

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions and some suggestions for further researchers based on the results of the whole activities done in this research. The conclusions are formulated from findings and discussions of two data collections; questionnaires and interviews. Furthermore, the suggestions are addressed to English teachers, language practitioners, EFL students and further researchers.

5.1 Conclusions

This research focused on revealing the use of various kinds of learning strategies and the way the strategies were employed by EFL university students in accomplishing writing tasks.

Generally speaking, the respondents in this study have deployed the use of various kinds of strategies throughout the writing process; from strategies for selecting the topic, generating ideas to write, organizing the ideas in the written text, and revising the text. The use of strategies is varied in terms of kind of the strategies and the reason of strategy choice and application.

Concerning the variety of the respondents' strategy, it was found that the respondents used cognitive, social, metacognitive, compensation and affective strategies with various frequency of use. The frequently used strategies were the strategies which involves active use of environment and sources that helped the respondents to support their writing task accomplishment. It was further revealed that the differences in frequency of use were influenced by the differences in the respondents' personal preference, consideration, motivation and attitudes.

Regarding the strategy application as well as their consideration in selecting the strategies, findings from this study indicate that the respondents are fully aware of the strategies they use and the reasons for using the strategies. They could explain and describe strategies they use throughout the process of writing. Their explanation clearly show their understanding about what strategies to use in

a particular condition, how and when to use the strategies and why one strategy best suits the condition compared to other strategies.

The different ways of strategy application is a key point of self-regulation. Strategies in regulating one's own learning are broad, teachable actions that learners choose from among alternatives and employ for L2 learning purposes Oxford (2013). Furthermore, strategic describes the way in which self-regulated learners approach challenging tasks and problems by selecting from a repertoire of tactics those which they believe best suit to the situation, and applying those tactics appropriately (Winne and Perry, 2000 in Oxford, 2013).

It can be concluded from the findings that the respondents can be reasonably considered as self-regulated learners. The conclusion is made based on the fact that the respondents, in using strategies for composing their text, can intentionally adjust the strategies to particular context and condition in order to meet their needs and goals of the task. "Self-regulated learners choose appropriate strategies for different conditions, purposes, situations, and settings" (Ehrman, Leaver, and Oxford, 2003 in Oxford, 2013). Furthermore, by the appropriate strategy they mean is the one that (a) addresses the learner's goal or need, (b) fits the learning circumstances and the sociocultural context, (c) works well with the student's learning styles, i.e., general learning preferences, or in some cases helps bring greater flexibility to those preferences; and (d) positively influences learning (Ehrman, Leaver, and Oxford, 2003 in Oxford, 2013).

5.2 Suggestions

In relevance to the findings, discussions, and conclusions of the present study, the following suggestions are intended for English teachers who teach English writing, for the students and for the further researchers.

For English teachers, it is suggested that when designing learning activities as well as the kinds of writing tasks given, the teachers should consider their students' strategies and characteristics, so that they can guide the students to use effective strategies. The activities should accommodate students' preferences in

the use of strategies. This will in turn facilitates the development of the students' English writing ability.

Afterwards, for the students, it is suggested to try out different strategies in order to find ones that fit their preference. It is also suggested that to be able to use the strategies effectively, students should fully engage in and enjoy the process of writing.

Finally, for further researchers who intend to conduct a research on learning strategies in writing task accomplishment, it is recommended to assess the students' writing proficiency as well in order to investigate whether there is a relation between the frequency of use for each strategy categories and the students' writing proficiency.

