

**CONSTRUCTIVISM APPROACH IN IMPROVING STUDENTS'
SPEAKING PERFORMANCETHROUGH COMMUNICATIVE
LANGUAGE TEACHING AND SELF-REGULATED LEARNING**

(A THESIS)

By

**DILI NILAKANDI
2423042014**



**MASTER OF ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT TEACHER
TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
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ABSTRACT

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

By

DILI NILAKANDI

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.

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**DILI NILAKANDI
2423042014**

**Submitted in a Partial Fulfillment of
The Requirements for S-2 Degree**



**MASTER OF ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT TEACHER
TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
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Research Title : **CONSTRUCTIVISM APPROACH IN
IMPROVING STUDENTS' SPEAKING
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Student's Name : **Dili Nilakandi**

Student's : **2423042014**

Number Study : **Master in English Language Teaching**

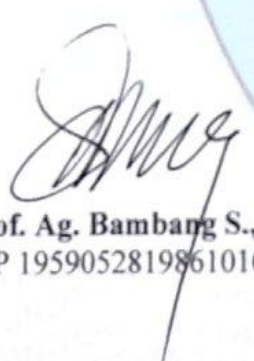
Program : **Language and Arts Education**


Department : **Teacher Training and Education**

Advisor


APPROVED BY
Advisory Committee

Co-Advisor


Prof. Ag. Bambang S., M.A, Ph.D.
NIP 195905281986101001


Prof. Dr. Muhammad Sukirlan, M.A.
NIP 196412121990031003

Chairperson of Department
Language and Arts Education


Dr. Sumarti, S.Pd., M.Hum.
NIP 19700318 199403 2 002

Chairperson of Master in
English Language Teaching


Dr. Budi Kadaryanto, MA.
NIP198103262005011002

ADMITTED BY

I. Examination Committee

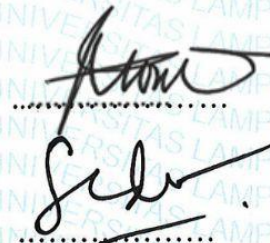
Chairperson : **Prof. Ag. Bambang S., M.A, Ph.D.**



Secretary : **Prof. Dr. Muhammad Sukirlan, M. A**



Examiners : **1. Prof. Dr. Flora, M.Pd**



2. Aksendro Maximilian, S.Pd, M.Pd, Ph.D.

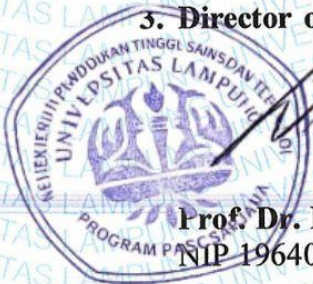
2. Dean of Teacher Training and Education Faculty



Dr. Albet Maydiantoro, M.Pd.
NIP 19870504 201404 1 001



3. Director of Postgraduate Program



Prof. Dr. Ir. Murhadi, M.Si.
NIP 19640326 198902 1 001



Graduated on January, 27th 2026

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Bandar Lampung, 27 Januari 2026
Yang membuat pernyataan,



Dili Nilakandi
NPM. 2423042014

CURRICULUM VITAE

Dili Nilakandi, S.S. affectionately known as Ms. Dili, is a civil servant as an English teacher born in Bandar Lampung on September 15th, 1985. She is the third and also mom with three children.

She earned her Bachelor's degree in English Language and Literature Education from Teknokrat Indonesia University in 2008 and is currently pursuing a Master's in Teaching English as a Foreign Language (TEFL). With over a decade of teaching experience, she has served as an English Teacher at Azzahra School Bandar Lampung (2010–2015) and now, as a civil servant teacher at senior high school in SMA Negeri 12 Bandar Lampung.

As a dedicated English teacher who is actively involved in English education, she extends her professional engagement beyond classroom instruction. As the mentor of the school's English Club, she has successfully guided students to achieve awards in various English language competitions at local and regional levels through structured training and communicative practice. In addition to her mentoring role, she coordinates the school's English laboratory and contributes to literacy initiatives, teacher training, and continuous professional development programs. Her current research, "Constructivism Approach in Improving Students' Speaking Performance through Communicative Language Teaching and Self-Regulated Learning," represents her scholarly interest in integrating constructivist principles, communicative pedagogy, and learner autonomy to enhance students' speaking performance

MOTTO

إِنَّا كُلَّ شَيْءٍ خَلَقْنَاهُ بِقَدَرٍ

“Indeed, we have created all things with precise measure.”

(Surah Al-Qamar, 54:49)

“Learning is a process of constructing knowledge, not of acquiring it.” and

(Jean Piaget)

“Learn from yesterday, live for today, hope for tomorrow.”

(Albert Einstein)

DEDICATION

With sincere gratitude, I express my deepest praise to Allah SWT, whose mercy, guidance, and blessing of health have enabled me to complete this study. I respectfully dedicate this work to the beloved family members who always support in my life journey. My profound appreciation is extended to my father, Mujiono, for his enduring belief in my intellectual capacity; to my mother, Masmiana, for her unconditional love and continuous prayers; to my husband, Raffles, for his unwavering support, wisdom, and encouragement throughout this journey; and to my siblings, who have consistently provided emotional strength, motivation, and companionship during both challenging and rewarding times. I am especially grateful to my children, Aqila, Addara, and Akhbar, whose presence has been a constant source of motivation and resilience in my academic and personal life.

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Finally, the researcher welcomes any constructive suggestions and critical feedback that may contribute to the improvement of this work. It is hoped that this thesis will enrich the theoretical and empirical understanding of the Cognition Hypothesis and provide a valuable scholarly reference for future research.

Bandar Lampung, 27 January 2026
The Researcher

Dili Nilakandi
NPM. 223042014

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I. INTRODUCTION

This chapter addresses the background of the problem and presents the rationale that serves as the empirical foundation for conducting the study. It includes the research questions, objectives, significance, applications, and scope of the research, along with definitions of key terms used throughout the study.

1.1 Background of study

In language, speaking is considered as one of the most crucial skill for effective communication. In today's educational context, particularly at the high school level, there is an increasing emphasis on improving students' communicative speaking skill. According to Brown (2001) speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Delivering opinion, this involves presenting and defending a point of view, is essential for critical thinking and problem-solving. However, many students face difficulties in starting their speaking because they remain overly focused on linguistic accuracy (Emirza & Sahril, 2021). Additionally, some students have less motivation and interest in English classes, as they do not find the learning process engaging or conducive to meaningful communication. As a result, they face challenges in articulating their thoughts clearly and confidently in spoken forms.

Among the language skills in learning English, speaking holds immense importance as it enables effective interaction and communication with others. The study of Anwar et al. (2023), highlights that these competencies are critical for students to succeed not only in academic environments but also in real-life

communication scenarios. In foreign language education, Bolape also stated that mastery in speaking English is considered crucial, with success measured by the ability to engage in conversations using the foreign language (A'isyet et al., 2024). It means that speaking is a crucial skill in learning English, as it facilitates effective communication and interaction with others. Therefore, prioritizing the development of speaking skill is essential for achieving proficiency in English and improving overall communicative competence.

In speaking activity, Harmer (2019) states that it happens when two people are engaged in talking to each other. In this activity, speakers have to share their ideas, thoughts, or opinions during the speaking activity while engaging in pairs or groups of three. By learning to speak, students are expected to communicate effectively to express a feeling, an opinion, and deliver an idea, etc. It's supported by Murti et al. (2022) modern teaching is characterized by interaction, communication, and participation. It is believed that an interactive class must incorporate participation to assure learner-centered teaching and better results. It means that the way students and teachers interact has a big impact on how well students learn to speak. When there are positive interactions between teachers and students and effective strategies in the learning process, it leads to better outcomes in learning to speak English and helps students succeed in their speaking skill.

Another statement by David Nunan (2003), teaching speaking is to teach students to produce the English speech sounds and sound patterns, use language as a means of expressing values and judgments and use the language quickly and confidently with few unnatural pauses, called fluency. In addition, Sudjana (2005) states that teaching speaking is an interaction between teacher and students in its interaction process to actively use language for communication. In other words, speaking is defined as the process of constructing meaning through verbal interaction, involving both the speaker and the listener. However, with the rise of communicative language teaching in the 20th century, speaking became central to language instruction, focusing on fluency, interaction, and real-life communication.

To achieve good communicative speaking skill this requires expression, stressing, fluency, coherence, and pronunciation. In the process of speaking, many difficulties are faced by the students. Based on Sabilla & Kaniadewi (2025) Indonesian students learning English as a Foreign Language (EFL) face several challenges in developing spoken English skill, with limited vocabulary being a primary obstacle (Murti et al., 2022; Sabilla & Kaniadewi 2025). This restricts their ability to form coherent sentences and hinders real-time comprehension. Fluency issues, such as pauses and fragmented speech, further disrupt communication and diminish confidence. Additionally, grammar and pronunciation difficulties lead to awkward sentence structures and unclear speech, often resulting from direct translations and unfamiliarity with English phonetics. These combined barriers create insecurity and a fear of making mistakes, reducing students' willingness to practice and improve their communication skill (A'isy et al., 2024).

Considering the combination of the elements of speaking; fluency, accuracy, coherence, lexical resource, pronunciation, interactive communication, and confidence forms the basis for assessing students' speaking abilities, teacher should prepare appropriate strategies and methods before the learning process to minimize existing problems and achieve goals in speaking performance. In this study, the researcher tries to find out the effective learning strategies to motivate students in achieving good communication speaking performance. To help students build confidence and improve their speaking skill, teachers need to use effective learning strategies that keep them motivated and actively involved. Since teaching English can be challenging, Communicate Language Teaching (CLT) has been chosen by the researcher as one approach to teach English which CLT creates fun and interactive activities that encourage students to practice speaking in real-life situations.

Communicative Language Teaching (CLT) was first introduced by Hymes (1972), who argued that effective language learning involves not only grammatical knowledge but also the ability to use language appropriately in social

contexts. Setiyadi et al. (2018) states that communication only takes place when we make use of sentences to perform a variety of different acts of an essentially social nature and we use sentences to make statements of different kinds, to describe, to record, to classify and so on, or to ask questions, make requests, give orders. Azizah et al. (2022) also mention that Communicative Language Teaching (CLT) is a set of language teaching principles to improve communicative competence through the varieties of language classroom activities with a teacher as a facilitator and emphasizes learners' role in the classroom. This concept means that English teachers can make language learning more effective by using communicative activities. To create a communicative classroom atmosphere, teachers can set up different activities that invite students to talk and interact with each other. This approach helps students practice their speaking skill in a fun and engaging way (Chang & Suparmi., 2020; Sutanto et al., 2022; Arana, E., 2023). As teaching English is a complex activity, not every teacher applies the same activities by implementing the same communicative activities. Therefore, the teacher has to be creative and capable in using proper language learning strategy through appropriate tasks, where students can be active and successful individually, pair and also group work.

In relation to this, the effectiveness of the CLT approach can be strengthened through the use of appropriate language learning strategies, which enable students to take greater responsibility for their learning and improve their communicative competence. Language learning strategies are the actions that students take to make their learning more enjoyable and effective. Oxford (1990) defines learning strategies as acts made by a learner to make learning more efficient, pleasurable, self-directed, effective, and transferable to other settings, a view that is also supported by Apridayani and Thoch (2023). According to the definitions, learning strategies are the techniques students use to improve their learning experience. Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence. Habók & Magyar in Masitoh et al. (2023) found that students who used Language learning strategies had greater confidence in

organizing their learning targets, more consciously planned their learning, and had better self-efficacy and motivation. It can be said that improper learning strategies which are used by learners make them less motivated in the classroom. Appropriate language learning strategies result in improved proficiency and greater self-confidence. According to O'Malley and Chamot's (1990) classification emerged from interviews with experts and novices and theoretical analyses of reading comprehension and problem solving and language learning strategies are differentiated into the three primary categories cognitive, meta-cognitive and affective or social strategies: In this study, the focus on metacognitive strategies is based on the findings of Hamzah et al. (2023), who explain meta-cognitive strategies involve "knowing about learning and controlling learning through planning (including advance organizers, directed attention, functional planning, selective attention and self-management), monitoring (checking, verifying, or correcting one's comprehension or performance in the course of language task) and evaluating the learning activity (checking the outcomes of one's own language learning against a standard after it has been completed)". Thus, these learning strategies are key aspects that were being used by the researcher which are inserted into Self-Regulated Learning and Communicative Language Teaching, and they were being developed with Constructivism principles to achieve speaking performance.

However, due to cultural influences and the structure of the education system, many language students, even High School Students, are passive and accustomed to being spoon-fed. They like to be told what to do, and they do only what is clearly essential to get a good grade-even if they fail to develop useful skill in the process (Murti et al., 2022). To solve these phenomena, beside choosing creative and proper learning strategies which is used for identifying students' learning strategies, conducting training on learning strategies, and helping learners become more independent, motivation also is needed because motivation as a critical factor in the process of learning and teaching, is defined as some internal drive which pushes someone to do things in order to achieve something (Siregar & Siregar, 2020). Motivation not only drives students to engage in the learning

process but also influences the strategies they use to achieve their goals. When students are motivated, they are more likely to plan, monitor, and evaluate their own learning, aligning closely with metacognitive strategies. Therefore, motivation is a crucial factor influencing students' achievement in language learning.

Students' motivation is one's direction to behavior or what causes students to want to repeat a behavior and vice versa and it is a desire in a student that causes the students' acts, usually the students' acting for a reason to achieve the goal (Agnes & Marlina, 2021). The function of motivation which encourages humans to act, determine the direction of the action in the direction to be achieved, and selecting actions which determine what actions must be done to achieve the goal, (Basikin, B., 2020). Motivation is also the main role that researchers and teachers provide regarding the efficiency of language learning process.

Therefore, researchers accepted that motivation is the key factor which influences the success of foreign language learning. Self-Determination Theory (SDT) provides a useful framework for understanding the motivational dynamics in this context. SDT highlights intrinsic motivation where learning is driven by personal interest and enjoyment and emphasizes the role of autonomy, competence, and relatedness in sustaining motivation (Deci & Ryan, 1985; Deci & Ryan, 2000; Baha, 2025). If students have a degree of self-determination, they made the right choices and decisions for their educational life (Liu et al., 2019). Self-determination leads students to organizing and planning for better educational goals which helps improve students' problem solving which has a positive effect on the development of their academic life (Fadhillah et al., 2022).

With a high level of self-determination, students tend to be more motivated, more engaged in their learning, and better able to overcome the challenges they face. They feel a sense of control over their education, which can improve their self-confidence and problem-solving skill. To achieve high level motivation, teachers should stimulate the students by using interactive learning strategies and

close to self-determination motivation. In this research, researchers used Self-Regulated Learning as the concept of strategy which can improve students' speaking performance, support their motivation to speak confidently and also find their learning strategy independently. Students who participate in Self-Regulated Learning are allowed more freedom to direct their own education (Rum et al., 2023). In general, students can be described as self-regulated to the degree that they are metacognitive, motivationally, and behaviorally active participants in their own learning process (Zimmerman, 1989; Heriansya et al., 2023). Self-regulation is a core aspect of human functioning that helps facilitate the successful pursuit of personal goals (Inzlicht et al., 2021; Heriansya et al., 2023).

Moreover, Priyambudi et al. (2024) state students with high self-regulated learning abilities tend to be more successful in their learning process. This learning process means that students become active and reflective of their learning process, which requires both their will and skill to succeed. The skills needed to have self-regulated learning are cognitive, metacognitive, and motivational components. Cognitive ability refers to conscious mental activity and includes thinking, reasoning, understanding, learning, and remembering. Metacognitive ability is the awareness of one's awareness or the process used to plan, monitor, and assess one's understanding and performance. Motivational ability is a self-perception that is competent, efficacious, and autonomous. Building on this concept, self-regulated learning aligns closely with metacognitive learning strategies, as both emphasize students' ability to plan, monitor, and evaluate their own learning processes.

To encourage and build students' own understanding and knowledge through experiences and interactions with their environment in the learning process. The suitable approach is needed. In this research, the researcher used a Constructivism Approach to support the learning strategies in speaking performance. In line with Daodu, et al. (2024) state that Constructivism is a view of learning based on the belief that knowledge is not a thing that can be simply given by a teacher in the front of the classroom to students on their desks. Rather, knowledge is constructed

by learners through an active and mental process of development; learners are the builders and creators of meaning and knowledge. Besides, Ali, H. (2022) also discuss that defines constructivism by reference to four principles: learning, in an important way, depends on what we know; new ideas occur as we adapt and change our old ideas; learning involves inventing ideas rather than mechanically accumulating facts; meaningful learning occurs through rethinking old ideas and coming to new conclusions about new ideas which conflict with our old ideas.

Thus, Arasit (2023) emphasize that a successful Constructivism classroom is characterized by learner-centered and active teaching methods. In such a classroom, Ullah, et al. (2020) find that the teacher provides students with experiences that allow them to hypothesize, predict, manipulate objects, pose questions, research, investigate, imagine and invent. Furthermore, constructivism approach also is believed to be effective for learning because the basic principles of this approach are focused on students' interests in learning (Woolfolk, 2020). The main basic principles of the Constructivism approach are: (a) learners require reflection from past experiences; students construct their own knowledge, (b) learners have different talents and learning speeds, (c) learners learnt effectively when they are involved in social interactions, (d) learners need a realistic environment for optimal learning, and (e) the evaluation process conducted by teachers must be integrated with tasks, not as a separate activity. This approach has been implemented in English learning through several learning models such as Project Based Learning or well known as PBL (Wang et al., 2024), drama (Garhani et al., 2021) or another model (Perumal & Ajit, 2022; Zhang, 2021). However, there has been no research that implements this approach for communicative speaking learning.

This research draws on three key theories that guide its development: Constructivism Learning Theory, Communicative Language Teaching (CLT) Theory, and SRL as Deep Learning Theory. The development of this model is specifically designed for teaching speaking skill. Nowadays, the researcher as an English teacher finds students' difficulties joining exchanges speaking in English.

They are in high worry to start speaking English since their less motivation or hesitation in considering linguistic form is at a high level when the teachers strengthen them to speak English. Also, the teachers are distressed about students' different competency speed, cultural background and knowledge in English. Sometimes students' still produce English in Indonesian style because of their cultural background and old knowledge in English. The conventional approach applied by the teachers in higher education is emphasizing the rules and the exercises emphasize the conscious control of the structure, not communicative speaking. The teacher's role is needed, it helps the students, in particular beginner students, and to easily understand the explanation and the content of material of a subject thus they can produce English confidently.

To overcome these problems, this research used several techniques that need to be considered in teaching English speaking skill (Setiyadi et al., 2018b), including ordering, remembering, miming, asking and answering, describing and drawing, fishbowl techniques, and the great debate. These techniques can be used in the teaching process based on students' proficiency levels to encourage the use of learning strategies in deep learning. The researcher also developed the big three theories of learning strategies; the Constructivism Approach through Self-Regulated Learning to improve Communicative speaking, while students had to construct their idea before their speaking, it minimized their error in coherence, accuracy and grammatically in their speaking by using SRL. By developing Constructivism principles inserted in Self-Regulated Learning and Communicative Language Teaching, the researcher believed that both the development model can help students to adopt the effective learning strategies for their own. As learners become more aware of the strategies that work for them, they can better overcome their speaking barriers and become more motivated to achieve good performance in communicative speaking ability.

While the amalgamation of Constructivism Approach through Communicative Language Teaching (CLT) procedures and Constructivism Approach through Self-Regulated Learning, provide a supportive environment where they can

acquire and practice language skill without the fear of making mistakes. This combination is particularly effective for high school students, who often struggle with both the organization of their ideas and the fluency of their spoken language. To address these challenges, innovative learning strategies, such as Constructivism Approach through Communicative Language Teaching (CLT) procedures and Constructivism Approach through Self-Regulated Learning, these developing learning strategies have been introduced to motivate students' performance in communicative speaking skill.

This challenge has led the researcher as educators to explore teaching methods that encourage more active participation and real-world language use. In language classrooms, high school students often face several challenges in developing their communicative speaking skill in asking and giving opinions. One of the main shortcomings is the lack of a structured framework to help students organize their thoughts effectively when presenting opinions orally. As a result, students tend to struggle with constructing coherent and persuasive opinions as communicative speaking.

Another key issue is the less level of motivation students experience during speaking tasks, which negatively impacts their fluency and confidence. Traditional teaching methods often put pressure on students to speak before they feel adequately prepared, leading to a stressful learning environment. Additionally, there is a limited integration of natural language acquisition methods in teaching communicative speaking, with a common focus on grammatical accuracy rather than fluency, which further inhibits students' ability to communicate effectively in real-life contexts.

