

## CHAPTER V

### CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

#### 5.1 Conclusions

After analyzing the data, conclusions are drawn as the following:

1. Based on the data analysis of all types data, it was found that the students' English writing using their metacognition into some aspects of metacognition. They are (1) knowing about himself, (2) knowing about the world, (3) knowing about strategy and (4) experience of monitoring. All of that appeared when the students did the writing of "how to plant palm oil three" naturally.
2. The four types of metacognition as described in point one took place in ways which all the aspects properly used are different from the ways the related theory state.
3. The reason why the metacognitive process occur in students' way of thinking because the students knew about their selves of low ability in English because they were aware that they had lack of English. It can be indicated that they didn't study hard in the campus or at home, they waere lazy in reading something especially in English, they didn't even never practice to write English. And also probably they were never to go to English course. So that, they were aware that he got difficulties in writing English text because they still had lack of English especially in vocabulary and they were aware when they were interviewed by their lecturer. And

most of the students were aware about writing “how to plant palm oil three” in four types of metacognition as described in point one.

### **5.2 Implications**

Concerning with the theoretical review and the result of this study, some implications are presented as below:

- 1) The results of this study showed that the students generally didn't aware about their lack of English, the students didn't increase their skill about English. So, for students who want to study and practice English about plantation for more aware and increase the knowledge either in writing or other skills.
- 2) The result of this study also imply that the English students or teachers have to know their metacognition in doing something. It makes them do planning first, control their activities and evaluating what they do now and in the future. So that, everything we want to do, we can do with our expectation and we can reach it in the real life. The better we are aware about something, the greater our ability in doing something especially in English.

### **5.3 Suggestions**

1. Based on the findings that not all aspects of metacognition are used by the subjects, it is suggested that the teachers or lecturers show models of how

to apply all the aspects of metacognition and provide enough practices of using these aspects in reaching their goals especially in English writing.

2. In order to encourage the students to use the metacognition aspects in correct ways as required by the theory, the teachers or lecturers should also show of how to use all the aspects correctly by being a model first and by having the students practicing it and by directing the students to focus on the ways in which all the aspects properly used.
3. It is suggested to ESP lecturer to always update, revise and suit the teaching materials to movement of world and find out the best strategy and media to develop teaching ESP for plantation students. So it makes students aware in studying and practice it well in English. Then, there is no reason for students to say that they had lack of English because they were never go to English course.