

## **CHAPTER V**

### **CLOSURE**

This chapter is the final chapter of the thesis entitled " Self-Regulated Learning of EFL Student' Thesis Writing: A Narrative Inquiry Design". In this chapter, the author presents the conclusions obtained from the research results and provides suggestions which are expected to serve as guidelines for further research.

#### **A. Conclusion**

The conclusions presented in this chapter are a summary of the findings that have been explained in detailed in the previous chapters.

1. The self-regulated learning process used by EFL students in writing their thesis involves a three main phase. First, forethought phase include task interest, goal setting and planning. Second, performance phase which students organize the learning environment and utilize resources and third self-reflection phase, students evaluate themselves and reflect after completing the task.
2. EFL students used various self-regulated learning strategies, which included cognitive, metacognitive, management, and motivational strategies in writing their dissertations.

## **B. Suggestions**

The researcher presents recommendations for the lecturer or teacher based on the aforementioned findings. Additionally, the researcher suggests further research.

1. This study shows that effective implementation of Self-Regulated Learning strategies can assist EFL university students in navigating the complexities of writing their thesis. Participants demonstrated the ability to overcome challenges, understand research theories, and achieve their academic goals through the use of appropriate learning strategies. In consequence, educators are obliged to assist students in developing greater self-regulation in their English learning, particularly with respect to writing their thesis, which must be accomplished in order to fulfill the bachelor's degree requirements.
2. For further research, it would be beneficial to expand the sample coverage, consider variations in context and integrate qualitative and quantitative approaches to gain a more comprehensive understanding. Besides that, a further examination of the contextual factors influencing the utilization of self-regulated learning strategies is recommended, including an investigation of the impact of institutional policies, the provision of supporting technology, and the characteristics of students.