By developing Constructivism Approach through Communicative Language Teaching (CLT) procedures and Self-Regulated Learning, the researcher can find the best learning model that students can use to develop their communicative speaking skill about asking and giving opinion in a more natural and stress-free environment, gradually building their confidence in spoken communication. This

research aims to compare between two Constructivism-based learning models; the development Constructivism Approach through Communicative Language Teaching (CLT) procedures or Constructivism Approach through Self-Regulated Learning in relation to students' English speaking performance, It also examines learners' motivation and achievement in communicative speaking tasks, particularly in expressing and responding to opinions, to provide insights into effective and innovative language teaching strategies.

This study is timely, as there is a growing demand for communicative competence and critical thinking skill in both academic and professional settings. Moreover, it aims to fill the gap in current research by focusing on Constructivism Approach through Communicative Language Teaching (CLT) procedures and Constructivism Approach through Self-Regulated Learning, Specifically, this study investigates which model more highly motivates high school students to improve their spoken ability in communicative tasks, particularly in asking for and giving opinions. Through this research, teachers may gain valuable insights into innovative learning strategies that support students' development in communication and critical thinking.

To address these shortcomings, three big innovative teaching strategies can be combined. First, the Constructivism Approach, according to Mogashoa in Shalaby, et al. (2024) knowledge builds on learners' prior experiences, involving interpretation and understanding. This ongoing and dynamic process evolves through active interaction with experiential encounters. Knowledge development primarily occurs through collaborative discussions, the sharing of diverse perspectives, and the transformation of learners' intellectual representations. Importantly, learning is most effective when grounded in practical models, and evaluation and assessment should be seamlessly integrated into projects or tasks rather than being isolated activities

Next, The Communicative Language Teaching (CLT) approach has been adopted in English language learning around the world (Hui & Md Yunus, 2023;

Quadir, 2021; Faridi & Izadpanah, 2024), but it hasn't been focused on fostering deep learning. In the CLT framework, English is viewed as a means of expressing meaning. The main purpose of language is to facilitate interaction and communication; thus, grammar reflects how we use language functionally. Language is more than just a collection of grammatical rules and structures; it consists of patterns that help us communicate effectively (Setiyadi, 2023). Teachers are encouraged to be thoughtful when correcting mistakes and to give students the chance to express their ideas in English. This approach promotes a learning environment centered on independent activities, often referred to as self-regulated learning. When students engage in self-regulated learning, they participate in meaningful and enjoyable learning experiences, which are often called deep learning (Entwistle, 1987). Through deep learning, students become more independent in using strategies like self-planning, self-evaluating, and self-correcting to master a foreign language. These metacognitive strategies have been shown to be effective for language acquisition (Khan & Sanos, 2024; Tu, 2025).

The three main theories discussed earlier served as the foundation for developing a practical learning model designed to help students become more independent in mastering English. As a result, speaking fluently in English isn't just about practice; it's also influenced by the learning strategies students use (Setiyadi et al., 2016; Masitoh et al., 2023; Apridayani & Thoch, 2023). At the same time, motivation is a main key to learning language achievement. Its significance has been well known in foreign language learning research and it is often a mostly distinct factor to bring success in the achievement of a foreign language (Gardner & Lambert et al. in Garhani et al., 2021). That's why this research focuses on three important factors to assess how well the new learning model works: students' motivation, the strategies they use to learn, and their ability to speak English. These three variables are closely interconnected (Setiyadi et al., 2016), so this research explored how they influence each other when students learn through the newly developed model.

The learning model in Indonesia has long been based on models developed in other countries. However, research has shown that teaching methods and learning strategies should be adapted to the unique situations and cultural backgrounds of students. This means that Indonesia needs a learning model that is designed specifically for its own context and conditions. This study focuses on developing a speaking learning model that not only motivates students but also helps them adopt effective learning strategies.

Many times, when students struggle with learning English, they are blamed for not putting in enough effort. However, research suggests that the real issue often lies in the teaching approach itself, it fails to create an environment that encourages students to take charge of their own learning. Different cultures and settings require different ways of teaching and learning. That's why it's essential to create a model that fits Indonesia's specific educational landscape. In this study, Communicative Language Teaching (CLT) had been adapted to suit the local context, following Constructivism principles. The goal is to inspire students to engage in deep learning and develop the right strategies for independent study through self-regulated learning.

Many previous studies have shown that achieving good learning outcomes requires teaching that is related to the specific needs and circumstances of students (Daodu et al., 2024; Halid, 2024; Karimova, U., Akhmedova, D., & Ergashev, 2020). This is why it's important to have a learning model that fits the local context of the learners. The model developed in this research is designed specifically for Indonesia. The tools used to measure motivation and learning strategies in this study have also been created with the Indonesian context and have been published. The researcher hopes that this model can provide a valuable alternative for English teachers in Indonesia when it comes to teaching speaking skill. On a theoretical level, the findings also gave new valuable insight on how Constructivism and Communicative Language Teaching approaches can be effectively applied to English speaking instruction in Indonesia.

The purpose of this research is to compare between two Constructivism-based learning models. First, Development Constructivism Approach through Communicative Language Teaching (CLT) procedures and second, Constructivism Approach through Self-Regulated Learning in relation to students' English-speaking performance. Specifically, this study aims to evaluate how each learning model influences high school students' motivation, communicative speaking skill, and spoken fluency in performing tasks such as asking and giving opinions. Furthermore, it examines how these developing approaches contribute to students' confidence, fluency, and ability to construct persuasive spoken opinions, thereby providing valuable insights into effective strategies for developing communicative competence.

The limitations of the problem in the study titled "*Constructivism Approach through Communicative Teaching language and Self-Regulated Learning in Speaking Performance*" include several key factors. First, the study focuses specifically on high school students, which limits the generalizability of the findings to learners from other age groups or educational levels especially for 11th grade high school students. Additionally, the research is centered on improving communicative speaking skill in asking and giving opinions, rather than addressing other aspects of speaking such as general fluency or everyday conversation. The use of the Self-Regulated Learning is another limitation, as the study does not explore other learning strategies that could also support the development of communicative speaking skill in asking and giving opinion. Similarly, the Constructivism and Communicative Language Teaching principles are applied as the primary method for making the student confident and improving fluency, excluding alternative language learning strategies that may be equally or more effective on students' communicative speaking abilities in asking and giving opinion.

1.2 Formulation of Research Question

While many researchers have explored the use of The Constructivism Approach and Communicative Language Teaching, though well-regarded for fostering a low-stress environment for language learning, has primarily been applied to general communicative competence and language fluency. Self-Regulated Learning in improving the learners' learning strategies and some have examined its role in speaking tasks, few have directly investigated between two Constructivism-based learning models in developing communicative speaking skill in asking and giving opinion.

However, it's potential in teaching structure; formal opinion, a critical component of academic speaking has not been convincingly explored. Combining these three learning strategies with structured frameworks like Self-Regulated Learning could offer an extraordinary method to improve students' communicative speaking skill, yet there is limited empirical evidence on this research. Therefore, this study was conducted to identify which learning model was more suitable in improving students' communicative speaking ability in the context of English language learning.

While previous studies that the researcher had explored the Constructivism Approach and Communicative Language Teaching also Self-Regulated Learning separately in the context of language learning, there was a lack of research focusing on how these learning strategies can be developed to specifically improve high school students' communicative speaking skill. Most studies have either centered on improving students' written abilities or general speaking fluency, with limited attention given to structured opinion in spoken form. Moreover, research on the investigation between two Constructivism-based learning models in developing communicative speaking skill, Development Constructivism Approach through Communicative Language Teaching (CLT) and Constructivism Approach through Self-Regulated Learning in improving communicative speaking is scarce, particularly at the high school level, where

students are expected to perform more complex opinion tasks. Addressing this gap provided new insights into innovative pedagogical approaches that support high school learners speaking communicatively, constructing and expressing well-organized opinions in spoken English.

To fill this gap, the following research questions are proposed:

1. Is there any significant difference in students' speaking performance between those taught by Constructivism Approach through Communicative Language Teaching (CLT) or those taught by Constructivism Approach through Self-Regulated Learning (SRL)?
2. Is there any significant correlation between students' motivation to students' achievement in speaking performance?
3. Is there any significant difference between learning strategies with students' achievement in speaking performance?

These questions are designed to gather quantitative data that can be statistically analyzed to assess the significance of the Constructivism Approach through Communicative Language Teaching or Self-Regulated Learning in motivating high school students to acquire communicative speaking achievement in asking and giving opinion.

1.3 Objectives of the Research

About the formulation of the problem, the objectives of the research were:

1. To examine there is any significant difference in students' speaking performance between those taught by Constructivism Approach through Communicative Language Teaching (CLT) or those taught by Constructivism Approach through Self-Regulated Learning (SRL)
2. To investigate significant correlation between students' motivation to students' achievement in speaking performance.
3. To find out the significant difference between learning strategies with students' achievement in speaking performance.

1.4 The Uses of the Research

This study has some uses as follows:

1. Theoretically

- a. This research contributed to the body of knowledge regarding effective learning strategies, particularly in the development of spoken skill in asking and giving opinion. It expanded the understanding of Developing Constructivism-based learning models; through Communicative Language Teaching (CLT) procedures and Self-Regulated Learning, and it can support students' motivation to achieve students' communicative speaking clearly and persuasively.
- b. The study provided valuable theoretical insights into Developing Constructivism-based learning models; through Communicative Language Teaching (CLT) procedures and Self-Regulated Learning as a method of language learning, particularly in an English Foreign learning context, by developing SRL encourages learners to self-assess their language skill regularly, identifying areas that need improvement. This self-awareness leads to targeted practice and focused efforts on specific language competencies. As a result, learners' language proficiency improves, leading to better communication and comprehension abilities.
- c. The research offered theoretical perspectives on Developing Constructivism-based learning models; through Communicative Language Teaching (CLT) procedures and Self-Regulated Learning contributes to pedagogical frameworks for teaching communicative speaking ability.

2. Practically

Practically the findings of this research are expected to be beneficial for:

a. Teachers

Teachers gained practical insights into how to effectively implement Constructivism-based learning models; through Communicative Language Teaching (CLT) procedures and Self-Regulated Learning in the classroom to improve students' spoken skill and achievement in asking and giving opinion. This research can provide teachers with new tools to structure lessons that encourage clear, organized thinking and fluency in speaking. The findings helped teachers foster a more engaging and supportive learning environment. This made lessons more interactive and productive.

b. Students

Students benefit from structured techniques Constructivism-based learning models; through Communicative Language Teaching (CLT) procedures and Self-Regulated Learning that help them construct and present more coherent, persuasive opinions, both in academic contexts and in real-life situations. The use of the Communicative Language Teaching (CLT), allowing students to speak more fluently and confidently, improving their overall oral communication skill. By improving their opinion speaking abilities, students were better prepared for oral exams, debates, and classroom discussions, leading to better academic outcomes. On the other hand, Self-Regulated Learning (SRL) encourages students to take active responsibility for their learning process by planning, monitoring, and evaluating their strategies to improve speaking performance, thereby fostering greater autonomy, motivation, and reflection essential for achieving communicative competence.

c. Researchers

This research provided researchers with empirical data on the significance of Constructivism-based learning models; through Communicative Language Teaching (CLT) procedures and Self-

Regulated Learning contributing to the academic discussion on teaching learning strategies for communicative speaking fluency. The findings can serve as a foundation for further research on teaching methodologies that develop structured frameworks (like Self-Regulated Learning) more systematically, to motivate students and improve spoken skill in other contexts or subjects.

d. Readers

For readers, especially those interested in education or language teaching, the research offered a comprehensive understanding of how innovative learning strategies can improve students' fluency in communicative speaking ability. Readers can take away practical ideas from the study for use in various educational settings, applying similar techniques to improve communication skill, whether in academic settings or informal learning environments.

1.5 Scope of the Research

The scope of this research is in the use Developing Constructivism Approach-based learning models; through Communicative Language Teaching (CLT) procedures and Self-Regulated Learning as learning strategy to communicative speaking which it is implemented with CLT to focus in students' personal ability to communicate in English, and the researcher provided students to express and share their ideas in English in order to the activity of learning is oriented in independently activities is called as Self-Regulated Learning. The study did not address other teaching methods or strategies. The research concentrated on improving students' communicative speaking skill in asking and giving opinions. This includes their ability to construct, present, and defend opinion verbally. The study assessed students' spoken abilities through structured opinion tasks and oral assessments. Written opinion or non-verbal forms of communication was not included in the assessment. The research focused on high school students, specifically those in the 11th grades.

1.6 Definition of Terms

- a. **Speaking:** Speaking refers to the act of expressing thoughts, ideas, and arguments verbally. In the context of this research, speaking focuses on the ability to present structured and coherent arguments orally, demonstrating fluency, clarity, and persuasive communication.
- b. **Speaking Performance:** the observable, measurable, and verbal delivery of a message, allowing individuals to communicate ideas clearly in social or academic contexts. It involves both linguistic competence (vocabulary, grammar, pronunciation) and nonverbal elements (gestures, eye contact, posture), which together determine the effectiveness of the communication
- c. **Communicative Language Teaching:** Communicative Language Teaching is defined as an approach of teaching a foreign language that focuses on learners' interaction whether as the means or the ultimate goal of learning a target language. Interaction here means an activity in which two or more parties affect one another. CLT refers to a communicative approach to the teaching of a foreign language as well. Using the Communicative Language Teaching (CLT) is aimed to cater the students' need in communicative competence.
- d. **Learning strategies:** A Learning Strategy is a person's approach to learning and using information. Students use Learning Strategies to help them understand information and solve problems. Students who do not know or use good learning strategies often learn passively and ultimately fail in school. Learning Strategy instruction focuses on making students more active learners by teaching them how to learn and how to use what they have learned to be successful.
- e. **Motivation:** Motivation is the internal drive or external influence that stimulates individuals to take action toward achieving a goal. In the

context of learning, motivation determines the effort, persistence, and enthusiasm a student applies to their studies. Motivation plays a crucial role in the learning process, as it directly impacts students' commitment, learning strategies, and overall learning achievement.

- f. **Self-Regulated Learning:** Self-regulated learning is a cyclical process learning strategy, where it is a process in which learners take control of their own learning by setting goals, monitoring their progress, and adjusting their strategies as needed. It involves actively planning, monitoring, and evaluating one's learning activities to improve understanding and performance. Self-regulated learners are proactive, motivated, and use various cognitive and metacognitive strategies to enhance their learning experience. The process is not one-size-fits-all; it should be tailored for individual students and for specific learning tasks.
- g. **Constructivism Approach:** The Constructivism Approach is a learning theory that educators use to help their students learn which is based on the idea that people actively construct or make their own knowledge, and that reality is determined by your experiences as a learner. Basically, learners use their previous knowledge as a foundation and build on it with new things that they learn. In this study, it is used to construct the learner's knowledge or idea in communicative speaking, especially in asking and giving opinion.
- h. **High School Students:** High school students, for the purpose of this research, are defined as students typically in grades 11th (ages 15-18). These students are in the secondary education phase, and the study focuses on this age group to explore their ability to develop argumentation and speaking skill through instructional strategies.

This chapter discussed the background of the research, research questions, and objectives of the research, the uses of the research, scope, and definition of terms.

II. LITERATURE REVIEW

This chapter discusses the theory that supports this research. It consists of the previous studies, the concept of speaking, types of speaking, aspects of speaking, teaching speaking, Learning Strategy, Self Determination Theory , Constructivism Approach, Communicative Language Teaching (CLT), Self Regulated Learning (SRL), advantages and disadvantages of Constructivism Approach, advantages and disadvantages of Communicative Language Teaching (CLT), advantages and disadvantages Self Regulated Learning (SRL), the developing of Constructivism Approach and Communicative Language Teaching (CLT) procedures through self-regulated learning, theoretical assumption and hypotheses.

2.1. Speaking

Speaking is the most influential skill for communication compared to other English language skills. In recent times, it has become increasingly significant in foreign language contexts as an important role for everyday interaction. According to David Nunan, speaking is one of the most crucial aspects of learning a foreign language, Brown and Yule also explained that the complexity of communicating information affects speaking skills (Anwar et al. 2023). It is often difficult for speakers to clarify what they want to say. As stated by Burns & Joyce (1997) in speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the

purposes of speaking (Emirza & Sahril, 2021). A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organize the discourse so that the listener will understand.

In this era, communicative English speaking skills are essential in all areas of life. Speaking serves as a means for individuals to express and share their ideas verbally with others. When listeners are able to understand what is being said, the speaker is regarded as having strong communicative speaking abilities. According to Judith et al. (2002), speaking is a productive skill, a purpose of many language learners learning a foreign language. Emirza et al. (2021) also state that from speaking people can express their ideas, thoughts, feelings and opinions to others. It means learning English is not only learning about the structure of language itself, but also learning about how to use English as a tool to communicate with others; thus, students need more practice to speak English properly.

According to Brown (1994; 267), Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. One important aspect of English skills is speaking. Speaking is one of the English language talents or abilities, according to Muzammil (2015) in study of Fauzya & Zukhriyah (2023), that allows us to express our thoughts, make comments, reject the viewpoints of others if they differ from our own, as well as ask and respond to inquiries. There are currently a lot of study program students enrolled in English education who do not yet have good speaking abilities sufficient to demand the proper method or technique of learning that can help them develop their speaking skills. Consequently learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency.

Parura in Fauzya et al. (2023), it is very difficult to talk in a foreign language. To speak in a foreign language, a student must grasp the language's sound system, have practically instant access to the right vocabulary, and be able

to put words together comprehensively with little hesitation. To preserve goodwill or to meet their communication objectives, they must also be able to grasp what is being said to them and respond properly. It is difficult when learners have to consider and think about their ideas, what to say, language, grammar, vocabulary, pronunciation at one time and how to react with a person who communicates with them.

According to Harmer (2007: 45), speaking is a skill that needs attention because speaking is the most important aspect of learning a foreign language. In addition, success is measured in terms of the ability to have a conversation. Speaking not only conveys a message, but with the ability to speak, we can establish social relationships with other people. In English speaking skills, several aspects must be understood so that when communicating, we will understand what is being discussed.

The effective classroom speaking learning activities that will make students trained to speak English. As additional, Harmer (2007: 123) states there are three ways to make students speak in class. First, the speaking activity is to provide training opportunities. Second, the speaking task is where students will carry out dialogue activities with each other or the teacher. With it, everyone can see how well they are doing and their language problems. The last is speaking using the vocabulary that comes to mind without looking at the dictionary.

English speaking skills are not limited to use within the school environment, students can also apply them in real-life situations outside the classroom. Speaking is one of the most important English skills to improve. Mastering English is important, not only for academic success but also for effective communication especially when interacting with people from other countries. In relation to this, Nunan (1991:14) states that the basic skill of language is speaking skill. Speaking not only about grammar and vocabulary, but students also have to understand and master the use of language appropriately and fluently. It means that mastering English communicative speaking skills is crucial, not only

for academic achievement but also for effective communication in real-life situations, especially when engaging with people from different cultural backgrounds. For the learner it is not just about knowing grammar and vocabulary, but also about using language fluently and appropriately. In the communication or speaking process, the speaker must be able to share the ideas clearly, so that the listener can receive what the speaker communicates, he or she must comprehend the coming message and organize appropriate response for production.

To sum up, speaking is a fundamental and influential English language skill, essential not only in academic settings but also in real-life communication, especially in this era. It goes beyond knowing grammar and vocabulary; it involves fluency, appropriateness, and the ability to express thoughts, feelings, and ideas clearly. Effective speaking requires the speaker to produce, receive, and process information while considering context, audience, and purpose. Speaking also as a productive language skill in which the activity includes two or more people having interaction in order to deliver or get a message. Furthermore, a speaker needs to use the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organize the discourse so that the listeners will understand.

2.1.1 Aspects of Speaking

Generally, speaking must fulfill several aspects, it can be divided into two types based on the achievement, good speaking and bad speaking. Harris (1974:81) said that aspects of speaking were:

1. Pronunciation

Pronunciation refers to the ability to produce easily comprehensible articulation. In other definition, it means that pronunciation is the way for students to produce clearer language when they are speaking, even if someone speaks with incorrect grammar and vocabulary because it is said

with the right pronunciation, the meaning of the message to be conveyed is easier for listeners to understand.

2. Grammar

Grammar is a rule system in a language. When we speak to other people, it means that grammar is the arrangement of words into correct sentences in both spoken and written speech. This is done with a set of language rules to produce a complete and meaningful sentence form. We express some of our ideas and thoughts orally; both listener and speaker should understand each other.

3. Vocabulary

Vocabulary is the words used in a language. We can not speak at all without vocabulary. Nobody can communicate effectively if they do not have sufficient vocabulary. Vocabulary is a very important basic asset for language proficiency. In speaking, knowing a lot of vocabulary will make it easier to express ideas, feelings, and what they think expressed in written or oral form.

4. Fluency

Fluency is Language production and it is normally reserved for speech. Fluency consists of the reasonably fast speed of speaking and only small numbers of pauses. It means that when a person makes a dialogue with another person, the other person can respond well without difficulty. A simple example is process learning in class, the teaching and learning process is when teachers want to check the fluency of their students. Teachers let students express themselves without interruption to practice their fluency.

