

## CHAPTER V

### CLOSURE

#### A. Conclusion

In this chapter, the researcher presented the conclusions and study suggestions for the people involved and other researchers for possible further studies in similar fields. First, the researcher provided conclusions from the discussion described in the previous chapter. After that, the researcher considered the findings, discussions, and conclusions to develop suggestions for the implementation of the SRL method in class.

##### 1. SRL Strategies Used Among First-year English Students in Learning

Based on the results of the discussion, it can be seen that of the 11 strategies, there are (self evaluation, set and change, setting goals and planning, searching for information, noting important things, monitoring self-progress, self the environment learning, self consequences after doing the task, repeating and remembering, seeking social support, and checking or repeating notes or tests) only 5 strategies were used by students in class there are set and change, searching for information, noting important things, repeating and remembering, checking or repeating after task. From 11 kinds of strategies that students use in learning with various strategies that are different for each student depending on how the students implement them. Of course, with the SRL strategy, students are more focused and have guidance in learning, students are more helped because of SRL, where students can manage study time, pay more attention to academic achievement, and evaluate the learning process which will later be implemented for future learning.

##### 2. Learning Motivation of First-year English Students in Learning

First-year students English students feel that things motivate them to learn SRL because they experience for themselves the benefits they feel after using SRL as a reference in learning, things that first-year English students feel in motivating themselves are because of self-confidence in their ability to organize, values it is

instilled in students that they are confident in their abilities and their learning process. From this statement, it meets the criteria for four aspects ( self-efficacy, goals, value and attribution) in students learning motivation in applying the SRL method, this is what encourages students' willingness to implement SRL strategies in their learning process. It is known that SRL has many positive impacts on students.

## **B. Suggestions**

Related to data presented above, which is collected through observation and interview, the researcher has some suggestion which will be useful sometime for SRL strategies used by first-year English students in learning and Learning motivation of first-year English students in learning.

### 1. For the students

SRL strategies can help increase potential students in directing their learning by arranging their study scedhule, set learning targets and search for the information needed independently so that students are able to participate avtively and take more initiative in understanding how to develop their potential himself in achieving his targeted goals.

### 2. For the lecturer

It is hoped that lecturers can help and direct students to apply SRL more in class and outside of class to guide students in improving students academic achievement, where the role of SRL is very important in learning, because independence and learning initiative are very necessary in college.

### 3. For the next researcher

For the next researcher, the results of this study can be used as references related to types verbal and non-verbal communication, the reseracher hopes the researcher hopes that further reserach can get more information from this research.