

CHAPTER V

CONCLUSION, SUGGESTIONS AND LIMITATIONS OF THE STUDY

This chapter presents conclusion of this study. The suggestions of the study are also presented briefly which is intended to the teachers and further researchers. Moreover, limitations of the study present further information about the research.

5.1 Conclusion

This study was focused on students' self-regulated learning in EFL. The research was intended to investigate students' self-regulated learning in personal, behavioral, and environmental components.

The findings showed that in learning English, all students demonstrated personal, behavioral, and environmental self-regulated learning strategies in varying degrees. The overall self-regulated learning strategies were always used or in high level. Meanwhile, value encouragement (self-talk) strategy which was one of personal self-regulated learning strategies was found as the most frequently used strategy by the students. On the other hand, a strategy that was the least frequently used was self-consequating which belongs to behavioral self-regulated learning strategy.

In addition, there were similarity and differences found in practicing self-regulated learning strategies among students. The similarity was that the all students had already aware of the importance of the use of self-regulated learning strategy. However, there were discrepancies among students in terms of the frequency and variety of strategies that they demonstrated. High and medium self-regulated learners were inclined to have similar frequency and variety in practicing the self-regulated learning strategies. The high and medium self-regulated learners were aware of the importance of these strategies as well as optimally demonstrated them. In the other

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hand, low self-regulated learners tended to be insufficient in demonstrating these strategies. Even though they had been aware of the importance of these strategies, they were inconsistent in practicing the strategies.

With regard to students' personal self-regulated learning, all the six strategies were demonstrated by the students, which are (1) value encouragement (self-talk) strategy; (2) succeed encouragement (self-talk) strategy; (3) self-efficacy self-talk strategy; (4) organizing and transforming strategy; (5) rehearsing and memorizing strategy; (6) goal setting and planning strategy. Besides, value encouragement (self-talk) strategy was found as the most frequently used strategy by the students.

In specific, the students demonstrated value encouragement self-talk strategy as they conveyed that they were intrinsically goal oriented in learning English, in which the importance of understanding the language itself. Concerning succeed encouragement self-talk strategy, the students practiced it often since they confessed the need of learning English for future needs. Getting good score, studying in high education level, and completing job requirement are their main extrinsic goal orientations. The participant also asserted that their beliefs of their capabilities in achieving desired learning goals influenced their performance. Therefore, it was found that they practiced self-efficacy self-talk to maintain their self-efficacy which could lead them to have better achievement. Regarding organizing and transforming strategy, the students were reported that they organized and transformed their notes, such as by making concept mapping, and highlighting important key points on their notes. Concerning rehearsing and memorizing strategy, the students did not simply memorize all of the given materials, but memorized only the key points, tried to rehearse their understanding by emerging questions to themselves and making examples on their own. The participants also set goal of their learning as well as tried to plan their learning. They had set learning goals such as their scores must be

improved in the end of the study, and planned their study time as they had study schedule in their homes.

Regarding students' behavioral self-regulated learning strategies, all the strategies were demonstrated by the students, which are (1) self-evaluation strategy and (2) self-consequating strategy. Self-evaluation strategy was found highly used by the students. Meanwhile, self-consequating strategy was sometimes used by the students as it was in medium level of use.

Regarding the use of self-evaluation strategy, students were aware of the importance of checking their assignment as a mean to improve their quality of learning. They rechecked their assignment or homework before those were submitted. Concerning self-consequating strategy, all students believed that this strategy was not really important, thus they did not practice this strategy often when they got good or bad achievement. They acknowledged that as they were in higher grade of education level, practicing both reward and punishment did not affect them in performing English learning.

Concerning students' environmental self-regulated learning strategy, all the five strategies were practiced by the students, namely (1) seeking information strategy; (2) keeping record and monitoring strategy; (3) seeking social assistance strategy; (4) environmental structuring; (5) reviewing record strategy. These strategies were in high level of use or 'usually used' by the students.

Concerning seeking information strategy, the students were reported seeking social information from non-social sources mainly from online sources, movies, songs, and offline dictionary. In keeping record and monitoring strategy, the students made attempts to take note of important events, such as teacher's instruction for homework. However, it appeared that class learning activities did not indicate many events which were supposed to be note taken. Concerning seeking social assistance strategy, the findings uncovered that when the students had difficulties in learning

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English, they preferred to ask for assistance from friends rather than their English teacher in classroom context. Moreover, they also asked for help to adults who were perceived as more competent, such as family members. Furthermore, the students practiced environmental strategy outside the classroom context, in which they managed their study location where they could focus in learning. However, the students reported that they did not really take action in structuring classroom environment to be quiet. The last environmental self-regulated learning strategy that was reviewing record strategy was also demonstrated by the students frequently. The students reported that they made effort in preparing their examination. Since the school did not provide them English textbook, therefore, they just review their notes, and their previous test papers.

5.2 Suggestions

According to the findings and conclusions above, there are some suggestions for teachers and further researchers concerning on students' self-regulated learning.

Firstly, for teachers, it is suggested to be aware of students' self-regulated learning. Moreover, the teachers should help, facilitate, and guide students in utilization of these strategies since students' self-regulated learning are able teachable and can be modified by strategy training. Research has shown that language learners can be taught to enhance their language learning through undergoing strategy training (Chularut & DeBacker, 2004; Hawthorne, 2008; Lee, 2002). The findings also imply a need for English teachers to plan and organize classes in a way that facilitates learners to develop self-regulation. As in Mbato's study (2013), teachers could facilitate students' self-regulated learning by implementing a well prepared lesson study.

Secondly, the suggestions for the further researchers involve several points. Since it appears that there is very limited number of studies on self-regulated learning

in learning English as foreign language in Indonesian context, more studies are needed to be conducted. As has been proposed by Zahidi (2012), students' personal background and English proficiency had been associated with their level of self-regulated learning. Therefore, further study on the relation of students' personal background and English proficiency toward their self-regulated learning should be carried out. Moreover, further research on English classroom practices like the influence of teachers' methods and techniques in students' self-regulated learning can also be conducted. Besides, the researchers may analyze students' self-regulated learning in specific English skills which are reading, writing, listening and speaking skills.

5.3 Limitation of the Study

The study was aimed at providing an understanding of how the students self-regulate their learning in English. However, this study was not designed to be generalized since it has some limitations. First, this study was conducted only on a small size of population there was only one class. Therefore, to generalize the results for larger groups, the study should have involved more participants at different levels of students. Second, although this study had applied several instruments to collect the data such as questionnaire, interview, observation and the analysis of students' written notes, this study has time limitation in its conduction. Therefore, it is considered to be insufficient period to investigate the participants' self-regulated learning behaviors in a series of learning situation. Moreover, as the study was grounded in qualitative approach in which the data analysis was totally based on the researcher, the objectivity cannot be claimed. It means that researcher of this study's comprehension and definition of learning English language will have influenced of how the researcher approached the participants' data to some extent.

However, the findings provide an insight into students' leaning process and self-regulated learning in real-life EFL context. This insight contributes to addressing the problem of low levels of English proficiency among senior high students by underlining the nature of self-regulated learning. Thus, it can help to the identification of pedagogical interventions to improve students' self-regulated learning as well as their English achievement.