5. Comprehension

Hughes (2003) states that comprehension is the ability to comprehend and process the meaning of sentences. Understanding a foreign language is

considered very difficult as it must be completed in the form of direct observation, as well as verbal and non-verbal responses. Thus, language comprehension refers to understanding what the speaker is saying to the listener so that the message being conveyed is not misunderstood, whereas comprehension refers to the ability of the listener to obtain correct information from the speaker more easily.

2.1.2. Types of Speaking ability

With the obvious connection between speaking, six similar categories apply to the kinds of oral production that students are expected to carry out in the classroom, Brown (2000: 270) explain those kinds of oral production below :

1. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating human '*tape recorder*' speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Intensive speaking goes one step beyond imitation to include any speaking ability that is designed to practice some phonological or grammatical aspect of language.

2. Responsive

A good deal of student speech in the classroom is responsive short replies to teacher or student-initiated questions or comments.

3. Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

4. Interpersonal (dialogue)

The other form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

5. Extensive (monologue)

Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short In speaking learning process, the teacher has to understand different types of speaking ability in the class. It is up to the teacher to decide which activity to use. The types of class speaking ability like imitative, intensive, responsive, transactional, interpersonal, and extensive have been explained above.

The knowledge of the speaking types above should make the teacher know about the students difficulties in speaking ability, the difficulties should be explained in the next statement of the paragraph.

2.1.3. Speaking Difficulties

These characteristics must be taken into explanation in the productive generation of speech, but with a slight twist in that the learner is now the producer. Keep in mind that the following characteristics of spoken language can make oral ability easy as well as, in some cases difficult (Brown, 2000 :270-271):

1. Clustering

Fluent speech is organized in phrases, not individual words. Learners can structure their speech both mentally and physically (e.g., in breath groups) through this technique. It means fluent speech is phrasal not word by word. Learners can arrange their output both cognitively and physically through such clustering.

2. Redundancy

Redundancy in language helps clarify meaning. Speakers can use this to make their messages more understandable. In other words, the speaker has an opportunity to make meaning clearer through the redundancy of language.

3. Reduced Forms

Features like contractions, elisions, and reduced vowels can be challenging for learners. Without mastering these, students may sound overly formal or unnatural, which can affect how others perceive their speech.

4. Ability variables

A key feature of spoken language is that it reflects the thinking process in real time, which often includes hesitations, pauses, corrections, and restatements. Learners can be trained to manage these naturally.

5. Colloquial language

Make sure you students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

6. Rate of delivery

Another salient characteristic of fluency is rate of delivery. Helping the learners achieve an acceptable speed along with other attributes of fluency is one of the teacher tasks in teaching spoken English.

7. Stress, rhythm, and intonation

These are the most important characteristics of English pronunciation, the stress timed rhythm of spoken English and its intonation pattern convey important messages. In sum, the way English uses stress, rhythm and intonation helps convey important meaning in spoken communication.

8. Interaction

Learning produces waves of language in a vacuum-without interlocutors-would rob the speaking ability of its richest component, the creativity of conversational negotiation. It can say that speaking skills lose depth without real interaction. Engaging with others in conversation is essential to develop the creativity and negotiation involved in effective communication.

Further problems found in speaking English as foreign language have been found in the present study that focuses on speaking skills in the workplace since the skill is of utmost importance in the professional arena. (Amoah & Yeboah; 2021, Arputhamalar & Prema: 2022, Purwati et al., 2023 Rahman & Kaniadewi, 2023, as reference in Sabilla & Kaniadewi, 2025) reveal several problems have been found for communicative speaking especially for high school students, students require motivation to learn the language, while unmotivated classmates can hinder their progress, the acceptance of students in an environment that requires more significant incentives to learn the language is being hindered by their similarly uninterested friends, a limited vocabulary, apprehension towards grammatical errors, and challenges with pronunciation mark the phenomenon of language acquisition difficulties in students, and their speaking performance is influenced by linguistic factors, including vocabulary knowledge, pronunciation, and grammar, or psychological factors; this is characterized by anxiety, shyness, fear of mistakes, and a lack of motivation.

Another problems reveal in study of Sabilla & Kaniadewi (2025) mental translation from Indonesian to English hinders expression and fluency, causing slow and disorganized speech despite understanding others and individuals with limited communication flow and lacking extensive social networks and not prioritizing communication with others shouldn't be blamed, as they may lack the knowledge for effective communication. Still, they are responsible for improving their own communication skills.

2.1.4 Concept of Teaching Communicative Speaking

Teaching speaking is a process to teach students how to use the language for communication, expressing ideas, or sharing information. The goal of teaching speaking should improve students' communicative skills, because students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. In Indonesia, English has been taught for at least six years, yet the speaking ability is still low. This fact is realized by Lie as reference in Arifin et al. (2020) who stated that in teaching English in Indonesia, students are merely prepared for the test rather than to use the language. Instead, students are taught how to find main ideas of a text or how to identify the specific information in the text, but less time is spent to talk about their opinion about the text.

Lie also identified four main constraints for teaching English speaking in an Indonesian context. First, the number of students in the class is considered large and diverse. This often distracts the teacher's attention to ensure the same opportunity for students to participate in the class. In turn, teachers often put them into groups to practice their speaking, expecting that they will talk and get additional feedback from their friends. However, this often does not work as expected. In the absence of direct supervision from the teacher, students, especially those who are less motivated, prefer not to participate.

Second, Indonesia is always faced with financial issues. In fact, teachers' professional development needs, educational facilities, and educational resources are often not met. There is a limited program to train the teachers for the limited budget. Schools lack facilities which should support learning, especially language learning that provide exposure and good models for students. Lie added that some schools are not provided with language laboratories for students to practice their language skills.

The third constraint is the fact that, in Indonesia, English is a foreign language. Therefore, English is only used in certain circumstances like international events. It is uncommon to find English spoken in daily communication throughout society, such as in the market, bank, or other public areas. Students are, therefore, not accustomed to being exposed to English. Finally, the politics of policy and curriculum also plays an important role in language teaching, especially speaking. The policy of conducting national examinations has become a long debate. This also affects the tendency of English teaching in Indonesia. For the sake of good achievement in the examination, teaching English is emphasized on teaching reading comprehension and structure or listening. Speaking is often put aside since it's not part of the national examination.

In short, speaking skills have often been overlooked by both the government and educators. Although the curriculum highlights the use of a communicative approach, speaking is still not treated as a main focus in the teaching and learning process. Despite the fact that, speaking skills are also essential in real life conditions such when applying for jobs at many reputable companies, usually the employee must master speaking English. For instance, some employers require candidates to demonstrate their English proficiency during the interview by speaking, then answer questions in the textbook.

According to Richard (2006), the emergence of communicative language teaching leads to the change of views of syllabuses and methodology, which continue to shape approaches to teaching speaking ability today. In line with this, according to Nunan (2003), what is meant by teaching speaking is to teach English language learners to:

1. Produce English speech sounds and sounds patterns,
2. Use words and sentence stress, intonation patterns and the rhythm of the foreign language,

3. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter,
4. Organize their thoughts in a meaningful and logical sequence,
5. Use language as a means of expressing values and judgments, and
6. Use the language quickly and confidently with few unnatural pauses, which is called fluency.

According to the explanations above, the students will try to use the language in interacting with their friends. Also Harmer (2007) states there are criteria in teaching speaking for teachers to meet. He suggests that a good plan needs to have judicious blend of coherence and variety coherence means that students can see the logical pattern to the lesson. The various activities in the learning process must have connections between them. This statement suggests that the teacher is required to provide students with a wide range of activities or tasks which are rich in variety but have logical connection to each other. In other words, teaching speaking is the act to teach learners how to produce English speech sounds and sound patterns, use appropriate words according to proper social setting and can organize their thoughts in a meaningful and logical sequence.

In this research, the writer finds the difficulties faced by students can obstruct the English learning process. It can make it hard for students to develop their English skills, such as inhibition - feeling of insecurity, appearing weak cause linguistic form, criticism, anxiousness; nothing truly to say - learners struggle with finding motivation to speak, creating points of view or relevant opinions; low or uneven contribution is frequently brought on by a few students' propensity to dominate the class; mother-tongue use is more prevalent in classes with poor discipline or poor motivation because it is more natural for learners to do so.

Because English is foreign language for High school students in Indonesia where the researcher conducts the research, other problems encountered in practicing speaking are lack of vocabulary and lack of mastery of grammar.

Therefore, when students are asked to speak English directly, most of them will be confused when they want to speak their minds. It is very necessary to use the appropriate learning strategy, approach, method and technique. In this research, the researcher will use the learning strategy which gains students motivation and encounters their difficulties in learning the English language process. Language learning strategies use in this research are cognitive, metacognitive, and affective strategies. The researcher will compare between three strategies which learning strategies are better correlated with speaking performance.

2.2. Concept of Language Learning Strategy

LLS, or Language Learning Strategies, is an area within the field of language studies that began to take shape in the 1970s. Learning strategies are key taken by learners to improve their learning. An active learner of language learning strategies helps them in control of their own learning by developing language skills, increasing confidence and motivation in the learning process. The definition that is most widely accepted and used in the field is the one given by Oxford (1990, p. 8), she mentioned that LLSs are meant to make learning easier, enjoyable, faster, and self-directed. One of the most important criteria in LLSs is the ability to create autonomous learners. Learners can guide and direct their learning. They can control their learning pace whether to make it slower or faster according to their ability and situation (Adan & Hashim, 2021). No one can understand a learner better than they. Rather than depending on teachers, learners should be trained to become independent.

Brown and O'Malley share the same idea on LLSs classification. It is divided into three main strategies which are Cognitive strategies, Metacognitive

Strategies, and Social-affective strategies, (Adan et al., 2021). That has improvised the classification by coming up with direct and indirect strategies. There are three strategies under direct strategies and another three strategies under indirect strategies, in a total of six strategies. The strategies under direct strategies are memory, cognitive, and compensation, whereas indirect strategies are metacognitive, affective, and social strategies (Oxford, 1990).

Learning a new language is generally easier than acquiring a foreign language because the process of learning a mother tongue is more natural and intuitive. Therefore, by incorporating language learning strategies (LLSs), learners can more effectively and conveniently help learners connect with the language in a more meaningful way. LLS classification was developed based on interviews with both experts and novices, as well as theoretical analyses of reading comprehension and problem-solving. According to Oxford (1990), the classifications of LLS include:

- a. Memory strategies such as creating mental link ages and employing actions, aid in entering information into long-term memory and retrieving information when needed for communication.
- b. Cognitive strategies, such as analyzing and reasoning, are used for forming and revising internal mental modes and receiving and producing messages in the target language.
- c. Compensation strategies, such as guessing unknown words while listening and reading or using circumlocution in speaking and writing, are used by learners when a language task is beyond their reach, to make up for their incompetence in the target language so as to continue the communication.
- d. Meta-cognitive strategies help learners to regulate their learning through planning, arranging, focusing, and evaluating their own learning process. Affective strategies enable learners to control feelings such as confidence, motivations, and attitudes related to language learning.
- e. Social strategies, such as asking questions and cooperation with others, facilitate interaction with others, often in a discourse situation.

In this research, researchers will use the theory of learning strategies which focus on three kinds of indirect strategies as in metacognitive, affective, and social strategies. Other classification is further developed by O'Malley and Chamot's (1990) language learning strategies are categorized into three main types; cognitive strategies, metacognitive strategies, and affective or social strategies:

- a. Meta-cognitive strategies involve “knowing about learning and controlling learning through planning (including advance organizers, directed attention, functional planning, selective attention and self-management), monitoring (checking, verifying, or correcting one's comprehension or performance in the course of language task) and evaluating the learning activity (checking the outcomes of one's own language learning against a standard after it has been completed)”.
- b. Cognitive strategies involve the manipulation or transformation of the material to be learned, such as resourcing, repetition, grouping, deduction, imagery, auditory representation, keyword method, elaboration, transfer, inferencing, note taking, summarizing, recombination and translation, and
- c. Social/affective strategies mainly involve the learner in communicative interaction with another person, for example, when collaborating with peers in problem-solving exercises.

Several studies indicate that language learning strategies are effective techniques for foreign English learners to acquire the language and address difficulties in English skills (Awinindia, 2023). The types of language learning strategies employed can significantly impact the acquisition of English as a Foreign Language (Dahmash, 2023).

Notably, highly successful learners tend to utilize these strategies more frequently than their less successful counterparts (Alrashidi, 2022). Furthermore,

the implementation of these strategies is linked to successful academic achievement (Khan & Sanos, 2024). Research demonstrates that language learning strategies are crucial for English learners, aiding in language acquisition and overcoming challenges. The effectiveness of these strategies varies, with successful learners employing them more often, which correlates with better academic performance.

The effectiveness of language learning strategies is closely related to motivation, as motivated learners are more likely to engage with and utilize these strategies effectively. When learners are driven by intrinsic or extrinsic motivation, they tend to adopt a proactive approach to their studies, seeking out and applying various strategies to improve their English language acquisition. This heightened engagement not only facilitates the learning process but also fosters a greater sense of competence and confidence in their abilities. Consequently, motivated learners are more likely to experience success in their language learning efforts, reinforcing the positive relationship between motivation, strategy use, and academic achievement.

Thus, understanding the interplay between motivation and language learning strategies can provide valuable insights into improving outcomes for English as a Foreign Language learners. Furthermore, this research investigates language learning strategies that emphasize self-directed involvement, proposing that intrinsic motivation, as outlined in Self-Determination Theory, is particularly applicable to this strategy. The focus is on how internal motivation influences the effectiveness of language acquisition especially in speaking performance

2.3 Concept of Motivation

Motivation is a key factor that influences students' enthusiasm for learning English. Research shows that a student's level of motivation is closely linked to their performance and achievements in the learning process. When students are motivated, they are more likely to engage deeply with the material and excel in

their studies. Schunk et al. (2014) also state that “motivation is the process whereby goal-directed activity is suggested and continued.” It means motivation is what inspires individuals to pursue achieving specific goals. Santrock (2023) also defined that “*motivation involves the processes that energize, direct, and sustain behavior.*” It can say that it not only sparks the desire to achieve something but also fuels the determination to keep going, even when challenges arise.

Motivation can be categorized into two types based on how it is generated and the surrounding influences on the individual. These types are extrinsic motivation and intrinsic motivation. Based on Decker (2018) extrinsic motivation happens when students engage in activities for external reasons, reinforcers and punishers are the actual consequences of behavior, whereas positive and negative incentives are the anticipated consequences, more and larger incentives are preferred though not in the case of negative incentives and are more motivating than fewer and smaller incentives. According to Santrock (2023), intrinsic motivation involves the internal motivation to do something for its own sake. With intrinsic motivation, the students do not need to be pushed to do something

Deci and Ryan (2020) also state, self determination theory is divided into two general types of motivation, one is intrinsic motivation pertains, technically it is to activities done “*for their own sake,*” or for their inherent interest and enjoyment. Play, exploration and curiosity spawned activities exemplify intrinsically motivated behaviors, as they are not dependent on external incentives or pressure, but rather provide their own satisfactions and joys.

It can be said that intrinsic motivation to engage in an activity because it is enjoyable and satisfying to do, the other type of motivation is extrinsic motivation which concerns behaviors done for reasons other than their inherent satisfactions, it means, the motivation can get from external rewards to the activity itself. It refers to the performance of an activity in order to attain some separable outcome, or to achieve some instrumental ends.

Self-Determination Theory (SDT) outlines four subtypes of extrinsic motivation (Deci and Ryan., 2017, 2020) :

- a. External Regulation involves behaviors driven by external rewards and punishments, leading to a controlled experience.
- b. Introjected Regulation is a partially internalized form where actions are influenced by self-esteem and the avoidance of negative feelings, often seen in academic settings as ego-involvement.
- c. Identified Regulation occurs when individuals recognize and endorse the value of an activity, resulting in greater willingness to engage. The most autonomous form.
- d. Integrated Regulation, involves aligning the activity with one's core values and interests.

While identified and integrated motivations share volition with intrinsic motivation, they differ in that intrinsic motivation is based on enjoyment, whereas the others are driven by a sense of value. The benefits of intrinsic motivation are also obvious within formal education, it has been shown in Deci and Ryan (2017, 2020) study that a significant role of intrinsic motivation in school achievement which, in turn, that intrinsic motivation predicted student engagement and predicted higher achievement (GPA).

In this study, the researcher applied the principles of Self Determination Theory to inspire motivation in English learners as they work to acquire and produce the English language. By addressing the psychological needs for autonomy, competence, and relatedness, researchers can create a motivating atmosphere that not only improves academic performance but also fosters a lifelong love for learning.

2.3.1 Concept of Self Determination Theory

Self-determination theory is presented for the first time by Deci & Ryan in 1985 through *Self-determination and Intrinsic Motivation in Human Behaviour* book. Self-Determination Theory (SDT) is an approach for understanding motivation and human personality that focuses on exploring people's natural growth tendencies and their fundamental psychological needs. This understanding serves as a foundation for self-motivation and personality integration, promoting various positive processes. In short, Self-Determination Theory (SDT) is a modern motivational framework that emphasizes the significance of intrinsic motivation over extrinsic motivation in achieving success (Ryan, R. M., & Deci, E. L., 2000).

Self-determination theory (SDT), a psychological framework proposed by (Ryan & Deci, 2017), suggests that human motivation and personal growth are intrinsically linked to three basic psychological needs: autonomy (the need to control one's actions), competence (the need to master tasks), and relatedness (the need for social interaction). The autonomy is to choose one's own learning path and the competence gained through overcoming challenges can promote greater engagement and persistence in language learning.

Numerous studies conducted within traditional classroom-based education settings have confirmed SDT's effectiveness in fostering student motivation, leading to improved academic performance (Cahyaningrum, 2023; De Vega & Rahayu, 2023; Baha, 2025). The research revealed a connection between motivation for learning a foreign language, self-determination factors, and the success of language learners. Students' fear of speaking in a foreign language significantly inhibits their ability to develop communicative competence in the classroom. As a result, it is essential for teachers to assist students in managing their emotions and self-regulating their learning environments. The findings also indicated that students with a sense of internal control are more adaptable in choosing their paths, leading to better language achievement. This internal

flexibility empowers students to create the learning atmosphere they desire, fostering a greater sense of responsibility for their language learning achievement.

Self-determination has increasingly been seen as a key area in education. When students have a sense of self-determination, they are more likely to make thoughtful choices and decisions about their educational learning phase, (Darwin & Chaeruman, 2022). According to the SDT in Ryan and Deci study, individuals have a natural incentive to internalize and integrate their values or regulate activities that are not of their interest but vital to the social world. The process of internalization involves the absorption of values or rules. In the meantime, the integration process involves translating externally imposed ideals or regulations into internal regulations. The internalization and integration processes are proactive processes in the social setting. In order to encourage the internalization and incorporation of extrinsically motivated behaviors, social connectivity is crucial.

One of the reasons why people engage in undesirable extrinsic motivating behaviors is that they are supported, exemplified, or praised by other relevant individuals. Other relevant individuals may include family members, instructors, peers, and community members. This demonstrates that social connection is vital to the internalization process. This study reveals that the connectivity between teacher and student is essential to creating fun learning so that students can be motivated to be active in teaching practice, especially in higher education (Rahayu et al., 2022). This study is on Self Determination Theory that it's related to speaking motivation which offers valuable insights for language teachers. It emphasizes the importance of fostering a classroom environment that is free from barriers and anxiety, enabling students to feel motivated to speak English willingly and effectively address their language learning challenges.

2.3.2 Principles of Self-Determination Theory

Furthermore, SDT focuses on the "nature" of motivation, that is, "*why it behaves*". The underlying assumption is that "*humans are active and growth-*

oriented organisms that naturally tend to incorporate their psychic elements into an inner sense of self and fuse themselves into the larger social structure” (Ryan & Deci, 2000, p. 229). In SDT, the three basic elements that form the profile of self-determination are divided into:

- a. First, the need for autonomy represents the individual's definite desire to feel desire and experience psychological choice and freedom when performing or choosing an activity (Deci & Ryan, 2000). The definition of autonomy generally refers to autonomy as a task characteristic whereas SDT refers to the subjective experience of psychological freedom and choice during activity engagement.
- b. Second, the need for competence is defined as the desire in individuals to feel effective when interacting with the environment and activities (Deci & Ryan, 2000).
- c. Finally, the need for relatedness is defined as an individual's tendency to always feel connected to others, join a group, to support each other, love, care or be loved and cared for (Siregar et al., 2022)

2.3.3 Profile of Self-Determination

In SDT, satisfaction of basic psychological needs is assumed to drive the underlying motivational mechanisms that energize and direct people's behavior (Ryan & Deci, 2000). The fulfillment of psychological needs is regarded as a crucial factor for individual functioning and well-being, as it fosters motivation to participate in activities. Within Self-Determination Theory (SDT), the two fundamental needs that shape the self-determination profile are categorized as self-awareness and the perception of choice among individuals.

