

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

After collecting the data and analyzing the result of the research. The researcher drew some conclusions and suggestions in learning narrative writing through self-regulated learning strategies.

A. Conclusions

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

1. Learning to write narratives using self-regulated learning strategies can help students learn to write. Learning to write narratives using self-regulated learning strategies is still effective for the Grade X at MAN 1 Medan. The students did self-regulated learning strategies based on six subscales, namely Goal-setting, where students demonstrate the skill of setting goals for writing assignments. Environmental-structuring, which shows high self-regulation abilities in terms of isolating oneself from noise to study comfortably based on environmental structuring aspects. Self-evaluation, indicating students' ability to monitor their writing assignments and by monitoring their narrative writing progress. Task-strategies, students really did outlines before writing. Help-seeking, students did technology to find sources. Time-management, students really planned to prevent study time problems and students manage time for writing assignments.
2. The obstacles faced by students in learning to write narratives using self-regulated learning strategies were that students at MAN 1 Medan had problems in writing narratives through self-regulated learning, especially in

grade ten when learning English they experience problems in writing texts. The obstacle factors are that students have difficulty in organizing and changing words and lack of mastery of vocabulary, students lack opinions about what they write, students assess the results of their writing skills as poor because they are not able to put words together. Students are disappointed with suggestions for improvement given by friends, for example it turns out that the results of their own writing are of higher value compared to the results of writing revised based on suggestions given by friends, this makes the students' writing results worse, students admit that they have difficulty in composing English texts or sentences well and Correct. Students often forget the formulas that have been planned for the material they are working on even though there are notes written because the study time they have managed has long passed.

B. Suggestions

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

1. The English teachers are expected to recognize the self-regulated learning strategies in learning writing to help students reach their goals and the teacher should be easier to open students' imagination. The teachers can embed self-regulated learning strategies into learning activities and facilitate them in implementing it.

2. Students are expected to practice independent learning strategies consistently to achieve their goals. Apart from that, students also have to increase their vocabulary by memorizing vocabulary, watching English films and listening to English music, to make it easier for students to write.
3. For other researchers, the researcher hope to raise similar topics but with different theories.

