CHAPTER 5
CONCLUSION AND SUGGESTIONS

This chapter elaborates the conclusion of this present study and several recommendations for the betterment of further study. These two aspects are presented in the following sections.

5.1 Conclusion

This study investigated pre-service teachers’ perceptions of EFL learning strategies and how they taught the strategies in their English classroom. The study revealed that the perceptions of EFL learning strategies influence the instructional practices. In facilitating the students to get better English learning outcomes, introducing cognitive, memory, and metacognitive strategies is of great priority.

EFL learning strategies are taught implicitly through language tasks. For example, the teachers provide their students with opportunities to memorize English vocabularies by applying visual (the use of flashcards or images) and physical activities (running dictation, whispering words, doing touch and go games) or asking the students to remember and mention the words repeatedly. Afterwards, metacognitive strategies are better introduced when it comes to regulating their learning process, such as asking the students to pay attention to other learners to focus on listening.

5.2 Suggestions

The results of this recent study give some implications to the course designers. Firstly, the notion of language learning strategies should be integrated into English curriculum because of two reasons: 1) The strategies are believed to make English acquisition easier, more effective, and more successful. 2) The use of language learning strategies can promote students’ learning autonomy, like being able to determine learning objectives, to define the contents and their progress, to select methods and techniques, and to evaluate the procedures of acquisition.
Thereafter, it is better for English teachers to design teacher training programs which encourage the pre-service teachers to introduce a great number of learning strategies in their teaching practices, and provide them with opportunities to reflect on their experience in applying the strategies. Similarly, the teacher supervisors should give strategy training to the teacher candidates to improve their preconceived ideas about English teaching and learning by integrating language learning strategies.

This study also leaves some gaps for further study. The following research is highly suggested to involve more participants, since the current study merely involved three pre-service teachers teaching English in one level (mostly in 7th grade of Junior High School). The reason why the participants for further study should vary is to acquire more findings and to provide a more comprehensive framework regarding how to share EFL learning strategies with students.

In the similar vein, since the findings of the recent study reported that the practices of teaching English to young learners still gave no explicit strategy training (not explaining the purpose of language task and evaluating preferred strategies for completing the tasks), it is advisable that further study need to conduct action research focusing on teaching EFL learning strategies explicitly to the students.