In general, self-awareness is described as the degree to which an individual can comprehend and recognize their internal states that influence their interactions with others (Sutton, 2016, p. 646). Additionally, self-awareness is

considered a component of emotional intelligence that resides within a person (Goleman, 2018, p. 8). Therefore, individuals with strong self-awareness are able to understand how their emotions impact them and the reasons behind their actions. In the end, perceived choice is an essential part of self-determination.

When people feel that they have the freedom to make their own choices, it boosts their intrinsic motivation (Ryan & Deci, 2006). When individuals believe that they are choosing to take on a task rather than being forced to do it, they tend to engage more deeply and perform better. This sense of autonomy makes a significant difference in how they approach their performance.

2.3.4 Types of Motivation based on SDT

According to SDT (Deci & Ryan, 1985), there are various types of motivation that underlie human behavior. This type of motivation is proposed to distinguish a person's level of self-determination. Self-determination involves a true sense of choice, a feeling of being free to do what one has chosen. Self-determination is listed as a continuum from 24 highest to lowest levels, the motivations here are intrinsic motivation, extrinsic motivation, and amotivation .

a. Intrinsic Motivation

Intrinsic motivation is defined as the activity of an activity for a satisfaction and not because of some separate consequences. When intrinsically motivated, a person is moved to act for fun or to take on a challenge, not because of an external drive, pressure, or reward (Ryan & Deci, 2000).

b. Extrinsic Motivation


Extrinsic motivation is a concept related to an activity which every time it is done is to achieve some separate benefit. Extrinsic motivation contrasts with intrinsic motivation, which refers to doing an activity only for the enjoyment of the activity itself, not its instrumental value (Ryan & Deci, 2000).

c. Amotivation

In addition to intrinsic and extrinsic motivation, Deci and Ryan (1985) have suggested a third type of motivation, called Amotivation, to fully understand human behavior. When unmotivated, individuals are likely to experience a decline in behavior and in producing things. Their behavior is neither intrinsically nor extrinsically motivated. Amotivated behavior is the least self-determined because there is no sense of purpose and no expectation of rewards or the possibility of changing the course of an event (Guay, Vallerand & Blanchard, 2000).

Table 2. 1

Self-Determination Theory's Taxonomy of Motivation

Motivation	Amotivation	Extrinsic motivation				Intrinsic motivation
Regulatory Style		External Regulation	Introjection	Identification	Integration	
						
Attributes	<ul style="list-style-type: none"> - Lack of perceived competence - Lack of value, or - Non Relevance 	<ul style="list-style-type: none"> - External rewards or punishments - Compliance - Reactance 	<ul style="list-style-type: none"> - Ego involvement - Focus on approval from self and others 	<ul style="list-style-type: none"> - Personal importance - Conscious valuing of activity - Self-endorsement of goals 	<ul style="list-style-type: none"> - Congruence - Synthesis and consistency of identifications 	<ul style="list-style-type: none"> - Interest - Enjoyment - Inherent satisfaction
Perceived Locus of Causality	Impersonal		Somewhat External	Somewhat Internal	Internal	Internal

The Self-Determination Theory chart highlights the significant impact that different types of motivation have on learning outcomes. Setiyadi et al. (2019) study indicates that students who experience Amotivation or are primarily motivated by external rewards often face challenges in achieving high levels of success. Specifically, those with little intrinsic motivation tend to show lower academic performance. As motivation becomes more internalized, transitioning

from external validation to a genuine identification with and enjoyment of the task, students tend to perform better and engage in more meaningful learning experiences. This research aims to leverage this concept to improve students' speaking performance. By fostering intrinsic motivation, the students can promote deeper, more significant, and lasting learning achievement.

In short, the more internalized a student's motivation is, the greater their potential for academic success. Thus, encouraging SDT intrinsic motivation is not just beneficial; it is essential for improving learning outcomes in speaking, especially in communicative language. By creating an active, personalized, and supportive learning environment, teachers need another approach to empower learners to take charge of their learning process, leading to improved speaking performance and greater overall achievement. Constructivism Approach is essentially proposed for elevating Self-Determination Theory in the context of speaking learners.

2.4 Concept of Constructivism Learning Theory

Constructivism is a view of learning based on the belief that knowledge is not a thing that can be simply given by a teacher in the front of the classroom to students on their desks. Rather, knowledge is constructed by learners through an active and mental process of development; learners are the builders and creators of meaning and knowledge. Constructivism draws on the developmental work of Piaget (1977) and Kenny (1991). Constructivism approach also is believed to be effective for learning because the basic principles of this approach are focused on students' interests in learning (Woolfolk, 2021).

In addition, Constructivism is a view of learning based on the belief that knowledge is not a thing that can be simply given by a teacher in the front of the classroom to students on their desks. Rather, knowledge is constructed by learners through an active and mental process of development; learners are the builders and creators of meaning and knowledge (Daodu et al., 2024). Summarily,

Constructivism approach is regarded as an effective learning method because it prioritizes students' interests and active participation. Knowledge is not simply handed down from teachers to students; instead, learners actively construct their understanding through their own cognitive processes.

Olsen argues in Arasit (2023) that the general perspective of constructivism is that students' knowledge construction is basically a learning process that involves change. Students of the digital age of the 21st century are more demanding and need to connect new information with their previous knowledge with other disciplines. As a result, constructivism is an innovative strategy in which students construct their knowledge themselves through interaction with each-other on the basis of previous experiences. Rather knowledge is constructed by learners through an active, mental process of development; learners are the builders and creators of meaning and knowledge

In a dynamic learning process that follows Constructivism principles, students build on their prior experiences and understanding via interaction, reflection, and discovery. This perspective is highlighted by Richardson in the study conducted by Maulana and Syihabuddin (2025) that Constructivism philosophy, which primarily draws from the works of Piaget and Vygotsky, holds that knowledge is not passively obtained but rather generated via involvement, reflection, and inquiry. It can be said that Constructivism learning theory has three major pillars, they are students' participation, team-work and practical experimentation.

This approach is great for improving the learning process as students can develop a genuine concept based on the knowledge they have learned. According to the core tenets of constructivism, student-centered learning sees teachers as facilitators rather than as the exclusive providers of knowledge, supporting students as they do their own research and develop their own understanding (Ali, 2022). These results demonstrate the value of Constructivism philosophy in modern education and indicate that it is essential for promoting adaptability and

lifelong learning in a rapidly changing environment. Because of these salient features of constructivism.

Therefore, the concept and solution of the problem was developed by the student himself (Perumal & Ajit 2022). In other words, this theory is more student-centered than teacher-centered. This process can improve their understanding of something. Student achievement in English is higher with the application of this constructivism approach than traditional teacher-based methods. New ideas are generated through cognitive growth and learning.

It is important to note that constructivism is not a particular pedagogy. In fact, constructivism is a theory describing how learning happens; regardless of whether learners are using their experiences to understand a teacher or following the instructions for building a knowledge. In both cases, the theory of constructivism suggests that learners construct knowledge out of their experiences. That's why constructivism is suitable combined with another pedagogy approach or model to achieve the successful learning process.

2.4.1. The Characteristic of Constructivism Learning Theory

The fundamental aspect of this theory is that teachers should support students in their learning process by facilitating them to construct their own knowledge, rather than just focusing on delivering information. The concept of how knowledge is constructed can be viewed through several complementary perspectives. From an external direction, learning is understood as the process of acquiring representations of the outside world, where accurate knowledge depends on how well it reflects reality. Direct teaching, explanations, and feedback therefore play an important role in shaping students' understanding. In contrast, the internal direction emphasizes that knowledge is formed through the transformation, organization, and reorganization of prior knowledge. Learning is not merely a reflection of the external world; rather, students actively interpret experiences through exploration and discovery. Integrating these perspectives, Piaget highlights that knowledge develops through an interaction between

external experiences and internal cognitive structures. Meanwhile, Vygotsky extends this view by arguing that knowledge is socially constructed through language, culture, and interpersonal interactions. Learning is thus shaped not only by direct teaching and modeling, but also by students' prior knowledge, beliefs, and ways of thinking.

According to Nurhuda et al. (2023), constructivist learning is characterized by student-centered activities that connect prior and new knowledge, encourage diverse viewpoints, foster natural inquiry, and promote contextual, experience-based learning. The process should also be enjoyable, collaborative, competitive, creative, active, and innovative. Similarly, Putrayasa, as cited in Nurhuda's study (2023), explains that because students are naturally curious, constructivist learning emphasizes developing various strategies for acquiring and analyzing information, allowing multiple perspectives, positioning students as active agents, guiding teachers as facilitators, and using authentic assessments linked to real-world issues, so it is conceptualized into several characteristics as follows:

- a. First, developing alternative strategies for obtaining and analyzing information.
- b. Second, it is possible to have various perspectives in the learning process.
- c. Third, students become the main actors in the learning process.
- d. Fourth, educators become facilitators, mentors, and tutors in the student learning process.
- e. Fifth, there is an authentic evaluation related to the learning activities obtained with real problems that occur in society

Based on these characteristics, it can be concluded that Constructivism learning theory emphasizes a student-centered approach during the learning process. In this approach, learners are actively involved in solving problems, exploring possible answers, and engaging in meaningful social interactions with

teachers and peers. Through these processes, students gradually can construct their own comprehensive understanding independently.

2.4.2. Principles of the Constructivism Learning Theory

The most basic thing about this theory is that teachers should help students' learning process by building their knowledge independently so that teachers do not only focus on providing knowledge.

The main basic principles of the Constructivism approach according to Woolfok (2021) are:

- a. Learners require reflection from past experiences; students construct their own knowledge,
- b. Learners have different talents and learning speeds,
- c. Learners learn effectively when they are involved in social interactions,
- d. Learners need a realistic environment for optimal learning, and
- e. The evaluation process conducted by teachers must be integrated with tasks, not as a separate activity.

This approach has been implemented in English learning through several learning models such as Project Based Learning or well known as PBL (Wang et al., 2024), drama (Garhani et al., 2021) or another model (Perumal & Ajit, 2022; Zhang, 2021). However, there has been no research that implements this approach for communicative speaking learning.

Additionally, Daodu et al. (2024) also discuss Fosnot theory that defines constructivism by reference to four principles: learning, in an important way, depends on what we know; new ideas occur as we adapt and change our old ideas; learning involves inventing ideas rather than mechanically accumulating facts; meaningful learning occurs through rethinking old ideas and coming to new conclusions about new ideas which conflict with our old ideas. Thus, Daodu et al. (2024) emphasize that a successful Constructivism classroom is characterized by

learner-centered and active teaching methods. In such a classroom, the teacher provides students with experiences that allow them to hypothesize, predict, manipulate objects, pose questions, research, investigate, imagine and invent.

All of this can happen if several basic principles that must exist in constructivism theory are fulfilled, including establishing the importance of a question, answering various relevant problems, adapting to the current curriculum, assessing students' opinions when they express their opinions, and in the learning context educators only help. Because knowledge is not be able to transfer if students are not active, with a learning process that emphasizes more on developing student experiences, one of which is constructivism learning, it will further develop a child's abilities and intelligence because it is done by involving the child's emotions in learning without any coercion and fear of making mistakes in doing an activity that is done (Karim, 2025).

2.4.3 Strengths and Weaknesses of Constructivism Learning Theory

In implementing the learning process, of course, when applying a learning theory, there is something special about why this theory is widely used, in accordance with Mat Lui et al. (2019), there are many benefits to learning by using this approach. First and foremost is that students can think more clearly by generating new knowledge and being able to solve problems and make wise decisions in a variety of situations. Research and investigation processes such as identifying problems, collecting and processing data and building conclusions can be done more carefully. Second, that students can understand concepts and concepts more clearly and apply them in life.

Third is the concept of learning that can be remembered longer because students can build new knowledge through the acquisition of existing knowledge. Fourth is that students' confidence increases because they already know and understand the concept of learning and are brave in real-life situations and finally, social skills can be developed where they can work with others without problems. The resulting interaction can help them improve their knowledge.

Meanwhile, even though the Constructivism learning theory explains many advantages. Wardoyo argues there are still some small notes regarding its shortcomings so that educators can anticipate them, including not all students can easily find the answers themselves, smart students can't wait for their friends who haven't finished yet, it requires a process. New adaptations require a long time for students who are somewhat lacking and weak (Nurhuda et al., 2023). The shortcomings that have been mentioned can be minimized if the teacher can guide all students so that they can find their answers, then provide additional special time for somewhat weak students, and at the same time provide understanding and advice so that other students who have finished can respect their friends and be patient in achieving learning goals.

2.5 Constructivism Learning Theory for Teaching Communicative Speaking in High School Students

Communication is essential in developing oral skills. However, for many high school students, speaking remains the most challenging skill to acquire. Many learners are hesitant to speak due to psychological factors such as anxiety, low self-confidence and their motivation often low because the teaching methods used are mostly teacher-centered, dominated by a small number of proficient students, and do not always accommodate the diverse cultural backgrounds or varying learning paces of all students. Therefore, it becomes a significant challenge for teachers to encourage students to communicate verbally and express their ideas fluently in speaking classes. One potential way to address this challenge is by applying a Constructivism approach to teaching communicative speaking skills.

For a long time, speaking classes have focused too much on memorizing words and grammar, leaving students anxious and unconfident when it comes to real conversations. Beghoul & Chelghoum (2020), in their study suggests switching to a social Constructivism approach, where students actively learn by working together, solving problems, and using technology. Fun activities like

group discussions, role-plays, and games help students feel more relaxed and motivated to speak. Using tools like the internet, social media, and video calls also gives students more chances to practice English in real-life situations. Overall, this approach aims to make learning to speak English more natural, interactive, and enjoyable, helping students become more confident and capable communicators.

In line with this, Halid (2024) in his study revealed that constructivism in language learning emphasizes active, student-centered processes where learners build new knowledge by connecting it to what they already know. Guided by Piaget's stages, students develop from concrete to abstract thinking, improving skills like analysis, reflection, and independent exploration. This approach boosts motivation through real-life projects, group work, technology, and positive feedback, making learning more relevant and engaging. It also strengthens metacognitive abilities, as students learn to reflect on their progress, plan strategies, adapt to challenges, and manage emotions, becoming more independent and responsible learners. The teacher becomes a role model and actor in guiding and educating the students to have the interesting and the challenging teaching - learning process in order to enable them have high – valuable new learning experience.

A Constructivism teacher and a Constructivism classroom exhibit a number of recognizable qualities markedly different from a traditional or direct instruction classroom. A Constructivism teacher is able to flexibly and creatively incorporate ongoing experiences in the classroom into the negotiation and construction of lessons with small groups and individuals, the environment is democratic, the activities are interactive, student centered, and the students are empowered by a teacher who operates as a facilitator or consultant (Daodu, 2024).

2.6. Procedure Constructivism Learning Theory for Teaching Speaking in High School Students

Teaching is an activity to help and guide someone for getting, changing, and developing skill, attitude, ideals, appreciation and knowledge. In every teaching process, it must have several procedures or steps in teaching. As stated by Byrkun & Liashenko (2024), from the Constructivism standpoint, the organization of independent work for first-year students The proposed approach delineates four distinct stages, each underpinned by Constructivism principles:

- a. *Stage I* or the first stage can be called “*Lead – in Stage*” (up to 10%), focuses on motivating students and creating a comfortable, stress-free atmosphere for independent learning. Teachers use warm-up activities, build motivation, and set up the learning environment. Students engage with audio and video materials to enhance their listening and speaking skills by listening to texts, watching videos, summarizing key ideas, completing dialogue gaps, and practicing conversations. Teachers support them by clarifying key terms and synonyms. Through these audiovisual activities, students can participate in meaningful discussions and expand their vocabulary in an engaging setting.
- b. *Stage II* (25-30%) is *mainly content - focused*. At this stage, focuses on content mastery. At this point, teachers choose methods and tools that allow students to work independently or in groups on tasks that reinforce specialized vocabulary and expressions. Activities include information-gap exercises such as matching phrases with meanings, identifying definitions, asking and answering questions, and completing gap-fill tasks, along with practical exercises based on the learning material.
- c. *Stage III* aims at *creative production of integrative multimodal learning outputs* (35-40%). emphasizes creative production through integrative, multimodal outputs. Students complete creative and problem-solving tasks, including individual or group multimedia projects related to their

independent study topics. Both collaborative and individual work are encouraged, and students may select their own research themes within the course focus.

- d. *Stage IV is reflective-evaluative*, where students and a teacher reflect on their activities throughout the independent study process. Students demonstrate their understanding of professional terms, compare them critically, and express their opinions coherently during discussions. *The goal* is to refine acquired knowledge, skills, and abilities based on complex, authentic material, completing the formation of collective and individual independent work and study skills. Interactive learning activities. Collaborative group projects that encourage students to express their ideas, negotiate meaning, and engage in meaningful communication.

By using the communicative tasks and activities throughout the four stages of the learning cycle, students learn to create clear and connected messages independently, with just the right amount of support and guidance. Through these engaging activities, they build the skills needed to handle professional communication situations with confidence and effectiveness. Based on the statements above, the researcher uses the learning steps of the constructivism approach because it is more detailed and systematic in the process.

Steps are used as follows:

- a. *Lead-in Stage*, in this stage, the teacher will set the foundation for speaking skills by creating a comfortable and motivating environment, allowing students to observe and develop the motivation of ideas to the topic of learning material. Teachers use warm-up activities and audio-visual materials to engage students in speaking exercises, such as taking attention, listening and practicing dialogues. This stage encourages students to feel confident in expressing themselves verbally.

- b. Content-focused, this stage builds on this foundation by focusing on vocabulary and expressions essential for effective speaking. Students participate in asking and answering questions to meanings, which help them practice using language in context. This stage reinforces their ability to articulate thoughts clearly and accurately. This stage of the teacher helps the student to develop his ideas.
- c. Creative Production, emphasizes the creative use of language in speaking. Students work on individuals and peers that require them to present their ideas and findings verbally. This stage encourages collaboration and problem-solving, allowing students to express themselves creatively and develop their speaking skills through discussion in a dynamic way.
- d. Reflective-Evaluative, focuses on perfecting speaking skills through reflection and discussion. Students share their understanding of professional terms and engage in meaningful conversations, allowing them to practice articulating their thoughts and opinions. This stage promotes critical thinking and effective communication, helping students become more confident and proficient speakers. This stage, the teacher becomes a facilitator in accommodating the opinions of students, and reviewing or revising the student's ideas by adding a description or by changing them to be more complete.

2.7. Concept of Communicative Language Teaching

Communicative Language Teaching (CLT) emphasizes meaningful communication as the core goal of language learning. As Brown (2001) states, language learning is learning to communicate, highlighting that learners should use the target language to express real meanings rather than merely manipulate linguistic forms. This perspective shifts the focus of language teaching from grammatical accuracy to communicative competence, where learners develop the ability to use language effectively and appropriately in various social contexts.

Teaching English is a challenging task, as not all teachers use the same communicative methods or activities. Ellis (2003) further explains that CLT integrates communicative tasks as the central component of classroom activities, noting that tasks have been employed to make language teaching more communicative. Through interactive tasks such as information-gap activities, problem-solving, and role-plays, students engage in authentic language use that mirrors real-life communication. Therefore, teachers need to be creative in designing lessons with suitable tasks that encourage students to be active and succeed both in pairs and in group work. English teachers can make language learning more effective by using communicative activities. To create this kind of environment, teachers can organize activities that encourage students to talk and interact with each other in the classroom. Regarding the way of establishing the communicative situation, Richards (2006) maintain that it is described as *“activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not predictable”*. Richards and Rogers suggested that the CLT approach is beneficial since it focuses on the development of the four skills on which language and communication depend; this approach aims at fostering EFL learners’ competence in communication. Therefore, in CLT, learners are encouraged to be more confident about following their peers’ steps in improving their speaking skills. On the other hand, teachers play the role of monitors and facilitators of the learning process instead of models of correct, error-free speech (Richards & Rodgers, 2001).

Richards, Owen & Razali state in Azizah, et al. (2022) mention that Communicative Language Teaching (CLT) is a set of language teaching principles to improve communicative competence through the varieties of language classroom activities with a teacher as a facilitator and emphasizes learners’ role in the classroom. This concept means that English teachers can make language learning more effective by using communicative activities. To create a communicative classroom atmosphere, teachers can set up different

activities that invite students to talk and interact with each other. This approach helps students practice their speaking skills in a fun and engaging way.

According to Arana (2023), English teachers face several challenges applying Communicative Language Teaching (CLT), such as students' over-reliance on memorization, lack of speaking confidence, limited real-life practice, and psychological barriers. Despite these, CLT effectively improves students' communicative proficiency by promoting fluency, confidence, interaction, and authentic language use. Recommended strategies include communicative activities like interviews, problem-solving, role-playing, group work, information gap tasks, scavenger hunts, opinion sharing, and pair work. These activities should be gradually structured, scaffolded, and adapted to students' levels to enhance engagement and communication skills in the target language.

