CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on SPSS program and manual with the score (0.120), the researcher found that both self-regulated learning and students motivation in learning English at English Study Program Islamic University of Indragiri were at a very low level, with a correlation score of 0.120. The mean scores (97.4 for self-regulated and 80.2 for motivation) placed both variables in the "rarely" category, showing that self-regulated learning contributed minimally to motivation and had no significant statistical relationship. The observed "r" value was below the critical values at both 5% and 1% significance levels, leading to the rejected of the alternative hypothesis (Ha) and the accepted of the null hypothesis (Ho). These findings, supported by Febiyana et al. (2025), indicate that factors such as the campus environment, teaching methods, personal goals, or peer support likely had a greater impact on motivation, as self-regulated learning and motivation were not significantly correlated or mutually influential.

B. Suggestion

Based on the findings above, the researcher would like to assert her suggestion to the students, lecturer, and future researcher, there are:

1. Students will be expected to find more diverse sources of learning motivation, not only relying on self-regulation skills but also through a

2. supportive learning environment, social interactions, and clear learning objectives.

3. Lecturers will be able to provide more interactive learning strategies that align with students' needs to enhance both their self-regulated learning and motivation in learning English.

4. Future researchers will be able to use other variables that may have a greater influence on motivation in learning English, such as teaching methods, learning environment, or other psychological factors.