CHAPTER V
CONCLUSION, IMPLICATION AND RECOMMENDATION

The concluding chapter synthesizes the research findings, drawing upon the data analysis and discussion presented in the preceding chapters. It provides a holistic overview of the study's outcomes, highlighting the key insights and their implications for theory, practice, and future research. The chapter acknowledges the limitations inherent in the research design and methodology, recognizing the potential areas for improvement and refinement. Building upon these limitations and recognizing the broader implications of the findings, the chapter concludes with a set of recommendations for future research, suggesting potential avenues for extending the current investigation and deepening our understanding of the topic. These recommendations aim to guide future research efforts and contribute to the ongoing advancement of knowledge in this field.

5.1. Conclusions

This study aimed to investigate the efficacy of Self-Regulated Task Instruction (SRTI) in enhancing students' metacognitive awareness, specifically their knowledge of cognition (KoC) and regulation of cognition (RoC), within the context of English for Specific Purposes (ESP) writing. To address this, a mixed-methods approach was employed, combining a quasi-experimental design with observational and thematic analysis of documents and interviews. The findings provide compelling evidence that SRTI can significantly enhance students' metacognitive awareness.

The quantitative analysis revealed statistically significant differences in both KoC and RoC scores between the SRTI and control group which was given TBLT principle for the task instruction. Based on the research findings, by comparing the result of post-test by SRTI class and non-SRTI class (TBLT task instruction) in ESP writing context, it is proven that Self-Regulated Task Instruction can enhance students' knowledge of cognition by the p-value for Knowledge of Cognition (KoC) is 0.025, which is less than the alpha level of 0.05. This suggests that there is a statistically significant difference in KoC scores between the experimental and control groups. In other words, the null hypothesis (H_0) is rejected, and the

alternative hypothesis (H_1) is accepted that there is a significant difference in KoC between the two groups.

Meanwhile for Regulation of Cognition (RoC), the 95% CI for Mean Difference represents the 95% confidence interval for the difference in means between the experimental and control classes. It provides a range of plausible values for the true difference. The p-value is less than 0.001, indicating a highly statistically significant difference in RoC between the experimental and control classes. Further, the mean difference of 4.394 suggests that the experimental class had significantly higher RoC scores compared to the control class.

Qualitative data, including observations and interview findings, provided valuable insights into the mechanisms underlying these improvements. In the control group, observations revealed a strong reliance on teacher-directed instruction, with limited opportunities for independent learning and metacognitive reflection. Students in the control group frequently requested instructions and help, suggesting a lack of autonomy and underdeveloped metacognitive skills. In contrast, the SRTI classroom fostered a more learner-centred environment. Observations revealed that students in the SRTI group exhibited higher levels of self-regulation, engaging more frequently in strategies such as planning, summarizing, seeking feedback, and reflecting on their learning. Interview data further supported these observations, with students in the SRTI group reporting increased awareness of their own learning processes and greater confidence in their ability to regulate their learning effectively.

These findings have significant implications for ESP writing instruction and contribute to existing knowledge in several ways. Firstly, this study provides empirical evidence for the effectiveness of SRTI in enhancing students' metacognitive awareness in the context of ESP writing, thus contributing to the growing body of research on the application of self-regulated learning theories in language education. The impact of SRTI on students' writing can be observed through the clarity and coherence, enhanced language accuracy and more effective use of writing strategies.

Secondly, the findings highlight the importance of creating learning environments that foster learner autonomy and encourage the development of

metacognitive skills. By shifting the focus from teacher-centred instruction to learner-centred approaches, such as SRTI, educators can empower students to take ownership of their learning and develop the skills necessary for lifelong learning. Thirdly, the study emphasizes the importance of integrating metacognitive strategies into ESP writing instruction. By incorporating activities that encourage students to reflect on their learning processes, monitor their progress, and evaluate their writing, educators can help students develop the metacognitive skills necessary for successful writing and learning in specific domains..

