CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher confirms the results of data analysis which have been done in the previous chapter. In this section, the researcher presents the conclusions that answer the research questions. Furthermore, the section offers recommendations for future researchers regarding to this field in depth.

A. Conclusions

Based on the results presented in the previous chapter, this research draws conclusion regarding the two main focuses: the self-regulation strategies and the process of self-regulation.

1. To answer the first research question, the researcher concluded that while strategies, such as repetition strategy, mastery self-talk, and help-seeking are commonly used among students, other strategies are less frequently employed. The findings reveal that the majority of these students employ specific strategies for each aspect of self-regulation strategies; cognition, motivation, and behavior.

2. As for the second research question, the researcher concluded that the process of self-regulation of the eleventh-grade students at SMAS Amir Hamzah Medan is weak or remains at a basic level, not meeting the criteria to be considered as self-regulated learners. Students do not demonstrate all aspects in each phase. They primarily focus on task completion and self-motivation, but this alone is insufficient. The phases

of forethought, performance, and self-refection should be integrated to achieve an effective learning process. In conclusion, they cannot be classified as self-regulated learners.

B. Suggestions

From the conclusion presented above, researcher would like to give come suggestions related to this research.

a. For the students

Students are able to manage themselves by emphasizing the importance of self-regulation for their academic performance. Self-regulated learning helps students stay focused on their goals and organize their learning process. Each student may have a different mindset. However, they must become independent learners to achieve future success. According to this research, students are capable of developing the effective self-regulation, which can increase their confidence in learning new things in the future.

b. For the teachers

Teachers can help learners to set appropriate and feasible goals. They play a key role in emphasizing the importance of self-regulation for lifelong learning and academic success. Teachers encouraged students to stay motivated and be clear in setting goals. Students need guidance from their teachers to understand their needs and become aware of their learning development. Effective self-regulation, which is essential for students, should be developed by teacher to help student recognize their academic and learning progress. In other words, this research suggests that teacher must focus on providing students with time to

reflection, ensuring they receive the necessary feedback and evaluation. Additionally, teachers are encouraged to create an environment where students feel comfortable expressing their opinions, preferences, seeking help, and all of which contribute to fostering self-regulation.

c. For future researchers

Future research could expand upon the findings of this research by examining self-regulation in relation to various other factors. For instance, future studies might explore how self-regulation differs among low-achieving and high-achieving students. Future research could also consider the extent of students' preference for learning English. Additionally, next researchers could investigate how different instructional methods employed by teachers influence students' self-regulation.