Furthermore, Widdowson states in Setiyadi et al. (2018) that communication only takes place when we make use of sentences to perform a variety of different acts of an essentially social nature and we use sentences to make statements of different kinds, to describe, to record, to classify and so on, or to ask questions, make requests, give orders. According to Silva-Valencia et al. (2021), the use of communicative techniques such as role-plays, pair work, and task-based interaction significantly improves students' confidence and oral performance in upper-secondary English classes. Similarly, Wathawatthana (2025) found that Grade 12 students who were taught through CLT scored higher in post-speaking assessments and demonstrated more positive attitudes toward English communication. These findings suggest that communicative activities such as pair work, group discussion, and interactive presentations help learners internalize linguistic input and transfer it to spontaneous speech.

As teaching English is a complex activity, not every teacher applies the same activities by implementing the same communicative activities. In this part, teachers aren't just instructors, they guide and support students as they learn. Teachers play a crucial role as facilitators and motivators in communicative

classrooms. Within the CLT framework, the teacher's main responsibility is not merely to deliver linguistic knowledge but to create meaningful contexts where students can use language for authentic communication (Brown, 2001; Richards, 2006). Teachers should design activities that encourage learners to negotiate meaning, take risks in using the target language, and collaborate with peers.

In short, when teachers demonstrate positive attitudes and make communicative activities engaging and supportive, they cultivate an affective environment that reduces students' anxiety and increases motivation. Such conditions help learners internalize input and transform it into productive language use, teachers are justified in adopting the dual role of guide and co-communicator providing scaffolding, encouragement, and feedback while allowing learners the autonomy to explore and express meaning in real communicative situations.

2.7.1. Principles of Communicative Language Teaching (CLT)

To develop the procedures of teaching, language teachers may consider the underlying principles of CLT developed by different authors (Setiyadi, 2020). However, different writers have different stresses of the principles of CLT. Howatt states that there is a strong version and a weak version. These principles are important to consider not just when planning learning activities, but throughout the entire process from preparing language materials and organizing their sequence, to presenting them effectively and assessing the results.

This principle is related to the first principle that CLT sees errors as a natural outcome. The main concern of teaching is communication with ease in the target language without being occupied with error correction (Morrow, 1983: 155 in Setiyadi, 2020). In other words, this principle connects to the idea that making mistakes is a normal part of learning in CLT. The main focus of teaching is helping students communicate comfortably in the target language, rather than worrying too much about correcting every error. The principles of CLT is more easily understood by contrasting CLT with another method.

In sum, the principles of CLT discussed the evolving needs of English as a Foreign Language learners by focusing on functional language skills rather than rote memorization. Recognizing that language is a tool for communication rather than just a set of rules, CLT emphasizes interaction, authenticity, and real-life language use. It addresses common challenges in English teaching, such as lack of speaking confidence and limited vocabulary. In High School classrooms, CLT promotes interactive tasks that encourage teamwork, collaboration, and meaningful language use. Activities like group discussion, storytelling, role-playing, and interactive games help students learn grammar and vocabulary while enabling them to express themselves beyond textbook limitations.

2.7.2. Communicative Language Teaching in Teaching Communicative Speaking

In its development, Jacobs and Farrell in Richards (2006) suggest that the CLT paradigm shift outlined above has led to eight major changes in approaches to language teaching, these changes are:

1. **Learner autonomy:** Giving learners greater choice over their own learning, both in terms of the content of learning as well as processes they might employ. The use of small groups is one example of this, as well as the use of self-assessment.
2. **The social nature of learning:** Learning is not an individual, private activity, but a social one that depends upon interaction with others. The movement known as cooperative learning reflects this viewpoint.
3. **Curricular integration:** The connection between different strands of the curriculum is emphasized, so that English is not seen as a stand-alone subject but is linked to other subjects in the curriculum. Text-based learning (see below) reflects this approach, and seeks to develop fluency in text types that can be used across the curriculum. Project work in language

teaching also requires students to explore issues outside of the language classroom.

4. **Focus on meaning:** Meaning is viewed as the driving force of learning. Content-based teaching reflects this view and seeks to make the exploration of meaning through content the core of language learning activities.
5. **Diversity:** Learners learn in different ways and have different strengths. Teaching needs to take these differences into account rather than try to force students into a single mold. In language teaching, this has led to an emphasis on developing students' use and awareness of learning strategies.
6. **Thinking skills:** Language should serve as a means of developing higher-order thinking skills, also known as *critical* and *creative thinking*. In language teaching, this means that students do not learn language for its own sake but in order to develop and apply their thinking skills in situations that go beyond the language classroom.
7. **Alternative assessment:** New forms of assessment are needed to replace traditional multiple-choice and other items that test lower-order skills. Multiple forms of assessment (e.g., observation, interviews, journals, portfolios) can be used to build a comprehensive picture of what students can do in a foreign language.
8. **Teachers as co-learners:** The teacher is viewed as a facilitator who is constantly trying out different alternatives, i.e., learning through doing. In language teaching, this has led to an interest in action research and other forms of classroom investigation.

Together, these changes encourage a more interactive, meaningful, and learner-centered approach to speaking activities in the language classroom.

2.7.3 Advantage and Disadvantage of CLT in Teaching Communicative Speaking

Communicative teaching emphasis on “task-oriented, student-centred” language teaching practice and it provides students with comprehensive use of English language, for communication of opportunities (Richards, 2006).

Other scholars also suggested some of the major advantages of CLT as follow:

- a. It motivates students to improve their ability of using English by themselves since it emphasises on fluency in the target language. Meaning that, it provides students with assignments that allow them to improve their own ideas about what they are going to talk and how they are going to express. This enables the learners to be more confident when interacting with other people and they also enjoy talking more, (Brown, 2000).
- b. CLT focuses on and aims at communicative competence. Thus, enabling the learners to use the language in a communicative situation to satisfy their needs in real-life communication is a priority in CLT (Richards, 2006). In other words, it brings the real life situation of the native English into classroom activities such as role-play and simulation (Harmer, 2007).
- c. The major portion of the learning process is not upon the teacher thus illustrating that CLT classes have moved from teacher-centeredness to learner-centeredness. In other words, much more time is spent by the learner than the role of the teacher is just to facilitate the learning process. Thus, the learner should exercise and communicate enough in the CLT class to achieve communicative competence (Brown, 2000).

In conclusion, while CLT has many advantages, it also has several disadvantages that can limit its effectiveness in certain contexts. These include a lack of focus on grammar, an overemphasis on speaking at the expense of other

language skills, limited attention to cultural aspects, time-consuming lesson planning and implementation, a lack of structure, difficulty in assessment, and limited focus on vocabulary. Teachers and language learners need to be aware of these disadvantages and find ways to address them in order to maximize the effectiveness of CLT in language learning.

2.7.4. Procedures Communicative Language Teaching (CLT)

No fixed procedure has been claimed to be a typical procedure of CLT. Different writers have suggested different sets of procedures and different writers have emphasized different aspects and skills of language. The CLT classroom procedure below is the one suggested by Finocchiaro and Brumfit in Setiyadi (2020):

1. Present a short dialog or several mini-dialogs, supported by motivation that links the situation to students' real-life experiences, and discuss the communicative function, roles, setting, topic, and language formality.
2. Conduct oral repetition of each line in the dialog (whole class, groups, individuals), beginning with the teacher's model.
3. Ask and answer questions based on the dialog topic and situation (including wh- and yes/no questions)
4. Extend the question and answer to students' personal experiences while staying within the dialog theme.
5. Highlight one key expression or structure from the dialog and provide additional clear examples using pictures, objects, or simple dramatization.
6. Guide students to discover the underlying rule or generalization (e.g., form, position, formality, and function).

7. Use oral recognition and interpretation exercises suited to the students' level.
8. Move into oral production tasks, starting from guided practice and progressing toward freer communication.
9. Have students copy the dialog or mini-dialog if not available in their textbook.
10. Review samples of written homework if assigned.
11. Conduct an oral evaluation, such as asking students how they would express certain requests or questions.

This sequence outlines how speaking is used to focus the teaching process in this research, starting with motivating dialogs connected to students' real-life experiences. It involves oral repetition, question-answer practice, and personalizing conversations around a theme. Learners study key expressions or structures, discover underlying rules, and engage in both recognition and production activities, gradually moving from guided to freer speaking. The process also includes copying dialogs, homework checks, and oral evaluations to reinforce speaking performance.

2.8. Developing Constructivism Procedures with Communicative Language Teaching (CLT) in Teaching Communicative Speaking to improve High School student's Speaking

The teaching procedure provides a clear guide for students on what they need to do, how they should engage with one another, who they should be communicating with, and any other important details they should keep in mind. Below is a developing teaching procedure that the researcher proposes based on the Constructivism procedure inserted in Communicative Language Teaching for teaching communicative speaking.

The proposed steps, based on developing of constructivism and Communicative language teaching; which Connect & Recall, Set the Scene, Collaborate to Communicate, Support & Speak, Take the Lead, and Reflect & Grow; are designed to align Constructivism learning principles with the core goals of Communicative Language Teaching (CLT). Though these specific labels are original, they encapsulate widely accepted pedagogical concepts. For example, Connect & Recall draws on the Constructivism notion that learners build new knowledge upon existing schema (Bruner, 1966).

While Set the Scene reflects CLT's emphasis on contextualized, meaningful use of language (Hymes, 1972). Steps such as Collaborate to Communicate and Take the Lead emphasize the co-construction of knowledge through social interaction, a core idea in Vygotsky's (1978) theory of the Zone of Proximal Development. Support & Speak highlights the role of scaffolding in helping learners communicate effectively, while Reflect & Grow (Flavell, 1979) encourages metacognitive awareness, which is essential for deep, transformative learning. These steps provide a practical and pedagogically sound framework for designing speaking lessons that foster communicative competence through a Constructivism lens.

Table 2. 2

Developing Constructivism Procedures in Communicative Language Teaching

Teaching Procedure		Communicative Language Teaching	
Constructivism Approach		Teacher Role	Student Role
		Phase 1: Activation; Connect to Meaning	
Pre-activity	Lead-in Stage	- Introduce useful phrases and expressions (e.g., In my opinion..., I think..., What do you think?) by telling teacher' opinion about something.	-Pay attention, listen, learn and note down useful phrases, and can ask the teacher or respond teacher' opinion.
	Step1: connect & Recall	- Give and write students' responses and provide	-Try to answer the simple questions from teacher and try

Whilst-activity		expressions or sentences in asking and giving questions. “ Would you rather ...? What do you think?Give a simple example by asking the students’ opinion.	to repeat asking and answer with chairmate
	Step 2: Set the Scene	- Divide students in pairs or groups to have an opinion game, let them practice with their peers randomly. After that, ask one or two students about their peer’ opinion	- In a group and play a game in turn choosing a “Would you rather...?” question card (or one provided by the teacher on the screen/board).
		- Provide short dialogue as examples.	- Practice model dialogues in pairs or small groups. - Ask and answer simple opinion-based questions, they can choose their own interesting topic or situation and act it in simple role play .
		- Guide controlled practice activities.	- Practice model dialogues in pairs or small groups. - Ask and answer simple opinion-based questions, they can choose their own interesting topic or situation and act it in simple role play.
	Phase 2: Exploration - Build through Interaction		
	Content-focused Step 3: Collaborate to Communicate	-Prepare two different sets of opinion cards or statements (Set A & Set B) containing situations (e.g., “I prefer studying online.”, “I think studying online is more efficient.”)	-Participate in the activity by asking their partner’s opinion about a statement using the learned phrases, and giving their own opinion in response.
		-Divide students into pairs where Student A gets Set A and Student B gets Set B.	Discuss similarities or differences using appropriate language (e.g., <i>I agree because...</i> , <i>I have a different opinion...</i>).
		-Students can not see each other’s opinions and must ask for, give, and respond to opinions using the target expressions.	Develop ideas and opinions actively based on the situation given.

		- Monitor the interaction to provide help, feedback, and language support as needed	-Communicate with each other to complete the task.
	Phase 3: Expression - Speak with Support		
	Creative Production Step 4: Take the Lead	- Organize real-life situation activities (e.g., discussing a social issue, choosing a favorite film, or deciding on class events).	- Work in pairs or small groups to discuss, ask and give opinions on real-life topics.
		- Act as a facilitator, moving around the room, providing help if needed.	- Present their group’s ideas to the class as a speaking performance.
		-Pay attention to students' responses and take note if there are errors.	- Listen and respond to peers’ opinions.
Phase 4: Reflection - Think, Talk, Improve			
Post-activity	Reflective-Evaluative Step 5: Reflect & Grow	- Facilitate reflective discussion about the speaking activity.	- Reflect on their speaking performance and communication strategies
		- Provide constructive feedback or reflective journals on students’ language, fluency, and interaction.	- Share what they learned and challenges faced.
		- Encourage peer and self-assessment and with another positive comment or encouragement	-Write in a reflective journal after the lesson, reflecting on what they’ve learned, challenges faced, and areas they need to improve

2.9. Self Regulated Learning

Self-regulated learning theory explains how learners actively manage and take responsibility for their own learning process. It happens in three steps: planning, monitoring, and reflection. They assume the greatest responsibility for their own learning outcomes by being metacognitively, motivationally, and behaviorally involved in their own learning processes, (Zimmerman, 1989, 1990). In other words, self-regulated learning is when learners take charge of their own learning by actively planning, keeping track of their progress, and reflecting on their results. They play the biggest role in their own success by staying aware of

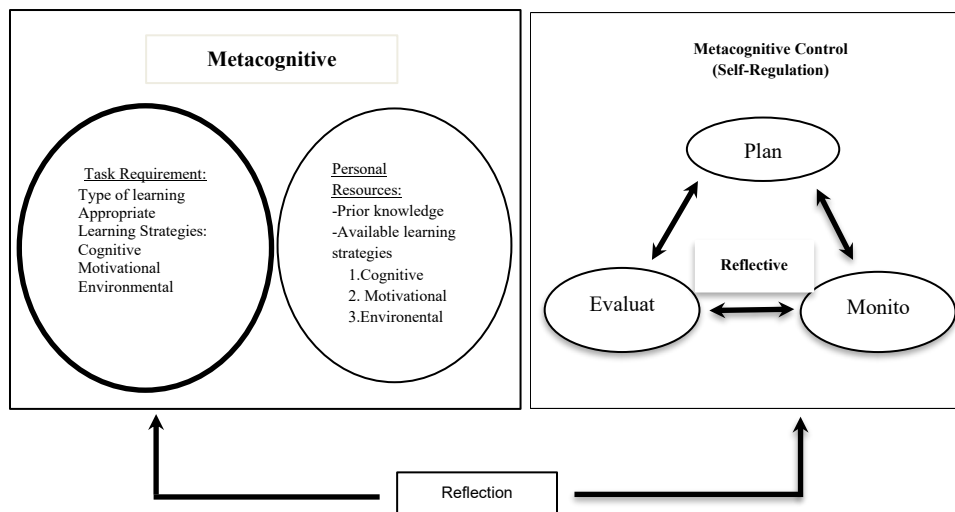
how they learn (metacognitively), staying motivated, and managing their actions and strategies throughout the learning process.

Self-regulated learners mean individuals who change, and sustain effective learning habits by utilizing these three strategies: metacognition, motivation, and behavior (Zimmerman, 1990), apply suitable learning strategies assess their learning progress, and plan goals and flexibly change approach (De Bruin, et al., 2011, Meltzer, 2007, Wolters, 2011 in Woottipong, 2022). When beginning a new task, self-regulated learners use their understanding of their abilities, the task's requirements, and effective past strategies to develop and apply a plan for success.

While self-regulation has received attention within Indonesia's educational landscape since the 1990s, particularly in psychology (Armelia & Ismail, 2021; Rosito, 2018 in Halim et al., 2023), its comprehensive application in linguistic education, especially concerning speaking proficiency, requires further exploration. With its rich variety of languages and a fast-growing education system, Indonesia is a fascinating place to explore the connection between self-regulation and language learning. This study focuses on the real challenges and opportunities Indonesian learners face, aiming to share insights about how self-regulation can support communicative speaking skills insights that could be meaningful not just for Indonesia, but for other contexts too.

To address these complexities, self-regulated learning (SRL) offers a promising framework. Ertmer and Newby (1996) emphasize that expert learners actively select, monitor, and regulate appropriate learning strategies across cognitive, motivational, and environmental domains. By adopting such an approach, Indonesian language learners can be better equipped to navigate their learning processes, thereby improving their communicative speaking skills within diverse and dynamic educational contexts. As Ertmer and Newby study, to successfully regulate the learning process, an expert learner is capable of choosing and regulating strategies in each of these groups.

Table 2. 3
Major Components of Expert Learning



Expert learners manage their learning through three main, interconnected steps: planning, monitoring, and evaluating, (Zimmerman 1990). These steps interact dynamically and are continuously adjusted during a task. Before starting, expert learners recall past experiences, select suitable strategies, and plan how to achieve their goals. As they work, they constantly reflect, check their progress, and make on-the-spot change adding, removing, or modifying strategies as needed. Reflection connects and guides the entire self-regulation process, (Ertmer and Newby, 1996).

2.9.1 Characteristics of Self Regulated Learning (SRL)

There are three characteristics, or components, of self-regulated learning that function in relation to these three dimensions. First, self-regulated learners attempt to control their behavior, motivation and affect, and cognition. A good student can monitor their own behavior, motivation, and cognition, and then regulate and adjust these characteristics to fit the demands of the situation. The second important component of self-regulated learning, also suggested by the thermostat analogy, is that there is some goal the student is attempting to accomplish, analogous to a preset desired temperature. This goal provides the

standard by which the student can monitor and judge her own performance and then make the appropriate adjustments.

The third important characteristic of self-regulated learning is that the individual student-not someone else like a parent or teacher-must be in control of his actions, hence the “*self*” prefix in the term self-regulated learning. For example, students might change their behavior in a classroom, but this would not be considered self regulation if it is only in response to a requirement by the teacher, and if once the requirement is removed, they no longer engage in the behavior. In short, self-regulated learning involves the active, goal-directed, self-control of behavior, motivation, and cognition for academic tasks by an individual student (Pintrich, 1995). .

According the explanation above, it can sum that the learner should have component skills to regulate their learning, the components include:

- a. setting specific proximal goals for oneself,
- b. adopting powerful strategies for attaining the goals,
- c. monitoring one's performance selectively for signs of progress,
- d. restructuring one's physical and social context to make it compatible with one's goals,
- e. managing one's time use efficiently,
- f. self-evaluating one's methods,
- g. attributing causation to results, and
- h. adapting future methods. A students' level of learning has been found to vary based on the presence or absence of these key self-regulatory processes, (Schunk & Zimmerman, 2002).

2.9.2 Self Regulated Learning (SRL) in Teaching Communicative Speaking

Self-regulation is essential. It is increasingly vital for students to actively evaluate and improve their own learning. To be successful, individuals must be lifelong learners who can metacognitively assess their learning in a world that is

changing quickly. Zimmerman (1999), explains that self-regulated learning has dimensions, namely: motivation (motive), method (method), work results (performance outcome), and the environment or social conditions (social environment). For effective learning, problem-solving, and decision-making, metacognitive abilities are needed. Metacognition is the knowledge of cognitive processes as well as the monitoring and controlling of these activities. As Zimmerman (1999) and Ertmer and Newby (1996), state before there are three steps in metacognitive control (Self Regulation).

The steps as follow:

1) Planning

Before beginning a task, expert learners must consider three things:

a) The task demands:

- Take class in a pair discussion about a social trending topic that students familiar with,
- Give students 3–5 minute dialogue where each student must ask for and give at least two opinions using target phrases.

b) Their own personal resources:

- Let the students freely get the information as their knowledge can be from the video in platform online media or other media that's closed with them, then
- The students can note what information or knowledge that has been found.

c) Potential matches between the two.

For example: mnemonics vs rehearsal vs think aloud strategies for remembering the expression of asking and giving opinion. It means, if a learner knows that they are good at “thinking aloud” but not very good at making mnemonics, and the task is to memorize expressions quickly, then the best strategy for them is “think aloud,” not mnemonics or rehearsal.

Similarly, if the task is to find the main idea from an article, the strategy options are: underline or note-taking. If they are better at underlining than taking notes. The point is, match the learning strategy with your abilities and the task requirements. Choose the strategy that best helps you based on your strengths.

2) Monitoring

Monitoring a learning act is a complex process which involves: an awareness of what one is doing, an understanding of where it fits into the established sequence of steps, and an anticipation and planning for what ought to be done next. Furthermore, Beyer states this is all accomplished while one is engaged in the learning act itself. Here the focus is on actually implementing the steps in the plan, while monitoring the effects of selected cognitive, motivational, and environmental strategies. This involves looking backward at the plan to determine if the necessary steps are being performed in the correct order, looking forward to the steps still to be performed, while carefully attending to what is going on at the moment.