While this study has yielded promising results, further research is needed to explore the long-term effects of SRTI and to investigate the potential for adapting the intervention to different contexts and learner populations. Additionally, future studies could delve deeper into the specific mechanisms through which SRTI enhances metacognitive awareness, providing valuable insights for instructional design and implementation.

5.2. Implications

This study underscores the significant implications of Self-Regulated Task Instruction (SRTI) for enhancing ESP writing instruction. To maximize the benefits of this approach, educators must focus on several key areas. Firstly, comprehensive teacher training on the principles and practices of SRTI is crucial. This training should equip teachers with the knowledge and skills to create supportive learning environments, provide effective feedback, and model metacognitive strategies. Secondly, the curriculum must be designed to explicitly incorporate opportunities for self-regulated learning. This can be achieved through project-based learning, task-based learning, and the use of learning contracts.

Creating a supportive and collaborative learning environment is paramount. Teachers should encourage student collaboration, risk-taking, and peer feedback. The use of metacognitive prompts and questions, such as "What strategies did you use to plan your writing?" or "How did you overcome challenges encountered during the writing process?", can stimulate reflection and self-assessment. Modelling metacognitive strategies by thinking aloud and reflecting on one's own writing process can also be highly beneficial. Furthermore, utilizing technology to facilitate self-regulated learning, such as online platforms for peer feedback and

writing portfolios, can enhance student engagement and provide valuable opportunities for reflection.

Regular assessment of students' metacognitive skills is essential. This can be achieved through observations, interviews, learning journals, and self-assessment activities. Feedback should focus not only on the quality of the writing product but also on the students' use of metacognitive strategies. Providing specific and actionable feedback on planning, monitoring, and revision processes can help students identify areas for improvement and refine their strategies.

By implementing these strategies, educators can create a more learner-centred environment that fosters self-regulated learning and enhances students' metacognitive awareness in ESP writing. This, in turn, will empower students to become more independent, effective, and successful learners, not only in their ESP writing but also in their academic pursuits and beyond.

5.3. Recommendations

This sub-chapter provides the strengths and limitations of the research methodology employed. By examining the strengths, potential weaknesses, and limitations of the study, researchers can identify areas for improvement and provide recommendations for future research.

5.3.1. The Strength and Weaknesses of SRTI

Self-Regulated Task Instruction (SRTI) offers numerous benefits for ESP writing students. By empowering students to take ownership of their learning, SRTI promotes independence and self-motivation. As students engage in self-regulated learning, they develop a deeper understanding of their own cognitive processes, enabling them to monitor, plan, and evaluate their learning effectively. This enhanced metacognitive awareness equips students with valuable problem-solving skills, as they learn to analyse challenges, identify strategies, and adapt their approach as needed.

Moreover, SRTI has the potential to significantly boost student motivation and engagement. When students are actively involved in their learning and see the direct connection between their efforts and their achievements, they are more likely to be motivated and engaged in the learning process. By developing strong self-

regulated learning skills, students are better prepared to succeed not only in ESP writing but also in other academic and professional endeavours.

While SRTI offers numerous advantages, it is important to acknowledge its limitations. One significant challenge is the time-consuming nature of implementing SRTI. It requires significant time and effort from both teachers and students. Teachers may need to invest additional time in planning, instruction, and providing feedback. Additionally, students may need more time to develop the necessary self-regulation skills.

Another potential challenge is the need for teacher expertise. Effective implementation of SRTI depends on teachers' ability to guide and support students' self-regulated learning. Teachers may require additional training and professional development to acquire the necessary skills and knowledge.

Individual differences among students can also pose challenges. Some students may find it easier to self-regulate than others. Teachers may need to provide additional support and guidance to students who struggle with self-regulation. Furthermore, there is a risk of overwhelming students, particularly those who are less experienced with self-regulated learning.

