

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

This final chapter is divided into two parts. The first part presents the conclusion of the research. It sums up the main points which have been discussed in the previous chapter. The second part provides some suggestions which will be more useful for improving the teaching materials and strategies for SAC Independent Learning and Structure.

#### **5.1 Conclusion**

This research was conducted to know whether there is a significant correlation between SAC Independent Learning and Structure achievement. After analyzing and examining the results of the study, the writer can conclude that in general, there is a positive correlation between SAC Independent Learning and Structure Achievement. It is true that there is no significant correlation between SAC Independent Learning and Structure achievement for the first half of the semester because the coefficient correlation was only 0.207 which are lower than the r table. It happened since many of the students did not complete the exercises given by the SAC. However, after the students had completed the before-final-

term exercises, their scores increased and this made the correlation coefficient become 0.525 and significant.

Since  $r (0.207) < r^t (0.288)$ ,  $H_0$  is accepted and  $H_a$  is rejected for the first half of the semester. For the second half of the semester,  $r (0.525) > r^t (0.288)$ ,  $H_a$  is accepted and  $H_0$  is rejected. Therefore, there is no significant correlation between SAC Independent Learning and Structure achievement for the first half of the semester but then the correlation increased in the second half of the semester that makes the correlation significant.

That some students did not complete the before-midterm exercises in the SAC is the main reason of the insignificance of the correlation between SAC Independent Learning and Structure achievement for the first half of the semester. The students thought that there were too many exercises given but the time was not enough. Consequently, their scores of SAC Independent Learning bad. In addition, many students found difficulties in doing the SAC Independent Learning exercises.

However, there are three major reasons why the correlation becomes significant after the midterm test. The first is because the students have been accustomed to learn independently. In addition, the

lecturers always remind them. At last, a peer pressure makes the students motivated to complete their exercises.

## **5.2 Suggestions**

In this section, the writer provides some suggestions concerning the results of the study. The suggestions are addressed to three different parties; the students, the SAC and lecturers, and next researchers.

### **1. Suggestions for the students:**

The results of this study show that at the second half of the semester there is a significant correlation between Structure and Independent Learning after students have completed all of the exercises before the final term test. Therefore, the students need to do independent learning more seriously to improve their Structure mastery.

### **2. Suggestions for the SAC and lecturers:**

The students taking Structure I were new students who are not accustomed yet to independent learning. Therefore, the SAC needs to cooperate with the lecturers to keep explaining to the

students how to conduct an independent learning, monitor the progress of the students, and evaluate them.

3. Recommendations for further researchers:

The writer recommends that further researchers find whether the result would be similar in the two other laboratories of the English Education Study Program: the Digital Language Laboratory (DLL) for listening and the English Department Reading and Writing (ED-R2) Laboratory for writing, two skill subjects that also conduct independent learning for the students. Also, finding the students' learning habit and/or time management and motivation in relation to the scores of both/either the independent learning and/or the examinations leaves a spacious room for discussion whose results can be used not only to improve the teaching and learning process, but also to help students be aware of any factors influencing one's success. In addition, since the writer only distributed the questionnaire to the students, it is suggested for further researchers to also interview the lecturers to know their opinion.

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