3) Evaluating

After completing a task, expert learners review both the process used and the final outcome. According to Berliner, experts tend to be more evaluative than novices. Also supported by Beyer, suggests that this evaluation involves several key elements: assessing the reasonableness and accuracy of the product produced from the learning task (e.g., a classification system, a written report, or a technical outline) to measure how well the goal was achieved; reviewing the overall process and its supporting steps to evaluate how effective they were in reaching the goal; identifying any obstacles encountered and how well they were anticipated, avoided, or managed; and examining the overall plan to determine its effectiveness and efficiency, making adjustments if needed for future similar tasks.

Previous studies have shown that implementing Self Regulated Learning (SRL) strategies can significantly improve students' communication effectiveness and improve their linguistic competence (Rum & Allo, 2023). Engaging students in speaking and listening activities, which are integrated with self confidence and linguistic awareness, has proven to be an effective strategy for improving speaking skills (Suratullah, 2023). Furthermore, Yunesa & Mairi (2024) suggest that metacognitive self regulation can contribute to greater speaking proficiency among students. Therefore, this research used this strategy for teaching communicative speaking as the effective strategy to improve high school students' speaking competence.

2.10. Developing Constructivism procedure through Self Regulated Learning (SRL) in Teaching Communicative Speaking

Self-regulated learning (SRL) supports the principles of constructivism by empowering students to take an active role in their learning and become more independent (Faridi & Izadpanah, 2024). Through SRL, learners are encouraged to set clear goals, monitor their progress, and adjust their strategies to reach those goals. When students apply self-regulation techniques within a Constructivism environment, they are better able to adapt their learning strategies to fit their individual needs and styles, which ultimately leads to improved learning outcomes (Santosa et. al., 2024).

Adopted from proposed steps for Constructivism self-regulation, as outlined by Wottipong (2022), are organized into two main phases: (a) the awareness-raising phase and (b) the self-regulated development phase. It is important to note that instructors may need to provide ongoing attention to student motivation and metacognitive skills throughout the intervention. First phase; awareness-raising, this phase focuses on helping students: a) recognize the benefits of generalization and understand the goal of applying it, b) identify the challenges to generalization, and c) become aware of their personal learning resources.

Second phase; Self-regulated development, in this phase, the activities include six key steps, which involve strategy planning, implementing learning strategies, self-monitoring of performance and results, self-evaluation of performance and planning, and engaging in critical reflective thinking through the use of authentic tasks. These steps are designed to foster a more independent and thoughtful learning process.

Table 2. 4

Developing Constructivism Procedures through Self Regulated Learning (SRL)

Constructivism Procedures		Self Regulated Learning (SRL)	
		Teacher role	Student role
Pre-activity	Lead-in Stage	First phase; awareness-raising	
		- Ask fun, real-world warm-up questions, model quick giving opinions. e.g : <i>“Today we’ll practice giving opinions, agreeing and disagreeing naturally”</i> <i>“What do you say when you agree with a friend about..?”</i>	-Pay attention, listen and Answer questions with simple opinions. -Share what they know, brainstorm phrases
		-Listen and elicit the answers of the students about their opinion and write down the expression which is taught.	-Observe interaction and note down useful expressions.

		-Show example dialogue displays a short, natural conversation using opinions, agreement, and disagreement.	-Work in pairs to classify phrases as Opinion, Agree, Disagree -Rehearsal the simple phrases between peer.
		-Explain expressions highlight expressions and give examples of phrases that is used in real-life communication.	-Predict situations and reflect on personal use of phrases.
		- Guided student Think-Aloud (peer), give students a realistic situation they're "going to" talk about	-Choose their own interesting topic that they are going to talk about and have a simple discussion before they say their thoughts out loud to their partner.
		- Ask a few students to share their Think-Aloud who have already (Don't worry about being perfect focus on being natural and polite).	-The students volunteer to share, reflect on expressions they might try.
		-Ask students about their confidence using these expressions -Give feedback motivationally.	-Reflect honesty and show confidence level by cross checking between peers or asking teachers.
Whilst-activity	Content-focused	Second phase; Self-regulated	
		Planning: -Give a clear explanation of the rules and purpose of "fishbowl".	-Pay attention, listen carefully, ask if unclear

		-Quickly review example expressions	-Recall the expressions and notice them.
		-Choose 3–4 students for the inner circle, rest are observers.	-Start thinking, choosing their own interesting topic, setting the goal of the task and creating a plan.
		-Give a simple, real-life situation. e.g; “what do you think if you don’t bring your mobile phone during the learning process at the class ?” “ As I am a teacher, I think it helps you to concentrate more and focus in class.”	-Inner circle; start talking naturally using opinions and agreements - Outer Circles; start to note the opinion and note phrases or interesting points.
		-Move around the outer circle, help observers note useful expressions, good interaction strategies, mistakes, etc.	-Inner circle: have a natural conversation. -Outer circle: observe language use, ready to give response to the inner circle’s opinions and agreement.
	Creative Production	Monitoring - Pay attention to the results of observers, share observations, patterns, and useful phrases.	-After 5–7 minutes, stop discussion, ask observers to share what they noticed verbally

Post-activity		-Swap inner and outer circle roles, give a new situation.	- Inner circle discusses topic using phrases; outer observes and notes language use.
		- Model reflecting on language choices and strategy aloud. e.g: “ <i>What expressions did you hear most?</i> ” “ <i>What was easy?</i> ” “ <i>What was difficult?</i> ”	-Listen, then assess in pairs about their own speaking strategy.
		-Take one new round circle roll and repeat the process.	-Have ready with the new strategies.
	Reflective-Evaluative	Evaluating: -Provide KWL charts, explain how to complete. (<i>provide 2 charts,one for their own and second for their friend’s opinion</i>)	- Fill the KWL chart and move around, read, and complete opinion statements.
		-Invite volunteers to sit in Fishbowl and reflect on the experience.	-Share what they know, what was difficult, and what they have learned.
		-Organize circle, give positive reinforcement, and specific comments.	- Give peers positive feedback on their language use
		-Ask students to set a speaking goal for the next task.	-Write personal language goals in their learning.

2.11. Advantages and disadvantages of Developing Constructivism Approach through Communicative Language Teaching (CLT) and Developing Constructivism Approach through Self Regulated Learning (SRL) in Teaching Communicative Speaking.

The developing of learning model based on Constructivism, Communicative Language Teaching (CLT), and Self-Regulated Learning (SRL) within the treatment demonstrates a coherent and theoretically justified framework for improving students' communicative speaking performance. Constructivism positions learners as active creators of meaning, allowing them to build knowledge through interaction, contextual activities, and authentic experiences (Brusilovsky & Millán, 2007; Schunk, 2012). CLT strengthens this foundation by emphasizing real-life communication through interactive tasks (Littlewood, 2004; Savignon, 2002), while SRL equips learners with the metacognitive tools needed to plan, monitor, and reflect on their progress (Zimmerman, 2002; Pintrich, 2000).

During the treatment, the development of Constructivism principles was operationalized through a series of CLT techniques which provided students with authentic communicative opportunities such as Information Gap; required learners to exchange missing information verbally, compelling them to produce language spontaneously, formulate clarifying questions, and negotiate meaning. This process fosters fluency, strategic competence, and interactivity. Teacher-Centered Activity; in limited form served as a scaffolding tool: the teacher modeled expressions, clarified structures, and demonstrated pronunciation. This aligns with Constructivism's guided-discovery principle, ensuring students internalize correct forms before producing language independently. Game Card Pair and Game Three Opinion Corner; encouraged learners to articulate opinions, justify viewpoints, and respond to peers. These activities stimulate critical thinking while simultaneously improving speaking fluency and confidence. Role Play; placed students in simulated real-life situations, promoting functional language use, pragmatics, and improvisation. This is aligned with CLT's emphasis on meaningful, contextualized production (Nunan, 1991). These activities reflect the

core strength of CLT in fostering meaningful interaction, increasing engagement, and supporting the functional use of language in context.

At the same time, the SRL systematically cultivated learners' ability to self-direct their learning, set goals, evaluate outcomes, and regulate their performance-oriented techniques, including Metacognitive Strategy Training and Think-Aloud; helped learners consciously plan what they want to say, monitor errors, and adjust strategies while speaking. These techniques increase awareness of linguistic choices, improving accuracy and coherence. Fishbowl; fostered observational and reflective speaking practice. Students learned speaking strategies by watching peers and then applied them in their own speaking turns. KWL; structured learners' preparation before speaking tasks by activating prior knowledge and setting clear communicative goals. This leads to more organized and purposeful speaking output. Small Group Role Play; provided low-stress, supportive contexts for repeated speaking practice, reducing anxiety (MacIntyre & Gardner, 1991) and strengthening fluency and interactional skills. Post-Task Reflection; enabled learners to evaluate their speaking performance, identify weaknesses, and set improvement goals. This cycle strengthens long-term speaking development through self-monitoring and self-correction. Play Rotation Discussion; exposed learners to diverse partners and speaking situations, increasing adaptability and communicative flexibility.

Based on the advantages outlined in the theoretical framework, the combination of these approaches creates a pedagogically robust environment. Constructivism ensures that learning is student-centered and experience-based, CLT provides communication-focused interaction, and SRL promotes autonomy and reflective learning. These three pillars complement one another: Constructivism prepares the cognitive conditions, CLT facilitates learners' motivation and communicative practice, and SRL sustains self-management.

Therefore, the implementation of these integrated learning models supported by the techniques employed during the treatment justifiably contributes

to significant improvements in students' speaking performance. The activities not only increase students' communicative competence through authentic interaction, but also improve their confidence, motivation, and independence as language learners. This synergy confirms that the developed Constructivism Approach through CLT and SRL effectively addresses diverse learner needs and provides a strong foundation for continuous improvement in communicative speaking skills.

2.12. Theoretical Assumption

In developing the difference between Constructivism Approach-based learning models; through CLT and Self Regulated Learning in communicative language to develop student speaking ability. Constructivism serves as the core idea, reminding us that students learn best when they actively build knowledge from their own experiences and through meaningful interaction with others. Through CLT, this model creates a classroom atmosphere where students use language for real communication, work together, solve problems, and express their ideas in authentic situations. This social and interactive process allows them to naturally improve their fluency, accuracy, and confidence because they are not only practicing the language but also negotiating meaning in a supportive environment.

On the other hand, the strategy of SRL pathway guides students to take charge of their own learning by planning what they want to say, monitoring their progress, and reflecting on how well they have communicated. These self-regulation skills help them speak more coherently and accurately, and give them a clearer sense of how to keep improving. When combined, Constructivism, CLT, and SRL complement each other: CLT provides the space for rich communication and collaboration, while SRL develops the inner awareness students need to grow as independent speakers. Together, they create a learning experience that not only strengthens core speaking skills pronunciation, grammar, vocabulary, fluency, and comprehension but also help student to find the their own suitable learning strategies in the students' communicative speaking and it may be an effective

technique for the students to face their speaking challenges. As they discover what really supports their learning, it supports students in becoming more confident, motivated, and gradually improving their overall speaking performance.

2.13. Hypotheses

The hypotheses formulated in this research is “*There is a significantly difference in students’ speaking performance those taught by Developing Constructivism Approach through Communicative Language Teaching (CLT) or those taught by Developing Constructivism Approach through Self Regulated Learning (SRL)*”, “*There is significant correlation between students’ motivation to students’ achievement in speaking performance.*” and “*There is a significant difference between learning strategies with students’ achievement in speaking performance.*”

This chapter discusses the theoretical foundation, speaking ability, Language Learning Strategy, Self Determination theory, Constructivism Approach, Communicative Language Teaching, Self Regulated Learning, theoretical assumption and hypotheses.

III. RESEARCH METHODS

This chapter discussed the methods of the research, such as research design, data variables, data source; population, sample, and setting, data collecting instrument; validity and reliability, research procedures, data analysis, data treatment and hypothesis testing.

3.1. Research Design

This research focused on examining the significant difference in students' speaking ability after being taught through teaching procedures developed from Constructivism Approach through Communicative Language Teaching (CLT) and teaching procedures developed from Constructivism Approach through Self-Regulated Learning (SRL). Together, these approaches create a learning environment that strengthens core speaking skills and helps students identify suitable strategies to address their speaking difficulties. As students discover what supports their learning most effectively, they become more confident, more motivated, and ultimately demonstrate improved communicative speaking performance. In conducting the research, the writer applied quantitative research as a type of research methodology that involves the use of numerical data to gather and analyze information about a particular phenomenon or problem (Creswell, 2018).

According to Ghanad (2023), quantitative research aims to quantify the data and generalize findings from a sample of a study from varied perspectives. It requires collecting data, analyzing, and interpreting quantifiable data to prove the hypothesis produced in a specific study. This definition emphasizes the importance of a systematic approach and the use of statistical and mathematical techniques to analyze data in order to draw general conclusions.

In essence, quantitative research involves collecting and analyzing numerical data to gain insights into a phenomenon or set of phenomena. An added perspective of Hayati, and Sugiyono, in studies of Barella et al. (2023) point out that the quantitative research method aims to find relationships, patterns, or trends in the data and generalize those findings to a larger population. The quantitative research method also aims to provide valid and reliable data to explain, predict, or control a phenomenon being. For the research the writer used quantitative research design as the research methodology to find out whether there is an improvement in the students' speaking ability or not, the researcher compared the result of the test.

The experimental pretest and post-test design was used in this research. Experimental research design is a research method that is used to establish cause-and-effect relationships between variables. Experimental research design is a rigorous method for testing causal relationships between variables. However, it is a scientific method of conducting research in which one or more independent variables are altered and applied to one or more dependent variables in order to determine their influence on the latter. It is an attempt by the researcher to maintain control over all factors that may affect the result of an experiment (Suparman, 2022). The writer designed and conducts experimental studies that provide valuable insights into the causal relationships between variables.

A quasi-experimental research design does not require an actual control group but uses a comparison group. Rogers & Reversz clearly state in study of Isnawan (2022) *"The comparison group, in this case, can be interpreted as a group that receives different treatment, such as the application of conventional approaches in learning"*.

In this research, the researcher used two experimental classes since this research aimed to identify the significant improvement in students' speaking ability by comparing the pretest and posttest results within each class, as well as

to examine whether there was a significant difference in speaking outcomes between the two experimental groups

The research design could be presented as follows:

$$\begin{array}{l} \mathbf{G\ 1} \quad \mathbf{T_1\ X_1\ T_2} \\ \mathbf{G\ 2} \quad \mathbf{T_1\ X_2\ T_2} \end{array}$$

This formula can be further illustrated as follows:

G₁: The first group as first experimental group which had the treatment by using the development of teaching procedures based on Constructivism Approach through Communicative Language Teaching.

G₂: The second group as second experimental group which had the treatment by using the development of teaching procedures based on Constructivism Approach through Self-Regulated Learning.

T₁ : Pre-test (given before implementing the development of teaching procedures based on Constructivism Approach through Communicative Language Teaching and Constructivism Approach through Self-Regulated Learning).

X₁: Treatment (given three times by the development of teaching procedures based on Constructivism Approach through Communicative Language Teaching. Within the CLT framework employed several interactive techniques, including Information Gap, Teacher-Centered Activity, Game Card Pair, Game Three Opinion Corner, and Role Play) to improve students' speaking ability.

X₂: Treatment by using the development of teaching procedures based on Constructivism Approach through Self-Regulated Learning. SRL-based treatment applied techniques like Metacognitive Strategy Training, Think-Aloud, Fishbowl, KWL (Know–Want–Learn), Small Group Role Play, Post-Task Reflection and

Play Rotation Discussion to improve learners' self-regulated engagement during the treatment.

T₂ : Post-test (given after implementing the development of teaching procedures based on Constructivism Approach through Communicative Language Teaching and Constructivism Approach through Self-Regulated Learning) and to measure how far the students' improvement after they get the treatment (Campbell & Stanley, 1963; Creswel, 2018).

To heighten the reliability of the test, the researcher used inter-raters reliability. The raters of this research were the researcher and the English teacher. The subject of the research was given the treatment of teaching speaking using teaching procedures developed from Constructivism Approach through Communicative Language Teaching (CLT) and teaching procedures developed from Constructivism Approach through Self-Regulated Learning (SRL). Before giving the treatment, the researcher conducts a pre-test to find out the students' speaking ability. In administering the treatment, the researcher used teaching procedures developed from Constructivism Approach through Communicative Language Teaching (CLT) and teaching procedures developed from Constructivism Approach through Self-Regulated Learning (SRL) into teaching communicative speaking. After the treatment, researcher conducted a post test to measure how far the improvement of the students' speaking ability.

3.2. Data Variable

This research consists of two variables; there were one independent variable and one dependent variable. Creswell (2018:50) states that the independent variables are those that cause, influence, or affect outcomes, they are also called treatment, manipulated, antecedent or predictor variables. This variable was identified as a causal variable which was taught to cause the first and the second dependent variables. In data variables in this research, the independent variable was teaching speaking by using the development teaching procedures

developed from Constructivism Approach through Communicative Language Teaching (CLT) in first experimental group and teaching procedures developed from Constructivism Approach through Self-Regulated Learning (SRL) as second experimental group.

Furthermore, Creswell (2018:50) states dependent variables are those that depend on the independent variable. Other names for dependent variables are criterion, outcome, and effect variables. This variable is identified as an effect, the result variable to be caused by the independent variable. The dependent variable in this research is the speaking ability of the students by using teaching procedures developed from Constructivism Approach through Communicative Language Teaching (CLT) and teaching procedures developed from Constructivism Approach through Self-Regulated Learning (SRL) in students' communicative speaking about stating opinion was used for the measurement in performance as speaking assessment.

3.3. Instrument

Test was used as the instrument of the research. In addition, the test was an oral test to collect the data. Besides, Creswell (2018) stated that an instrument is a tool for measuring, observing, or documenting quantitative data. Two tests were administered as pre-test and post-test. Pre-test refers to a test before the students were given the treatment. Then, post-test means the test after the students got the treatment. This study used three measurement tools: a Learning Strategy Questionnaire, a motivation scale, and a speaking test.

3.3.1 Learning Strategy Questionnaire

To measure the use of learning strategies this, study uses a questionnaire specifically developed within the Indonesian context (Setiyadi, 2019b). Known as the Language Learning Strategy Questionnaire (LLSQ), this tool explores four key areas of language learning: speaking, listening, reading, and writing. The questionnaire includes a total of 80 items, with each skill area represented by 20

questions. Each set of strategies is further divided into three types: cognitive strategies, metacognitive strategies (which are closely linked to self-regulated activities), and social strategies.

For this study, the focus is solely on the speaking category. The speaking strategies are broken down as follows: cognitive strategies (items 1–10), metacognitive or deep learning strategies (items 11–15), and social strategies (items 16–20). Learners respond to the items using a Likert scale ranging from 1 (never used) to 5 (always used). These 20 items provide insights into how learners approach speaking through cognitive, metacognitive, and social dimensions. The questionnaire can be seen in appendix 14.

3.3.2 Motivation Scale

To measure learning motivation in this study, a motivation scale that was developed and validated within the Indonesian context was used (Setiyadi et al., 2019a). Designed using Exploratory Factor Analysis (EFA), the questionnaire breaks down English learning motivation in Indonesia into three key dimensions: extrinsic motivation, intrinsic motivation, and motivation related to international interaction. The scale includes 12 statements, each followed by five response options arranged on a Likert-type scale from 1 to 5. A rating of 1 means "strongly disagree," while a rating of 5 means "strongly agree." The full list of items used in this motivation scale is provided in questionnaire. The questionnaire can be seen in appendix 15.

3.3.3 Speaking Test

The consideration of criteria for evaluating students' speaking abilities based on the oral rating sheet from Harris (1974). There are five aspects to be tested: pronunciation, grammar, vocabulary, fluency, and comprehensibility. The following is the speaking proficiency assessment rubric that served as a reference in this study. It was translated into Indonesian to ensure clarity and prevent any misunderstandings. The speaking rubric can be seen in appendix 9.

3.4. Data Source

In the data source, the researcher determined the population, sample, subjects, respondents, and the research setting, which was SMAN 12 Bandar Lampung where the teaching activities were conducted.

3.4.1. Population and Sample of the Research

The population in this research consisted of the eleventh (11th) grade students of SMA Negeri 12 Bandar Lampung. The researcher selected two classes as the sample of this study, with each class comprising approximately 30–36 students. First experimental class was XI KP 1.3 grade, consisting of 33 students, while second experimental class was XI KP 2.2 grade, consisting of 36 students. The research was conducted in five meetings, including one meeting for the pre-test, three meetings for the treatment, and one final meeting for the post-test.

3.4.2 Sampling Technique

In this research, the researcher employed a cluster random sampling technique to select the sample from the population. Cluster random sampling is a technique in which intact groups or classes are randomly selected from a larger population rather than selecting individual students. According to Creswell (2012), cluster sampling is appropriate in educational settings because classes already function as naturally occurring groups, making it more practical and efficient to take whole groups as samples. Similarly, Gay et al. (2012) state that cluster sampling is commonly used in school-based research where individual randomization is not feasible due to administrative, organizational, or instructional constraints.

