

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the analysis, the conclusions were stated as follows:

1. Most of the students did self-regulated learning activities with the level of frequency of use sometimes namely goal-setting (93%), environmental structuring (40%), self-evaluation (70.5%), task-strategies (40%), help-seeking (83.3%), and time management (50%).
2. The reasons why the students did self-regulated learning in learning writing as they do were: 1) Goal-setting (personal factor), 2) Environmental structuring (environmental factor), 3) Self-evaluation (behavior factor), 4) Task-strategies (personal factor), 5) Help-seeking (personal factor), 6) Time management (personal factor).

B. Suggestions

In relation to the conclusions, suggestions were offered as follows:

1. Teachers are expected to recognize self-regulated learning activities in learning writing to help students reach their goals. The teachers can embed self-regulated learning activities into learning activities and facilitate them in implementing it.
2. Students are expected to practice self-regulated learning activities consistently to achieve their goals.