

## **CHAPTER 5**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusion of each research question and also the suggestions for any parties interested in this issue. A discussion for further study due to the limitation of the present study is also presented.

#### **Conclusion**

The findings of the first and the second research questions show that the students taking speaking C course had various metacognitive strategies during their learning process in conventional and virtual learning. Their declarative knowledge affected their procedural and conditional knowledge on the way they saw their own participation in the class, the way they understood the learning materials, the way they prepare for the tasks individually or in group, and the way they developed their speaking skills.

Particularly for the online learning, the students were aware that they had to prepare media and internet quota to support the learning in order to learn effectively in every class discussion. In spite of the lack of effectiveness that few students found during having the online learning of this course, more students felt the good atmosphere in learning in speaking class virtually made them more courageously to speak up their opinion compared to when they had to do face to face speaking in the classroom. However, when the class was conducted virtually, students did not get effective chance to practice talking in English with their friends directly outside the class compared to when the class was conducted in classroom.

Based on the findings about the metacognitive strategies applied by the high, middle, and low achievers, the study shows that the deployment of students' metacognitive strategies is based on their own situation such as their understanding about the task, their goal and their need. All group from different level of achievements applied all the metacognitive strategies as proposed by O'Molloy and Chamot (1990) in which there were advance organizers, directed attention, selective attention, functional planning, self-management, self-monitoring, and self-evaluation. The difference is in the comprehensiveness in deploying the metacognitive strategies in the preparation stage, and also in monitoring stage, where the higher achievers were more conscious about performing as expected compared to the lower achievers. In the evaluation stage, there was no significant difference between the high, middle, and low achievers in thinking of what they had done.

High achievers confirmed that they had deeper metacognition compared to the middle achievers, and the middle achievers confirmed that they had better metacognition compared to the low achievers. All the students from every level of achievement tried to be responsible, yet the level of the responsibility was different. The highest one had by the high achievers and the lowest one had by the low achievers. While in terms of confidence, the high and middle achievers generally were more confident than the low achievers.

### **Suggestion**

There are some recommendations given for English teachers, students, and also for further study.

**For English teachers.** University students as the participants of this study are more mostly more independent than the ones of the lower levels because they are more experienced and their learning is not fully supervised by the lecturer. For that, English teachers of the lower levels are expected to teach students about having metacognitive strategies to increase their awareness in regulating their own learning, to understand the materials, and to finish the tasks. When students have metacognition, they would be more independent in regulating their learning and would show better result compared to those who have low awareness.

**For students.** Students are expected to have awareness about how they should learn, and when and why they should apply a particular strategy in learning. Students are also expected not to be ignorant in every learning circumstance they had to go through. When there are speaking task given in which students had the authority to choose a particular topic, they are expected to choose the one they are interested in, so it could ease them in developing their work. In facing a language assessment, the students are expected to read the grading rubric thoroughly especially on the aspect that give them the most feedback. Students should realize that grading rubric actually give them hints about how they should develop the content of their work as well as to perform it if it is required.

**For regulator of education policy.** Since the present study support the findings of the previous studies that students who have higher metacognition do well in achievement test, metacognitive strategies are better introduced to students since very basic level. Teachers of every school subject are suggested to teach students to be responsible of their own tasks and to set how, when, and why they should learn. When students learn to be aware of their tasks and learning since young age, they can grow their awareness or be more matured in taking care of the learning as they get to the higher level of education. This actually impact not only to the way they regulate their learning but also to they way they regulate their thought about anything in their lives.

**For further study.** The same topic can be conducted to any level of students (primary university pre-university) in learning English or in learning any other subject. For the investigation, students should be freed in expressing their experience in any language they want either in questionnaire or in interview. When they are freed to express their thoughts, they could be better in digging and pouring their experiences and thoughts in the language they are comfortable with.

Regarding the limitation in conducting the stimulated recall interview in this present study, further study is expected to do a more substantial interview if it uses students' videos. If further study also plans to use students' video as a stimulation in digging out their inner voices, and the interview is done virtually, the students should be asked to be the ones who play and pause their videos for telling anything they think in a particular scene when they say or do something as recorded in the video. If they are the ones who do that, they might give truer responses than if the video is played and paused by the researcher or interviewer.

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