

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions that can be drawn from the findings and discussions of this present study. Suggestions for future researchers, EFL teachers, and people who concern with EFL learning and teaching are also offered in this chapter.

5.1 Conclusions

Based on the findings and discussions, several conclusions can be drawn as follows:

First, there are some differences between the learning strategies used by the successful EFL learners in the classroom and those outside classroom.

Second, this present study supports the previous studies. The successful EFL learners in this present study had some of characteristics reported by the previous studies (Ellis, 1994 in Gregersen et al., 2001; Gregersen et al., 2001; Pearson, 2003; and Rubin & Thompson, 1982, in Brown, 2001).

Third, the learning strategies that need to be highlighted are the 10 most frequently used learning strategies in classroom, those outside classroom, and the most chosen strategies as the most useful strategies. That is because those strategies are the strategies that were used by most successful EFL learners. They very possibly have contributed to the success of language learning of most

successful EFL learners at SMKN 1 Cimahi. Thus, the strategies may be applicable to other EFL learners to gain success in EFL learning.

Finally, from the findings and discussions concerning with the most useful strategies, most successful EFL learners obtained many advantages from learning strategies or activities that gave them plenty of input and involved their audio and visual devices such as using songs and watching movies.

5.2 Suggestions

After completing this present study and drawing the conclusions from the findings and discussions, several suggestions are offered for future researchers, EFL teachers, and others who concern with EFL learning and teaching.

The researcher of this present study acknowledged that this present study has some limitations. First, in identifying successful EFL learners to be assigned as respondents, the researcher only relied on their English teachers. The English teachers themselves relied on the current assessment of the students only. Second, in investigating language learning strategies, the researcher only used questionnaire not other instrument, while interview was used to investigate in-depth about the most useful strategies.

Therefore, future researchers of the similar subject should conduct a better study with a better research methodology and better and more data collection instruments. In addition, future researchers can conduct other studies relating to learning strategies such as learning strategies of successful EFL readers, learning strategies of successful EFL speakers, learning strategies of successful EFL

listeners, or learning strategies of successful EFL writers; so, learning strategies relating to specific language skills can be discovered.

Second, it is expected that EFL teachers, after knowing the findings of this study, introduce the crucial strategies to their students. Encouraging and training the students to use the strategies would be very beneficial.

Third, everyone who concerns with EFL learning and teaching may use these findings of the present study to develop English language teaching. Also, if there is someone who asks about how to be successful in English learning, the learning strategies found in this study can be offered as the answer to his/her question.

5.3 Summary

Some conclusions that can be drawn from the findings and discussions have been informed. Some suggestions have been also offered to future researchers, EFL teachers, and people who concern with EFL learning and teaching.