From the total of ten classes of the eleventh grade at SMA Negeri 12 Bandar Lampung, two classes were randomly selected to represent the population. This sampling technique ensured that each class had an equal chance of being chosen, thus maintaining the representativeness of the sample. The selected

classes were XI KP 1.3 grade (33 students) as first experimental class and XI KP 2.2 grade (36 students) as second experimental class. Using cluster random sampling allowed the researcher to obtain a manageable sample while still maintaining the validity and generalizability of the findings within the scope of the eleventh-grade population. The research was conducted in the first semester of the academic year of 2025/ 2026.

While the selected classes originally included 33 and 36 students, not all students were able to participate fully due to attendance issues, school-related activities, and incomplete presence during the testing sessions. In line with Fraenkel et al. (2012) explanation that researcher may refine samples to include only participants who meet complete data requirements, the researcher determined that only 23 students from each class met the eligibility criteria by completing the pre-test, attending all treatment sessions, and participating in the post-test. The pre-test was administered to establish baseline speaking ability, consistent with the recommendations of Gay et al. (2012), followed by three treatment sessions and a post-test administered to the same group of students, as suggested by Creswell (2012), to ensure reliable comparison across stages of the research. By including only participants with complete data, the researcher ensured internal validity and avoided missing-data bias, resulting in a final sample of 23 students in first experimental class and 23 students in second experimental class.

3.5. Data Collecting Instruments

In data collecting instruments, the researcher must consider the validity and reliability of the instruments. Before the data is analyzed, validity and reliability tests were conducted.

3.5.1 Validity

To examine the validity of the measurement instruments, specifically those assessing learning motivation and learning strategies, a correlation test was conducted for each item with the respective constructs within the questionnaire.

As with the reliability analysis, the validity of the instruments were measured by EFA in Setiyadi's research and had proven that the instruments could be used in Indonesian Context (Setiyadi, 2001). Furthermore, the researcher also did piloting to measure that the instrument could be used for Senior High Schools' students and the validity of the instrument in each item was measured by Pearson Correlation in SPSS 25 and the items that form a particular construct was analyzed and their Cronbach's alpha calculated. The expected value should be above 0.80 (Setiyadi, 2018a). For the language test instrument, two peer raters assessed the responses based on the rubric presented earlier. This was intended not only to increase reliability but also to ensure the validity of the test results and to minimize subjectivity. Based on the types of validity, the researcher used content and construct validity explained as follows:

- *Content validity* is concerned with whether the test is sufficiently representative and comprehensive for the test. In the content validity, the material is given suitable with the curriculum. According to Brown (2005), expert judgment is a critical step in developing that specifications and ensuring that tasks reflect real-world language used. In other words, the validity of the materials and assessments were evaluated by expert judgement.

- *Construct Validity* is concerned with whether the test is actually in line with the theory of what it means to the language. In this research, the researcher measures the pre-test and post-tests of certain aspects based on the indicator. It is examined by referring to the aspects that measure with the theories (Harris, 1974) of the aspect namely, pronunciation, vocabulary, fluency, comprehensibility, and grammar. A table of specification is an instrument that helps the rater plan the test.

This study used content validity. Content validity was the extent to which a test measures a representative sample of the subject matter content. The focus of content validity was on the adequacy of the sample and not simply on the appearance of a test. To determine the validity by referring to the material that

was given to the students based on the syllabus and students' textbook. Expert judgment used in this research as the validator, the test was given to the students based on the material that they had learned and the validity was measured by three expert judgments of Senior High School teacher who known well the material in Senior High School curriculum. The form of validation can be seen in appendix 10-13.

3.5.2. Reliability

After collecting data on the use of learning strategies and learning motivation, the internal consistency of each skill category was calculated. If any questionnaire items were found to have low correlation with other items, they were excluded.

Table 3. 1

The Reliability of Language Learning Strategies Questionnaire.

Reliability Statistics	
Cronbach's Alpha	N of Items
.932	20

The reliability of the research instrument was examined using Cronbach's Alpha in SPSS. The analysis produced a coefficient of 0.932 for the twenty questionnaire items. This process was conducted through reliability analysis until a high Cronbach's alpha value is achieved (Setiyadi, 2018). The expected Cronbach's alpha value should be above 0.80, indicating that the item consistency is relatively reliable. A Cronbach's Alpha value of 0.90 or higher indicates excellent internal consistency. This result demonstrates that all items measure the same underlying construct in a consistent manner, confirming that the instrument is highly reliable for data collection in this study.

Table 3. 2
Item Total Statistics for Language Learning Strategies Questionnaire.

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X01	71,00	108,636	,602	,929
X02	71,17	112,423	,634	,930
X03	71,17	106,150	,650	,929
X04	70,96	114,407	,528	,931
X05	70,74	109,202	,686	,928
X06	71,17	98,877	,844	,924
X07	71,09	110,628	,494	,931
X08	71,35	108,601	,898	,926
X09	70,87	105,391	,721	,927
X10	70,78	103,087	,860	,924

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X11	71,35	113,055	,461	,932
X12	70,74	107,838	,617	,929
X13	71,17	111,605	,612	,930
X14	71,26	108,202	,478	,933
X15	71,13	109,209	,611	,929
X16	71,91	109,810	,529	,931
X17	70,96	113,225	,378	,933
X18	71,52	105,170	,722	,927
X19	71,74	107,838	,617	,929
X20	71,26	110,202	,619	,929

Further item analysis was conducted using the table. The corrected item–total correlations ranged from 0.461 to 0.898, all of which exceed the recommended minimum value of 0.30 (George & Mallery, 2003). The Cronbach's Alpha if Item Deleted values ranged between 0.924 and 0.931, which are very close to the overall coefficient of 0.932. These results show that deleting any item would not meaningfully improve the reliability of the scale. Therefore, all twenty items contribute positively to the internal consistency of the questionnaire and were retained for the final instrument.

Table 3. 3
The Reliability of Motivation Scale

Reliability Statistics				
	Cronbach's Alpha	N of Items		
	,803	9		

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X01	32,30	20,676	,487	,785
X02	32,35	21,146	,627	,772
X03	32,48	20,625	,459	,789
X04	32,09	22,174	,571	,782
X05	32,65	19,692	,645	,764
X06	32,83	18,241	,653	,760
X07	32,61	21,613	,373	,800
X10	33,13	22,028	,311	,808
X11	32,78	20,996	,457	,789

The reliability of the motivation scale was examined using Cronbach's Alpha in SPSS to determine the internal consistency of the items. Two separate sub-scales were analyzed to reflect different dimensions of motivation. The first sub-scale consisted of twenty items and produced a Cronbach's Alpha coefficient of 0.932. According to Setiyadi (2018), a value above 0.80 indicates excellent internal consistency.

The second sub-scale, which contained nine items , yielded a Cronbach's Alpha of 0.803. Based on the same guideline, this value falls within the good category of internal consistency (0.80–0.89). This indicates that the nine items also measure their intended aspect of motivation in a reliable manner.

Examination of the Item–Total Statistics revealed corrected item total correlations ranging from 0.311 to 0.653, all exceeding the recommended minimum of 0.30. The “Cronbach's Alpha if Item Deleted” values ranged between 0.760 to 0.808, showing that removing any item would not increase the

overall reliability which are comparable to the overall alpha of 0.803 reported earlier. Although items X07 and X10 had relatively lower correlations, deleting them would not meaningfully increase the reliability coefficient. These results confirm that all nine items contribute acceptably to the internal consistency of the motivation scale and were therefore retained for the final analysis. For language data reliability, peer assessment (inter-rater), The raters are the researcher and the English teacher of SMA Negeri 12 Bandar Lampung, the result was employed to determine the level of agreement on speaking scores, and the results was analyzed using the Product Moment Correlation (Heaton, 1988) in determining the reliability which was calculated using statistical software like SPSS.

Table 3. 4

The Reliability Inter Rater of Speaking Test

		Correlations							
		C1 SP PRE IR1	C1 SP PRE IR2	C1 SP POST IR1	C1 SP POST IR2	C2 SP PRE IR1	C2 SP PRE IR2	C2 SP POST IR1	C2 SP POST IR2
C1 SP PRE IR1	Pearson Correlation	1	.975 ^{**}	.882 ^{**}	.884 ^{**}	.021	-.012	.283	.218
	Sig. (2-tailed)		.000	.000	.000	.926	.967	.244	.317
	N	23	23	23	23	23	23	23	23
C1 SP PRE IR2	Pearson Correlation	.975 ^{**}	1	.887 ^{**}	.863 ^{**}	-.023	-.027	.196	.159
	Sig. (2-tailed)	.000		.000	.000	.916	.904	.370	.469
	N	23	23	23	23	23	23	23	23
C1 SP POST IR1	Pearson Correlation	.882 ^{**}	.887 ^{**}	1	.917 ^{**}	.057	.056	.208	.217
	Sig. (2-tailed)	.000	.000		.000	.798	.801	.341	.321
	N	23	23	23	23	23	23	23	23
C1 SP POST IR2	Pearson Correlation	.884 ^{**}	.863 ^{**}	.917 ^{**}	1	-.024	-.003	.226	.284
	Sig. (2-tailed)	.000	.000	.000		.915	.989	.299	.189
	N	23	23	23	23	23	23	23	23
C2 SP PRE IR1	Pearson Correlation	.021	-.023	.057	-.024	1	.904 ^{**}	.534 ^{**}	.526 ^{**}
	Sig. (2-tailed)	.926	.916	.798	.915		.000	.009	.010
	N	23	23	23	23	23	23	23	23
C2 SP PRE IR2	Pearson Correlation	-.012	-.027	.056	-.003	.904 ^{**}	1	.502 ^{**}	.575 ^{**}
	Sig. (2-tailed)	.967	.904	.801	.989	.000		.015	.004
	N	23	23	23	23	23	23	23	23
C2 SP POST IR1	Pearson Correlation	.283	.196	.208	.226	.534 ^{**}	.502 ^{**}	1	.962 ^{**}
	Sig. (2-tailed)	.244	.370	.341	.299	.009	.015		.000
	N	23	23	23	23	23	23	23	23
C2 SP POST IR2	Pearson Correlation	.218	.159	.217	.284	.526 ^{**}	.575 ^{**}	.962 ^{**}	1
	Sig. (2-tailed)	.317	.469	.321	.189	.010	.004	.000	
	N	23	23	23	23	23	23	23	23

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Based on Heaton (1988) framework of language testing reliability, the correlation results clearly demonstrate that the speaking performance tests administered in both Experiment Class (C1) and (C2) possess a high level of reliability. Heaton emphasizes that a reliable test should yield consistent and stable results across different raters and testing occasions. In First experiment class (C1), the inter-rater reliability is exceptionally strong, with a Pearson correlation of 0.975 in the pre-test and 0.917 in the post-test, both significant at the 0.01 level. This indicates that the two raters applied the scoring criteria in a highly consistent manner. Similarly, the correlations between the pre- and post-

test scores within first experiment class (C1) range from 0.863 to 0.887, which according to Heaton reflects excellent test-retest stability and shows that the speaking test consistently measures the intended construct over time.

Second experiment class (C2) also demonstrates high reliability, particularly in the inter-rater correlations, which reach 0.904 in the pre-test and 0.952 in the post-test. These values fall within the range that Heaton describes as evidence of dependable scoring procedures. The correlations between pre- and post-test scores in second experiment class (C2), however, are more moderate, ranging from 0.502 to 0.575. Following Heaton's interpretation, these moderate coefficients still indicate acceptable reliability, but they also suggest that students' rankings changed more between testing occasions, likely as a result of treatment effects or genuine improvement in speaking performance.

Furthermore, the correlations between the scores of first experiment class (C1) and second experiment class (C2) are weak and not statistically significant. Heaton would regard this as desirable because it shows that the performance of one class did not influence the other and that the two groups were measured independently. Overall, applying Heaton (1988) criteria confirms that the speaking performance tests for both classes were reliable instruments, with first experiment class (C1) exhibiting stronger stability across time and second experiment class (C2) reflecting more variability that is consistent with instructional impact.

3.6. Data Collecting Procedure

In collecting the data, the researcher used some procedure as follows:

a. Determining the Problem

This research focuses on how to improve students' speaking ability by using teaching procedures developed from Constructivism Approach through

Communicative Language Teaching (CLT) and teaching procedures developed from Constructivism Approach through Self-Regulated Learning (SRL) which be integrated into teaching communicative speaking about stating opinion at eleventh-grade students of SMA Negeri 12 Bandar Lampung.

b. Selecting and Determining the Population and Sample

The population of the research would be the students of SMA Negeri 12 Bandar Lampung as population. The samples were two classes of experimental group which had the treatment of the development of teaching procedures based on Constructivism Approach through Communicative Language Teaching (CLT) and it consists of 32 students in 11 KP 1.3 as first experimental group, another class as second experimental group which the class had teaching procedures developed from Constructivism Approach through Self-Regulated Learning (SRL), it consists of 36 students in 11 KP 2.2 The student's age range from 16 to 17 years old.

c. Selecting Speaking Material

In selecting the speaking material, the researcher used suitable materials from the guidance book, lesson plan of the second year of senior high school and other materials which support the learning process such as information on the internet or other media. The material is based on curriculum or Kurikulum Merdeka, which is the curriculum used by the school.

d. Research Implementation

The researcher presents the material for the treatment by teaching procedures developed from Constructivism Approach through Communicative Language Teaching (CLT) and teaching procedures developed from Constructivism Approach through Self-Regulated Learning (SRL) which were integrated into teaching communicative speaking about asking and giving opinion.

e. Analyzing and Concluding the Data.

After collecting the data, the recorded data would be scored by the researcher as the raters and also as an English teacher at SMA Negeri 12 Bandar Lampung. The data had been analyzed by referring to the rating scale namely pronunciation, vocabulary, fluency, comprehensibility and grammar.

f. Pre-test

The researcher administers pre-test before treatment. The aim is to know the students' speaking ability before the treatment. The pre-test was given to around 33 and 36 students each class. Before conducting the pre-test, the researcher informed the topic and information, and then the students chose the topics and perform it in front of the class. The test focuses on oral tests and the researcher records students' speaking abilities, the researcher and single rater, listen to the students' speaking ability based on the recorder. The researcher recorded the students' utterances because it helps the rater to evaluate more objectively. In the posttest, the writer conducted the same instructions like in the pretest section.

g. Post-test

The researcher administers post-test after the treatments, but it is aimed to see the development of the students after having the treatment. The researcher had the same way in the pretest and the student's role the dialogue in pairs with their own words by using the treatment which they have gotten before. Then, the researcher scored the students' speaking ability from the record. The time provided is 3x45 minutes for all students.

3.7. Data Analysis

To get to know the significant difference in students' speaking ability after being taught through teaching procedures developed from Constructivism Approach through Communicative Language Teaching (CLT) and teaching procedures developed from Constructivism Approach through Self-Regulated Learning (SRL) about expression of stating opinion and students' score, the researcher used a speaking test to assess the students' speaking abilities while gathering data. After gathering the information, the researcher asked the single inter-rater to evaluate and score the students' speaking skills using a rubric adopted by Haris (1974).

The model developed in this study was evaluated against different methods by analyzing its effectiveness through an Independent Group T-Test (Setiyadi, 2018a). To explore the relationship between motivation and learning an outcome after the intervention, a Product Moment Correlation was used (Setiyadi, 2018). This analysis helped determine how strongly these factors are connected and whether the relationships are statistically significant. To investigating whether different types of language learning strategies used one-way anova. A one-way independent anova is used when you have one independent variable (with three or more categories) and one dependent variable, and you want to test whether the means of the dependent variable differ significantly across the categories of the independent variable (Field, 2013). A regression analysis was then conducted to assess how much learning motivation and strategies contribute to speaking performance.

To further assess the effectiveness of the model, the participants' initial speaking abilities, learning strategies, and motivation levels were compared with their final results after the learning process. This comparison was made using pre-test and post-test scores. Since the data sets for each variable come from the same participants, a Paired Sample T-Test was used to analyze the differences

(Setiyadi, 2018: p. 148). The results were showed the improvement from pre- to post-intervention in each variable and their respective levels of significance.

3.8. Data Treatment

In order to find out the significant difference in students' speaking ability after being taught through teaching procedures developed from Constructivism Approach through Communicative Language Teaching (CLT) and teaching procedures developed from Constructivism Approach through Self-Regulated Learning (SRL) in stating opinion, the researcher uses statistics to analyze the data using the statistical computation i.e. a test is a tool used to measure someone's skill, performance, or understanding of something. According to Brown (2000: 384), a test is a method of measuring a person's ability, knowledge, or performance in a given domain. The writer gave the test to the students by asking them to make dialogue and give their opinion. The researcher tests the assumptions of normal distribution and homogeneity. In practice testing this assumption determines the type of analysis technique or test statistics to be used. Testing the normal distribution assumption aims to study whether the selected sample distribution comes from a normal or abnormal population distribution.

3.8.1 Normality Test

According to Setiyadi (2018), the use of the analysis normality test related to normal distribution is a preliminary analysis and is a prerequisite for whether a statistical analysis technique can be used to test the hypothesis. Normality test is done towards two classes and provides a two-class assessment, first experimental and second experimental class. Normality test is used to check the presence or absence of a normal population distribution of the two sample groups.

Normality test is done with SPSS 25 with requirement as follows:

- a. If the significance score of (sig 2 tailed) > 0.05, it means that the data are normally distributed in the population.

- b. If (sig 2 tailed) < 0.05 it means that the data are not normally distributed in the population.

Table 3. 5
The Normality of First Experiment Class

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
SPEAKING PERFORMANCE EC1 PRE TEST	,140	23	,200*	,936	23	,146
SPEAKING PERFORMANCE EC 1 POST TEST	,169	23	,089	,932	23	,120
MOTIVATION EC1 PRE TEST	,085	23	,200*	,968	23	,640
MOTIVATION EC1 POSTTEST	,186	23	,038	,914	23	,051
LLS EC1 PRE TEST	,172	23	,074	,921	23	,069
LLS EC1 POST TEST	,166	23	,102	,920	23	,068

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Before conducting the parametric analyses, a normality test was performed on the students' scores of Speaking Performance, Motivation, and Language Learning Strategies (LLS) using both the Kolmogorov Smirnov (K S) and Shapiro Wilk (S W) tests. According to Setiyadi (2018), data are considered normally distributed when the significance (Sig.) value is greater than 0.05. For small samples ($n < 50$), the Shapiro Wilk test is more appropriate (Field, 2013).

Although the K S result for Motivation EC1 Post-Test shows $p = 0.038$ (< 0.05), the Shapiro Wilk value ($p = 0.051$) slightly exceeds the 0.05 threshold. Because the Shapiro Wilk test is more reliable for small samples, the data can still be treated as normally distributed. These findings indicate that the distributions of Speaking Performance, Motivation, and LLS scores meet the normality assumption. Therefore, parametric analyses such as Independent-sample t-tests, one way Anova and Pearson product moment correlations can be used to test the research hypotheses.

Table 3. 6
The Normality of Second Experiment Class

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
SPEAKING PERFORMANCE EC 2 PRE TEST	,145	23	,200 [*]	,940	23	,183
SPEAKING PERFORMANCE EC 2 POST TEST	,139	23	,200 [*]	,965	23	,570
MOTIVATION EC 2 PRE TEST	,158	23	,141	,932	23	,123
MOTIVATION EC 2 POSTTEST	,139	23	,200 [*]	,920	23	,066
LLS EC 2 PRE TEST	,147	23	,200 [*]	,965	23	,582
LLS EC 2 POST TEST	,109	23	,200 [*]	,969	23	,660

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The normality of the EC 2 data was examined using the Kolmogorov–Smirnov and Shapiro Wilk tests. As recommended by Setiyadi (2018), data are considered normally distributed when the significance value is greater than 0.05, and for samples smaller than fifty participants, the Shapiro Wilk test provides a more reliable indicator (Field, 2013). The results show that all variables Speaking Performance (pre-test and post-test), Motivation (pre-test and post-test), and Language Learning Strategies (pre-test and post-test) produced significance values well above the 0.05 threshold on both tests. The lowest Shapiro Wilk value was found in the Motivation post-test ($p = 0.066$), yet this still meets the criterion for normality. These findings indicate that the distributions of all EC 2 data sets do not deviate significantly from a normal curve. Consequently, the assumption of normality was fulfilled, allowing the use of parametric procedures in the subsequent statistical analyses.

3.8.2 Homogeneity Test

After conducting a normality test which indicates if the data is distributed normally, the next step is, measure the homogeneity. Homogeneity is used to know whether the data from both sample groups come from the population with homogenous characteristics or not. Homogeneity test is needed as an assumption of the independent t-test. To know the homogeneity of the data, the criteria can be seen as follows: If sig. > 0.05 = data is homogeneous If sig. < 0.05 = data is not homogenous.