Finally, assessing students' metacognitive skills can be challenging. Traditional assessment methods may not be sufficient to capture the complexities of self-regulated learning. Developing effective assessment tools and techniques is essential to evaluate students' progress and provide targeted feedback. By carefully considering these strengths and weaknesses, educators can implement SRTI effectively and maximize its benefits for students' learning and development.

5.3.2. Implementation Recommendations

To maximize the benefits of Self-Regulated Task Instruction (SRTI) in ESP writing projects, it is crucial to focus on teacher training, curriculum design, and effective classroom practices.

To ensure successful implementation of SRTI, teachers require comprehensive training on the theoretical underpinnings and practical applications of self-regulated learning. This training should equip teachers with the knowledge and skills to create supportive learning environments, provide effective feedback, and model metacognitive strategies. By understanding the principles of SRTI,

teachers can effectively guide students in their learning journey. Ongoing professional development opportunities can further enhance teachers' expertise and keep them updated on the latest research and best practices.

The curriculum should be designed to explicitly incorporate self-regulated learning opportunities. This involves setting clear expectations for students, providing structured guidance, and scaffolding support. By incorporating goal-setting, planning, monitoring, and self-evaluation into tasks and activities, students can develop the necessary skills and habits for effective self-regulated learning. Clear instructions and guidelines should be provided to support students in taking ownership of their learning process.

Creating a supportive and collaborative learning environment is essential for fostering self-regulated learning. Teachers can encourage students to share their thoughts, strategies, and challenges with their peers, promoting a sense of community and shared responsibility. By modelling metacognitive thinking aloud, teachers can demonstrate how to think critically, analyse information, and evaluate one's own learning. Timely and specific feedback can provide students with valuable insights and guidance, enabling them to refine their strategies and improve their performance. Additionally, technology can be utilized to support self-regulated learning, such as online learning platforms, digital portfolios, and self-assessment tools.

By implementing these recommendations, educators can empower students to become more independent, motivated, and effective learners. This, in turn, can lead to significant improvements in students' ESP writing skills and overall academic performance.

5.3.3. Further Research Recommendations

To further advance the understanding and application of Self-Regulated Task Instruction (SRTI), several key areas warrant further investigation.

Firstly, longitudinal studies are crucial to investigate the long-term impact of SRTI on student outcomes. Tracking students' progress beyond the immediate intervention period will provide valuable insights into the sustainability of the effects of SRTI on academic performance, metacognitive skills, and self-regulated learning behaviours.

Secondly, cross-cultural research is essential to examine the applicability and effectiveness of SRTI across diverse educational contexts. Investigating how cultural factors, such as learning styles, communication patterns, and social norms, influence the implementation and effectiveness of SRTI in different cultural settings is crucial. This will inform the development of culturally responsive approaches that are sensitive to the unique needs and preferences of learners from diverse backgrounds.

Thirdly, the integration of technology offers exciting possibilities for enhancing the implementation and effectiveness of SRTI. Exploring the use of technology-enhanced learning environments, such as online platforms, learning management systems, and mobile applications, to support self-regulated learning processes, provide personalized feedback, and facilitate collaborative learning among students is essential.

Furthermore, addressing individual differences among learners is crucial. Research is needed to investigate how factors such as learning styles, motivation, prior knowledge, and socio-economic background influence students' responses to SRTI. This will allow for the development of differentiated instruction strategies that cater to the diverse needs and learning styles of individual students.

Finally, examining the role of teacher beliefs and practices is crucial. Investigating the impact of teacher beliefs and attitudes about self-regulated learning on the implementation and effectiveness of SRTI is essential. Developing and evaluating professional development programs that equip teachers with the knowledge, skills, and support they need to effectively implement SRTI in their classrooms is also crucial.

By addressing these research issues, future studies can contribute significantly to the development of more effective and equitable educational practices that empower students to become independent, lifelong learners.