CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

The previous chapter has presented the findings and discussion of the relationship of learners' beliefs about language learning, learners' use of learning strategies and learners' language proficiency in a senior high school in Subang. This chapter presents the conclusion and recommendation of this study. This chapter is divided into two sections: conclusion and suggestions. The conclusion of this study is based on the findings and the discussions in the previous chapter. And suggestion is addressed for future researches as well as English teachers in related topic.

This study concerns with the relationship of learners' beliefs about language learning, learners' use of learning strategies and learners' language proficiency in a senior high school in Subang. The purpose of this study is to investigate whether or not there is significant correlation on the relationship of learners' beliefs about language learning, learners' use of learning strategies and learners' language proficiency in a senior high school in Subang. The data about leaners' beliefs was obtained through Beliefs About Language Learning Inventory (BALLI), the data about learning strategy was obtained through Strategy Inventory for Language Learning (SILL), and the data about language proficiency was obtained from test scores of the students.

The data about learners' beliefs shows that the participants have overall strong beliefs, and "motivation and expectation" is the category with the highest score, indicating that the participants are highly motivated and have high expectation in learning English. Meanwhile, the data about participants' learning strategies reveals that they sometimes use learning strategies, and that "metacognitive strategies" are the strategies they use the most.

Regarding the relationship between learners' beliefs and learning strategy use, this study discovered that there is significant positive correlation between overall BALLI and overall SILL. This means the level of one variable is significantly related to the other variable, thus if the participants' beliefs are getting stronger, they significantly use more learning strategies, and is the participants' beliefs are weaker, they significantly use less learning strategies. This result is similar with many previous researches that showed that learners' beliefs and learning strategies have significant positive correlation.

Comparing the categories of BALLI and the categories SILL, some significant positive relationships are found in the following categories: beliefs about nature of language learning with compensation strategies, metacognitive strategies, social strategies and overall SILL; beliefs about difficulty of language learning with compensation strategies, metacognitive strategies, social strategies, overall SILL; beliefs about motivation and expectation with memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, social strategies, and overall SILL. Overall BALLI with compensation strategies, metacognitive strategies, social strategies and overall SILL.

On the other hand, different result was discovered concerning the relationship between learners' beliefs and language proficiency. The correlation between these two variables are positive but not significant, therefore the stronger the participants' beliefs are, the more they become proficient but this increase are not significant. In other words, the participants' stronger beliefs do not automatically indicate significant better language proficiency. However, the participants' language proficiency has a significant positive relationship with one category of BALLI, that is, the beliefs about the nature of language learning, so if the participants' beliefs about the nature of language learning are stronger, their language proficiency level is significantly better.

The same result is shown on the relationship between participants' use of language strategies and their language proficiency. The correlation between these two variables are positive but not significant, the more the participants' use of

learning strategies, the more they become proficient but this increase are not significant. In other words, the participants' higher use of learning strategies does not automatically indicate significant better language proficiency.

5.2 Suggestions

This study employed a quantitative design by comparing the result of questionnaires and test scores. For future studies, the author recommended the other researchers to use qualitative methodology, such as interviews, classroom observations and diary analysis to gain a deeper examination and information regarding the relationship between learners' beliefs about language learning, learners' learning strategies, and learners' language proficiency. Furthermore, future researches are suggested to use larger sample so the result can be more generalized to larger population or learning context.

Some pedagogical implication may be suggested based on the findings discovered in this research. The result of the questionnaires of SILL showed that the level of strategy use of the students was on medium category, therefore teachers should help the students to employ more strategies and to use these strategies more frequently and more effectively whenever possible, so their learning becomes more efficient learning and produces better outcomes.

In addition, the teachers should also note the relationship between learners' beliefs and learning strategies and the relationship between learning strategies and language proficiency, both of which are not significant. The teachers should utilize students' level of beliefs, which is high, and learning strategy use into producing better influence for their learning, so their language proficiency will be significantly better in accordance with their beliefs and learning strategies.