

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Learning is a process that causes changes in students' behavior, knowledge, and skills through experience and interaction with the environment. Based on the findings of this qualitative study, it can be concluded that the implementation of social learning at SMA Negeri 4 Kupang has a positive role in supporting students' self-regulation. Social learning activities allow students to learn through observation, interaction, and modeling, both from teachers and peers, which encourages students to be more active and involved in the learning process.

The findings indicate that social learning helps students develop self-regulation in learning, such as setting learning goals, managing time, controlling learning behavior, and evaluating learning outcomes. Students show better awareness of their learning responsibilities and are more motivated to complete learning tasks. Although some students still experience difficulties in applying self-regulation consistently, social learning provides opportunities for students to practice independent learning and develop positive learning habits.

Therefore, it can be concluded that the implementation of social learning contributes positively to improving students' self-regulation and supports the improvement of the overall learning process at SMA Negeri 4 Kupang.

Based on the theories and previous studies discussed in this research, it can be concluded that self-regulated learning plays a crucial role in students' learning achievement. Self-regulated learning enables students to plan, monitor, and evaluate their own learning processes effectively. The theoretical framework emphasizes that students who are able to manage their time, control their emotions, organize learning activities, and maintain motivation tend to achieve better academic outcomes. This is consistent with previous studies which indicate that self-regulated learners demonstrate higher independence and responsibility in achieving learning goals.

Furthermore, the literature review supports the idea that self-regulated learning strategies significantly influence students' success in both online and offline learning contexts. The application of self-regulated learning helps students overcome common learning problems such as disorganization, distraction, lack of motivation, and emotional instability. Therefore, strengthening students' self-regulated learning skills is essential to improve learning achievement. This conclusion reinforces the theoretical assumption that self-regulated learning is not only a learning strategy but also a key factor in developing effective and sustainable learning behavior. Based on the theories and previous studies discussed in this research, it can be concluded that self-regulated learning plays a crucial role in students' learning achievement. Self-regulated learning enables students to plan, monitor, and evaluate their own learning processes effectively. The theoretical framework emphasizes that students who are able to manage their time, control their emotions, organize learning activities, and maintain motivation tend to achieve better academic outcomes. This is consistent with previous studies which indicate that self-regulated learners demonstrate higher independence and responsibility in achieving learning goals.

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Based on the research methodology used in this study, it can be concluded that the descriptive qualitative approach was appropriate to explore students' self-regulated learning in learning English at SMA Negeri 4 Kupang. This research aimed to describe the learning phenomenon as it naturally occurred in the school environment without any manipulation. By using observation, interviews, and open-ended questionnaires, the researcher was able to collect detailed and

meaningful data related to students' learning behaviors, learning strategies, and their experiences in managing their learning. These data helped the researcher understand how students plan, organize, and control their learning activities in achieving their learning goals.

Furthermore, the use of total sampling involving 30 students allowed the researcher to obtain comprehensive information from the entire population. This sampling technique ensured that all students had equal opportunities to express their experiences and opinions related to self-regulated learning. Through this methodological process, the researcher gained a deeper understanding of the real conditions faced by students in learning English, including the challenges and obstacles they experience. Therefore, the research methodology supported the validity of the findings and helped the researcher draw conclusions that reflect the actual learning situation in the field.

Based on the findings of this qualitative study conducted at SMA Negeri 4 Kupang, it can be concluded that the implementation of the social learning method plays an important role in promoting students' self-regulation. Through social interaction, observation of peers, and modeling provided by teachers, students were encouraged to manage their learning behavior more effectively. The data obtained from observations, interviews, and documentation indicate that students learned not only from instructional materials but also from observing and interacting with others in the learning environment. This process helped students develop responsibility, self-awareness, and the ability to control their learning activities independently.

Furthermore, the findings of this study are in line with social learning theory, which emphasizes learning through observation, imitation, and interaction with others. The implementation of the social learning method allowed students to observe positive learning behaviors demonstrated by teachers and peers. As a result, students became more motivated to set learning goals, monitor their progress, and evaluate their learning outcomes. However, the level of students' self-regulation varied among individuals. These differences were influenced by internal factors such as learning motivation and self-confidence, as well as

external factors such as teacher support and classroom environment. This indicates that the social learning method should be applied flexibly according to students' needs and learning conditions.

In conclusion, the implementation of the social learning method at SMA Negeri 4 Kupang provides positive contributions to the development of students' self-regulation. This method supports a more interactive and student-centered learning process and encourages students to become more independent learners. The findings of this study are expected to serve as useful input for teachers in selecting appropriate teaching methods to enhance students' self-regulation. In addition, this study may also be used as a reference for future research related to social learning methods and self-regulation in different educational contexts. Therefore, it can be concluded that the social learning method is an effective approach in promoting students' self-regulation.

5.2 Suggestions

Based on the conclusions above, the researcher provides the following suggestions:

1. For Teachers:

Teachers can play an important role in improving students' self-regulation by using social learning methods. By facilitating community-based learning activities, teachers can help students increase their awareness and independence.

2. For Students:

Students can take advantage of opportunities to participate in community-based learning activities to increase their awareness and independence. By developing their self-regulation skills, students can improve their motivation to learn and achieve better academic goals.

3. For Schools:

Schools can consider integrating social learning methods into their curriculum and daily learning practices. By providing adequate resources and infrastructure, schools can ensure that social learning methods are implemented effectively.

4. For Future Researchers:

Further research can be conducted to determine the effectiveness of social learning methods in improving students' self-regulation in different contexts. By doing so, researchers can help increase understanding of how social learning methods can be used to improve students' self-regulation.