

ABSTRACT

CONSTRUCTIVISM APPROACH IN IMPROVING STUDENTS' SPEAKING PERFORMANCE THROUGH COMMUNICATIVE LANGUAGE TEACHING AND SELF-REGULATED LEARNING

By

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This study investigates the significant difference of two Learning Model Developments based on Constructivism through Communicative Language Teaching (CLT) and Constructivism through Self-Regulated Learning (SRL) in improving students' communicative speaking performance. The research was motivated by the persistent challenges senior high school students face in speaking English, including low confidence, limited vocabulary retrieval, weak idea organization, and the absence of appropriate learning strategies. To address these issues, this study implemented two pedagogical interventions that combined Constructivism principles with different instructional orientations: interaction-based learning (CLT) and strategic-metacognitive learning (SRL). The study employed a quantitative approach using a quasi-experimental design with two experimental classes. Both groups received treatment based on Constructivist learning cycles but with distinct techniques. The CLT-based model applied interaction-focused activities such as Information Gap, Game Card Pair, Opinion Corner, and Role Play to strengthen communicative fluency. Meanwhile, the SRL-based model incorporated techniques including Metacognitive Strategy Training, Think-Alouds, KWL Charts, Fishbowl Discussion, Post-Task Reflection, and Play Rotation Discussion to enhance learners' planning, monitoring, and evaluation skills. Data were collected through speaking performance tests administered in the pre-test and post-test phases, and the results were analyzed using the Independent Samples T-Test. The findings revealed a statistically significant difference between the post-test scores of the two experimental groups ($p = 0.034$). Students taught through the Constructivism–SRL model achieved higher mean scores ($M = 17.83$) than those taught through the Constructivism and CLT model ($M = 17.29$). These results indicate that although both models effectively improved students' speaking performance, the integration of SRL provided stronger gains. The SRL-based model enabled students to develop deeper strategic competence by helping them identify suitable learning strategies, regulate their own learning processes, and overcome speaking challenges such as idea disorganization, pronunciation difficulties, hesitate, less motivation and lexical limitations. In conclusion, the study demonstrates that speaking instruction becomes more effective when Constructivism approach are combined with self-regulated learning components that promote autonomy, metacognitive awareness, and strategic control. The findings suggest that the SRL-integrated Constructivism model can serve as a more impactful approach for improving students' communicative competence, offering valuable insights for teachers, curriculum developers, and future research on speaking pedagogy.

Keywords: Keywords: constructivism, self-determined theory, speaking performance, self-regulated learning language learning strategies.