the findings and discussion of this study can be presented as a representation as follows:

#### **5.1. Conclusion**

This study aimed to investigate the metacognitive speaking strategies most frequently used by EFL students and to identify areas of metacognitive knowledge that require improvement. The findings revealed that students demonstrated the highest usage in the area of Strategic Knowledge, particularly in Problem Solving ( $M = 4.22$ ) and Planning and Evaluation ( $M = 4.18$ ). These results suggest that students are generally strong in managing, planning, and adapting their speaking processes, which reflects a high level of metacognitive regulation.

In contrast, lower average scores were found in Person Knowledge (e.g.,  $M = 2.95$ ) and Mental Translation, indicating that many students have limited awareness of their speaking abilities and may still rely on translating from their first language. These components highlight areas where additional support and instruction may be necessary.

Thus, it can be concluded that while students possess effective strategies to control and evaluate their speaking performance, greater attention should be given to enhancing their self-awareness and reducing dependency on translation. Improving these aspects could significantly contribute to the development of more autonomous and fluent English speakers.

#### **5.2. Suggestion and Recommendation**

Based on the findings of this study, it is suggested that English lecturers pay closer attention to developing students' metacognitive speaking awareness, especially in the areas of person knowledge and mental translation. Implementing reflective activities such as speaking journals, peer feedback, and self-assessment

tasks can help students build stronger awareness of their speaking strengths and weaknesses. Regular opportunities for spontaneous speaking in class may also reduce their reliance on first-language translation and encourage more fluent expression.

Furthermore, students are encouraged to become more actively engaged in monitoring their own speaking process. By reflecting on their communication experiences, setting realistic speaking goals, and recognizing challenges in real time, they can become more autonomous and strategic speakers. Future researchers may consider exploring students' metacognitive processes through interviews or classroom observations to gain deeper insights, or extend this research to different learner populations or skill areas such as listening or writing.

