

## **CHAPTER V**

### **CONCLUSION, LIMITATIONS, AND RECOMMENDATION**

#### **5.1 Conclusion**

This study aimed to investigate self-regulated learning strategies that students from different achievement tracks employed in writing as well as their perception to the strategies during the process of writing composition.

The concept of self-regulated learning has been formulated for almost 30 years ago and it has gained a widespread interest to many educational fields. Many studies have been conducted on how students self-regulate their learning. Self-regulated learning practice was acknowledged as an effective approach to improve students' academic achievements but not many teachers consider on applying self-regulated learning practice in traditional classroom. Moreover, the role of teachers as a dependent source of knowledge has been considerably reduced as they emphasized more on students' autonomy in learning.

This study concerns on the use of self-regulated learning strategies with the focus of students from different achievement tracks during the process of writing. There has been few studies of relationship between self-regulated learning strategies and academic achievement in EFL writing, specifically in Indonesian context. Therefore, this study attempts to discover self-regulated learning strategies that students from achievement tracks apply in writing activity as well as their response to the strategies.

The result of this study shows that students from different achievement tracks applied most of self-regulated learning strategies during the process of completing their essay, including value encouragement self-talk strategy, self-efficacy self-talk strategy, self-evaluation strategy, organizing and transforming strategy, goal-setting and planning strategy, seeking information strategies, environmental structuring strategies, and reviewing record strategies.

Nevertheless, this research also found that students with lower achievement tracks applied more self-regulated learning strategies than student with higher achievement did. Several strategies were found evident, such as succeed

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encouragement self-talk strategies, and keeping records and monitoring strategies. Furthermore, students with the lowest achievement applied more self-regulated learning strategies, such as self-consequences, and seeking social assistant strategy.

Ultimately, self-regulated learning strategies in writing activity led to positive response toward students as they claimed that the strategies during the activity helped them manage their learning strategies better as well as how it increased their awareness about their learning process, how goal-setting helped them achieve goals, and how comfortable they were when judging learning process and making adjustments. Some students also claimed that they might use the same strategies for future writing assignments. However, students lack of self-confidence as they were mystified by the result of their work whether it was good enough to evaluate.

This study suggests that instructional support of self-regulated learning practice during writing from teacher might be essential to all learners with various knowledge and skills in language since even the smartest students might not be aware of self-regulated learning strategies. Additionally, applying self-regulated learning strategies during writing activity might give positive outcome to students' writing skill in the future if the strategies are done repeatedly.

## **5.2 Limitations**

During the process of this research, several limitations were recorded. The discussion of limitations to this study is provided in this section. Directions for future research concerning self-regulated learning in writing are also suggested.

Firstly, the scope of this study was very limited and specific that the result of the study cannot be generalized as EFL students in general as it was done in a small group of an English Course. Furthermore, self-regulated learning strategies were identified from merely three students. In order to get more reliable and valid results that can be generalized, more participants are needed.

Secondly, the site where the research was conducted considered as an informal educational institution where only limited students registered to the site. Thus, the result of the study could be generally essential to English Course teachers and students only.

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Thirdly, the writing activity was conducted in only 4 weeks which was not enough for self-regulated learning and writing to develop. This in line with Graham and Harris (2005) who emphasizes that developing proficiency in writing process takes a long time and that additional time is needed for learners to develop. Furthermore, developing self-regulated learning also requires a long time because the process of self-regulated learning is a “complex, multifaceted process that integrates key motivational variables and self-processes” (Cleary & Zimmerman, 2004, p. 538). Despite the fact that the result of the study might contribute a promising finding about students’ use of strategies and significant improvement in writing, these findings might have shown only at the beginning of participants’ developing process. For the same reasons, that some students displayed positive outcome and planned to use the same strategies in the future, it was not guaranteed whether they would literally perform the strategies in the future. Moreover, according to Seker (2016) a training program of self-regulated learning is necessary to promote self-regulated learning in classes. This study did not attempt to use the training program as it merely aimed to discover students’ self-regulated learning strategy as well as their improvement in writing without having the outcome that all of the participants become self-regulated learners. Thus, future research is recommended to employ self-regulated learning training program with longer period of time to obtain more complete data of learners’ development of self-regulated learning strategies and writing.

Additionally, from the viewpoints of achievement tracks, the score of each student only showed three kinds of grade (A-, B+, and B). In order to discover better result in comparing students with different achievement, students with grade lower than B are necessary.

### **5.3 Future Recommendation**

The recommendation is delivered as a contribution of betterment of any related studies on self-regulated learning, especially in writing.

Firstly, the recommendation is delivered for teachers who wish to apply self-regulated learning practice in writing. Several preparations are needed such as the lesson plans that need to engage students, models of the text for students, and

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knowledge about self-regulated learning strategies or students to apply during the process of writing. It is also prominent to make sure that students reach all levels of self-regulated learning development as Zimmerman (2000) suggested.

Secondly, relating to the result of the study that investigated self-regulated learning strategies in writing, it is expected to be one of the reading sources for teachers who wish to understand more about students' self-regulated learning strategies in order to promote effective learning process, and students who wish to discover what self-regulated learning strategies are used to promote improvement of academic achievement, especially in writing.

Lastly, future research may elaborate specific aspects of writing and self-regulated learning strategies. The result of this study also is delivered to future researchers who wish to conduct self-regulated learning related research to consider a mixed method research for a more detailed data collection. In addition, further research regarding self-regulated learning and other language skills such as reading, listening, and speaking are potential to be studied as there have been few studies conducted in EFL context.