Table 3. 7

The Homogeneity of Speaking Test and Motivation Scale

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
SPPREC1C2	Based on Mean	3,435	1	44	,071
	Based on Median	2,038	1	44	,160
	Based on Median and with adjusted df	2,038	1	36,206	,162
	Based on trimmed mean	3,060	1	44	,087
SPPOSTC1C2	Based on Mean	,001	1	44	,979
	Based on Median	,001	1	44	,979
	Based on Median and with adjusted df	,001	1	43,162	,979
	Based on trimmed mean	,001	1	44	,978
MOTIVATION PRE C1C2	Based on Mean	,446	1	44	,507
	Based on Median	,369	1	44	,547
	Based on Median and with adjusted df	,369	1	43,651	,547
	Based on trimmed mean	,448	1	44	,507
MOTIVASI POST C1 C2	Based on Mean	,001	1	44	,971
	Based on Median	,050	1	44	,824
	Based on Median and with adjusted df	,050	1	42,310	,824
	Based on trimmed mean	,004	1	44	,953

The results of the Levene's Test of Homogeneity of Variances show that all data sets met the requirement of equal variances. For speaking performance in the pre-test, the Levene statistic was 3.435 with a significance value of 0.071, which is greater than the 0.05 threshold, indicating that the variances of the first experimental and the second experimental groups were homogeneous. For speaking performance in the post-test, the significance value was 0.979, also far above 0.05, confirming equal variances between the two groups. Similarly, the

motivation pre-test produced a significance value of 0.507 and the motivation post-test produced a significance value of 0.971, both exceeding 0.05 and therefore satisfying the homogeneity assumption. Because all significance values were greater than 0.05, it can be concluded that the scores for both groups were homogeneous across all measured variables. This means that the Independent Samples t-test can be properly applied using the Equal variances assumed option to compare group means.

Table 3. 8
The Homogeneity of Language Learning Strategies

		Test of Homogeneity of Variances			
		Levene Statistic	df1	df2	Sig.
LLS PRE TEST C1	Based on Mean	,258	2	63	,773
	Based on Median	,252	2	63	,778
	Based on Median and with adjusted df	,252	2	58,654	,778
	Based on trimmed mean	,252	2	63	,778
LLS POST TEST C1	Based on Mean	1,642	2	63	,202
	Based on Median	1,582	2	63	,214
	Based on Median and with adjusted df	1,582	2	59,100	,214
	Based on trimmed mean	1,633	2	63	,204
LLS PRE TEST C2	Based on Mean	,070	2	63	,932
	Based on Median	,033	2	63	,968
	Based on Median and with adjusted df	,033	2	61,400	,968
	Based on trimmed mean	,053	2	63	,949
LLS POST TEST C2	Based on Mean	1,393	2	63	,256
	Based on Median	1,186	2	63	,312
	Based on Median and with adjusted df	1,186	2	59,086	,313
	Based on trimmed mean	1,354	2	63	,266

The Levene's Test of Homogeneity of Variances was conducted to examine whether the variances of Language Learning Strategy (LLS) scores were equal across the groups for both first experiment class and second experiment class, at pre-test and post-test phases. The results show that all Sig. (p-value) values are greater than 0.05, indicating that the assumption of equal variances is

met in all conditions. LLS Pre-Test C1 produced a Levene statistic of 0.258 with a significance value of 0.773, indicating no significant variance difference among the groups. LLS Post-Test C1 yielded a Levene statistic of 1.642 with a significance value of 0.202, again showing no significant variance difference. LLS Pre-Test C2 showed a Levene statistic of 0.070 with a significance value of 0.932, confirming equal variances across groups. LLS Post-Test C2 produced a Levene statistic of 1.393 with a significance value of 0.256, also indicating no significant variance difference.

Because all significance values exceed the 0.05 threshold, the null hypothesis of equal variances is retained in every test. This means that the variability of LLS scores across the compared groups is statistically similar in both pre-test and post-test for First experiment class and Second experiment class. As a result, subsequent analyses that assume homogeneity of variances such as one-way anova or independent samples t-tests can safely use the equal variances assumed procedure.

3.9. Hypothesis Testing

After collecting the data, the researcher analyzed them to find out whether there is a significant difference and improvement of students' speaking ability between being taught teaching procedures developed from Constructivism Approach through Communicative Language Teaching (CLT) and teaching procedures developed from Constructivism Approach through Self-Regulated Learning (SRL) in stating opinion. The researcher used Independent Group T-test to find out the difference of the treatment effect.

An independent group t-test, as explained by Ag Bambang Setiyadi (2018), is a statistical test used to compare the means of two unrelated groups. In this research, an independent group t-test is applied to compare the significant difference of students' spoken ability after being taught by teaching procedures developed from Constructivism Approach through Communicative Language

Teaching (CLT) and teaching procedures developed from Constructivism Approach through Self-Regulated Learning (SRL). The two teaching approaches and strategy was implemented in separate groups, where one group used the development of teaching procedures based on Constructivism Approach through Communicative Language Teaching (CLT) and teaching procedures based on Constructivism Approach through Self-Regulated Learning (SRL).

If it is found to be significant (usually compared against a threshold, such as $p < 0.05$), it can conclude that one teaching strategy has a significantly higher effect on improving speaking ability than the other (Setiyadi, 2018).

To find out significant correlation between students' motivation and learning strategies with students' achievement in speaking performance. The researcher used Pearson Product Moment Correlation to find out which the treatment in each experimental class can significantly improve students' motivation in achieving speaking performance. The Pearson Product Moment Correlation Coefficient (r) is a measure of the strength and direction of association between two variables.

The hypothesis is analyzed at a significant level of 0.05 in which the hypothesis is approved if $\text{Sig} < \alpha$. It means that the probability of error in the hypothesis is only about 5 %.

To find out significant difference of three language learning strategies. The researcher used one way Anova to find out which the strategies can significantly improve speaking performance.

The hypothesis is analyzed at a significance level of 0.05. The null hypothesis rejected if the $\text{Sig. (p-value)} < \alpha$ (0.05). This indicates that the probability of making an error in rejecting the null hypothesis is only about 5%. In other words, if the ANOVA output shows a significance value below 0.05, it can be concluded that there is a statistically significant difference in the mean scores

of Language Learning Strategies among the groups. The hypotheses are as follows:

First H0: There is no significant difference in improvement of students' speaking ability between being taught using teaching procedures developed from Constructivism Approach through Communicative Language Teaching (CLT) and teaching procedures developed from Constructivism Approach through Self-Regulated Learning (SRL) about stating opinion. The criteria of first H0 is accepted if alpha level is higher than 0.05 ($\alpha > 0.05$).

Second H0: There is no significant correlation between students' motivation to students' achievement in speaking performance.

Third H0: There is no significant difference between learning strategies with students' achievement in speaking performance?

If $r=-1$, it indicates a perfect negative correlation, meaning that as one variable increases, the other decreases. If $r=0$, there is no linear relationship between the variables. Values between 0 and 1 (or -1) show varying degrees of correlation. This process allows you to quantitatively assess the relationship between the two variables and understand how strongly they are related.

First H1: There is a significant difference in improvement of students' speaking ability between being taught using teaching procedures developed from Constructivism Approach through Communicative Language Teaching (CLT) and teaching procedures developed from Constructivism Approach through Self-Regulated Learning (SRL) about stating opinion. The criteria of H1 is accepted if alpha level is lower than 0.05 ($\alpha < 0.05$).

Second H1: There is a significant correlation between students' motivation to students' achievement in speaking performance.

Third H1: There is significant difference between learning strategies with students' achievement in speaking performance.

The value of r can range from -1 to 1. If $r=+1$, it indicates a perfect positive correlation, meaning that as one variable increases, the other variable also increases. After collecting and analyzing the data, the researcher compared the result of speaking performance, motivation and language learning strategies between two experimental groups.

This chapter discussed the methodology of the research and procedure collecting data, validity, reliability and hypothesis.

IV. RESULT AND DISCUSSION

This chapter presents the results of the study, focusing on the result of students' speaking performance after receiving different instructional treatments. First experimental class was taught by developing Constructivism approach through Communicative Language Teaching (CLT) while second experimental class received instruction using the development of Constructivism approach through Self-Regulated Learning (SRL). In accordance to the first chapter, this research produced three research questions. They are seen as followed:

1. Is there any significant difference in students' speaking performance between those taught by Developing Constructivism Approach through Communicative Language Teaching (CLT) or those taught by Developing Constructivism Approach through Self-Regulated Learning (SRL)?
2. Is there any significant correlation between students' motivation to students' achievement in speaking performance?
3. Is there any significant difference between learning strategies with students' achievement in speaking performance?

Based on the research questions stated above, the purpose of this study is to determine whether the two distinct pedagogical approaches, Developing Constructivism Approach through Communicative Language Teaching (CLT) and Constructivism Approach through Self-Regulated Learning (SRL), produce a significant difference in students' speaking achievement and to identify which approach leads to greater improvement. In addition to examining the effects of these approaches on speaking achievement, this chapter also analyzes the correlation between students' motivation and their speaking performance to determine whether higher motivation contributes to greater improvement in

V. CONCLUSION

This chapter discussed the conclusion of the research, such as summary of research' finding, and the pedagogical and theoretical implications, recommendations, and suggestions for future research.

5.1. Summary of Finding

This study aimed to investigate which learning model better correlate with speaking performance, is Developing Constructivism Apporoach through Communicative Language Teaching (CLT) or Developing Constructivism through Self-Regulated Learning (SRL) on senior high school students' speaking performance. The research also explored the relationship between motivation and speaking achievement and identified which learning strategies most effectively improved speaking ability. Statistical analyses including Independent Samples t-test, Pearson Product–Moment correlation, and One-Way ANOVA were employed to examine the differences and correlations between variables. The findings revealed several key points. First, both Constructivism-CLT and Constructivism-SRL approaches significantly improved students' speaking performance, with the SRL-based group achieving higher post-test scores. Second, students' motivation was strongly correlated with speaking achievement in both experimental groups, and the correlation strengthened after the interventions. Third, metacognitive learning strategies demonstrated the greatest contribution to speaking improvement compared to cognitive and socio-affective strategies, particularly after the implementation of SRL principles.

Based on the findings and discussions presented in Chapter IV, several conclusions can be drawn. The results confirm that the application of

Constructivism-based instructional approaches both CLT and SRL effectively improves students' speaking achievement. However, the Developing Constructivism Approach with Self-Regulated Learning (SRL) produces significantly greater improvement than with Communicative Language Teaching (CLT). This indicates that SRL fosters higher levels of learner autonomy, metacognitive awareness, and reflective engagement, allowing students to plan, monitor, and evaluate their speaking processes more effectively. The Developing Constructivism approach through SRL proved more effective in improving overall speaking performance. Learners developed autonomy and self-awareness by engaging in reflective cycles of planning, monitoring, and evaluating their learning, as described by Schunk & Zimmerman. The post-test results confirmed statistically significant gains, supporting the idea that SRL empowers students to take control of their learning process, improving both performance and motivation. These outcomes validate the theoretical intersection between Constructivism and SRL, both emphasizing learner-centeredness and reflective thinking.

In contrast, the Developing Constructivism approach through CLT improves students' communicative competence and confidence through interactive tasks and peer collaboration. In alignment with Vygotsky's sociocultural theory, Piaget's and Woolfook's Constructivism principles, CLT encouraged learners to construct knowledge collaboratively through interaction, authentic dialogue, and negotiation of meaning. Students in the CLT group demonstrated noticeable improvements in fluency, confidence, and willingness to communicate. However, while the approach strengthened social engagement, it provided limited scaffolding for individual reflection and self-evaluation, suggesting a need to integrate metacognitive elements within communicative classrooms but provides fewer opportunities for independent self-regulation.

The correlation analysis further revealed that motivation is a critical factor influencing speaking performance. Motivation emerged as a central factor influencing language learning outcomes. The correlation between motivation and

speaking performance underscores the importance of fostering intrinsic and extrinsic motivation in classroom contexts. Both classes exhibited strong positive relationships between motivation and speaking achievement after the treatments, highlighting that motivated learners are more engaged, confident, and willing to communicate in English. The increase in correlation strength in the SRL group suggests that self-regulated learning environments stimulate intrinsic motivation by promoting autonomy, goal setting, and self-reflection. This supports the theoretical claims of Deci and Ryan's Self-Determination Theory and Zimmerman's Self-Regulated Learning Model.

Regarding language learning strategies, the study found that metacognitive strategies were the most effective in improving speaking ability. Students who actively planned, monitored, and evaluated their learning achieved higher post-test scores than those who primarily used cognitive or socio-affective strategies. Similarly, metacognitive learning strategies demonstrated superior effectiveness compared to cognitive and socio-affective ones. Students who consciously applied metacognitive strategies achieved higher fluency and accuracy, corroborating from findings which emphasized that metacognitive awareness facilitates independent and lifelong learning. This finding highlights the significance of strategic awareness and self-directed regulation in achieving communicative competence.

5.2 Pedagogical and Theoretical Implications

The findings of this research provide valuable implications for English language pedagogy, particularly in developing speaking skills through Constructivism-oriented learning model. From a pedagogical perspective, the results suggest that teachers should design classroom environments that balance social interaction and learner autonomy. Developing Constructivism Approach through CLT emphasizes communicative engagement and contextual learning, while Developing Constructivism Approach through SRL model improves learner

independence and strategic competence. Integrating these approaches can create a dynamic learning atmosphere that supports both fluency and self-regulation.

These pedagogical implications become particularly significant when considering the persistent problems commonly encountered in EFL speaking instruction. Despite the emphasis on communicative competence, many learners continue to experience difficulties such as low speaking confidence, limited participation, and anxiety during oral tasks. These problems are often rooted in teacher-centered practices and form-focused instruction, which restrict opportunities for meaningful interaction and reduce learners' willingness to communicate. As a result, students tend to remain passive and overly dependent on teacher feedback, hindering the development of both speaking fluency and communicative autonomy.

Speaking skill is widely recognized as one of the most challenging aspects of English as a Foreign Language (EFL) learning. In many instructional contexts, students encounter significant difficulties in developing effective oral communication due to psychological, pedagogical, and cognitive factors. One of the most prominent problems is learners' low confidence and high speaking anxiety. Many students are reluctant to speak because they fear making grammatical or pronunciation errors and being negatively evaluated by teachers or peers. This condition is often exacerbated by teacher-centered practices that emphasize accuracy over meaning, resulting in passive learners who avoid active participation in speaking activities.

From a Constructivism perspective, learning should be situated in a supportive and meaningful social context. Teachers can design collaborative speaking tasks such as role plays, information gaps, and problem-solving discussions that allow learners to construct meaning through interaction rather than performance pressure. Through Self-Regulated Learning, students are encouraged to set personal speaking goals, monitor their emotional responses, and reflect on their progress. Self-reflection journals and guided self-assessment

rubrics help learners recognize improvement, gradually reducing anxiety and increasing confidence.

Speaking instruction often focuses also on mechanical drills or memorization of dialogues, which do not reflect real communicative needs. As a result, learners struggle to transfer classroom speaking skills to real-life communication. For this situation, constructivism emphasizes authentic learning experiences. Teachers should incorporate real-world speaking tasks such as discussion on current issues, simulations, interviews, and project-based discussions. These tasks allow learners to actively construct knowledge through meaningful language use.

Another challenging in teaching speaking is, students often rely heavily on teacher correction and feedback, which limits their autonomy and critical awareness of their own speaking performance. This dependency hinders long-term speaking development. To solve this condition, Constructivist learning promotes learner autonomy and shared responsibility in knowledge construction. Teachers can integrate peer feedback and collaborative evaluation activities to encourage learners to actively engage in assessing speaking performance. SRL supports this process by training learners in self-monitoring and self-evaluation techniques, such as using checklists, reflection sheets, and recorded speaking tasks. Over time, students become more independent speakers who can identify strengths and weaknesses without relying solely on the teacher. In SRL-oriented classrooms, learners are guided to plan their speaking strategies, monitor their performance during tasks, and evaluate the effectiveness of their communication. This cyclical self-regulation process strengthens learners' ability to use language independently beyond the classroom

Next problem that researcher found in this research is; students often perceive speaking tasks as monotonous or irrelevant, leading to low motivation and minimal participation. This issue is frequently caused by uniform tasks that ignore learners' interests and prior knowledge. The solution for this situation by

using the based learning model constructivism which stresses the importance of connecting new learning with learners' prior experiences and interests. Teachers should design speaking tasks that are contextualized, meaningful, and related to students' real lives. In SRL role, it improved motivation by allowing learners to set personal goals, choose strategies that suit their learning preferences, and reflect on achievements. When learners perceive ownership of the learning process, their intrinsic motivation and engagement in speaking activities increase.

The difficulties which research found when teaching speaking in this research is; speaking instruction often emphasizes either fluency or accuracy, but rarely integrates both effectively. This imbalance results in learners who are either fluent but inaccurate or accurate but hesitant. For the solution that research found by using the developing learning model is; through a Constructivism approach, speaking development is viewed as a gradual process constructed through repeated practice and social interaction. Teachers can scaffold speaking tasks from guided to independent performance, allowing learners to develop fluency while refining accuracy. SRL supports this by encouraging learners to monitor specific aspects of their speaking (e.g., grammar, pronunciation, or coherence) and reflect on progress over time. This metacognitive awareness helps learners balance fluency and accuracy more effectively.

In short, from a constructivism-oriented perspective, such challenges can be addressed by positioning learners as active constructors of knowledge through social interaction and authentic communication. Developing Constructivism through Communicative Language Teaching (CLT) allows learners to engage in meaningful speaking tasks that reflect real-life contexts, such as discussions, role plays, and problem-solving activities. These communicative experiences reduce anxiety by shifting the focus from linguistic accuracy to meaning-making, enabling learners to gradually build confidence and fluency through collaborative interaction.

However, communicative engagement alone is insufficient if learners lack the ability to manage and reflect on their own learning processes. This limitation highlights the importance of integrating Self-Regulated Learning (SRL) within a Constructivist framework. Developing Constructivism through SRL addresses problems related to learners' overreliance on teachers by fostering goal setting, self-monitoring, and self-evaluation in speaking activities. Through reflective practices, such as learning journals, self-assessment rubrics, and recorded speaking tasks, learners become more aware of their strengths and weaknesses and develop strategic competence in oral communication.

From a theoretical standpoint, this research reinforces the alignment between Constructivism and SRL. Both frameworks conceptualize learning as an active, self-directed process grounded in reflection and social negotiation. The findings expand the theoretical foundation of language learning by demonstrating that integrating SRL into Constructivism principles not only improves linguistic outcomes but also promotes metacognitive development. Both frameworks emphasize learner-centeredness, reflection, and the active construction of knowledge. The results confirm that SRL operationalizes Constructivism principles by guiding learners through cycles of planning, monitoring, and reflection, which lead to sustainable language development. Additionally, the findings align with Communicative Language Teaching theory, supporting the idea that authentic communication fosters linguistic competence and motivation when integrated with reflective practices.

5.3 Recommendations and Suggestions for Future Research

Based on the conclusions and implications, several recommendations and suggestion are proposed for educators, curriculum developers, and learners. First, teachers should incorporate SRL-based strategies into speaking instruction by encouraging students to set learning goals, monitor progress, and evaluate performance. Reflective journals, self-assessment checklists, and peer feedback activities can be integrated to promote self-awareness and learner autonomy.

Second, curriculum developers should design syllabi that combine the interactive strengths of CLT with the reflective depth of SRL, ensuring that communicative tasks are followed by metacognitive reflection.

Third, teacher training programs should include modules on Constructivism Approach and Self-Regulated Learning principles to equip teachers with the knowledge and skills necessary to facilitate autonomous and communicative classrooms. Fourth, students should be guided to develop effective learning strategies especially metacognitive ones that help them plan, monitor, and evaluate their language learning. By becoming self-regulated learners, students can sustain motivation and improve proficiency beyond the classroom. While the present study has contributed to understanding the Developing Constructivism, CLT, and SRL in speaking learning model, it also opens several avenues for further research. Future studies could expand the sample size and include students from different educational contexts to improve the generalizability of the findings. Longitudinal research could also examine the long-term effects of Constructivism and SRL integration on learners' speaking fluency, accuracy, and motivation.

Moreover, future research could employ qualitative or mixed-methods designs to explore learners' perceptions, reflective journals, and classroom interactions to provide deeper insights into how SRL and Constructivism principles manifest in actual classroom practices. It would also be beneficial to examine other language skills such as listening, reading, and writing using similar frameworks to assess whether SRL-based Constructivism produces comparable benefits across linguistic domains.

Finally, technological integration in Constructivism-SRL learning model, such as digital self-assessment tools, online collaborative platforms, and AI-assisted feedback, could be explored as potential innovations to improve learner engagement and autonomy. Such research would contribute to modernizing language pedagogy and ensuring its relevance in the digital learning era.

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