CHAPTER V

CONLUSION AND SUGGESTION

This chapter presents the conclusion and the suggestion of the research. The explanation presents as below:

A. Conclusion

The conclusion of this research explains below:

1. The finding result shows that the most used learning strategy among paragraph writing students at English Education Department UIN Sunan Ampel Surabaya is metacognitive strategy with total usage 23 of 50 total participants. It means, 23 participants from the total 50 participant, almost half of second semester students of paragraph writing class use metacognitive strategy. Furthermore, it based on the six characteristics from the total eleven characteristics of metacognitive strategy. They are overviewing and linking with already known material, delaying speech production to focus on listening, pay attention, identifying the purpose of a language task, seating goals and objective, and also organizing. The detail finding result is presented in Chapter IV. Moreover, the questionnaire cited on *appendix 1*. While the result presents on *appendix 2,* and the assessment shows on *appendix 3*.

2. Considering the second research question, the finding result proves that the writing ability considering the micro- and macroskills of paragraph

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writing's students is partially meet standard. It means the microskills and macroskills of paragraph writing students is fair. Due to there are students of paragraph writing class having good microskills but poor of macroskills. In the contrary, there are students having good macroskills but the microskills is poor. Furthermore, Those result proved by the total average of their writing that is 3.66 (scale 5,00), which is an indicator as partially meet standard's requirement. Another proof, the score of students' work, which is figuring out partially meet standard, is 23 of total 50 participants who are using metacognitive strategy as their learning strategy. In addition, the detail finding result of is shown on Chapter IV. Considering the writing document as the data collecting technique presents on appendix 4. Whereas, the assessment describes on *appendix 4*, and the result shows on *appendix 6*.

B. Suggestion

1. For the students

Based on the finding result, there is a reason related to the student. Sometimes the students do the writing assignment wherever they are without considering the strategies. Thus, by using that SILL Questionnaire expected them to know the kinds of strategies and which one they prefer to use it.

2. For the lectures of language learning psychology

Related to the finding result, the researcher suggests the lecture of language learning psychology in English Education Department to inform

their students about that learning strategy. Moreover, paragraph writing is the basic writing. By knowing and informing kinds of learning strategies early expected them to help build their consciousness of writing correctly.

3. For other researcher

In the process of doing this thesis, there are many weaknesses. Considering the learning strategy, there is a lot of instrument other than SILL strategy such as communicative strategy, compensatory strategy, and avoidance strategy. Hopefully, they are able to research one of those kinds of learning strategies which are have fewer part rather than SILL strategy which is has six parts. Another one, in term of the way identify that learning strategy it is simpler rather than SILL strategy, which is contains of 50 questions.

Others, in term of English skills the researcher suggests the new researcher in order to select the other skills as like reading, listening, or speaking. Finally, the researcher hopes that this thesis brings benefits to all aspects of UIN Sunan Ampel Surabaya in generally. While in particular give advantages for English Education Department students, the readers, or the new researchers.