

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Arikunto defines conclusion as the result of research processes that is based on the data gathered (2002:310). Therefore, conclusions in this study are the answers to all of statements of the problems, which are based on the data that has been collected. The content of conclusion is in the same amount of problems. While, suggestion is directed especially to English teachers of vocational school as well as the readers. It also suggests a guide for further study.

A. Conclusions

The students employed various language learning strategies with moderate frequency overall (mean 2.85, SD 0.61). It indicates that Business and Tourism Vocational School students in SMK Negeri 3 Bandung typically employed the strategies at a medium frequency since almost three quarters of the students (71,11%) used language learning strategies in the range between mean of 2.65 and 3.31.

Furthermore, metacognitive strategies were the most frequently used category of strategies (mean 3.13). This indicates that they relatively know how to coordinate their own English learning process. On the other hand, social strategies were the least frequently used (mean 2.62). It seemed that the students rarely employed the strategy of cooperating with others in using English language. In other words, they employed non-communicative strategies more often. Between them by order of descending

frequency are cognitive strategies (mean 2.94), affective strategies (mean 2.92), compensation strategies (mean 2.83), and memory strategies (mean 2.65).

In accordance with the strategies they used, students' English proficiency as measured by TOEIC shown that they were categorized into Novice level. (mean 250, SD 67.19). This means that their English proficiency is still far from the expected result. According to vocational school curriculum, Novice level is equal to standard competence that should be mastered by the first grade students. In contrast, third grade students' English proficiency is expected to have an Intermediate level of TOEIC scores. In addition according to Educational Testing Service's guidelines of scores interpretation (in Tedjo, 2007), the international job market would put them in the positions which do not much deal with other people, such as administration clerk, building maintenance, electrician, laboratory technician, and so forth.

Furthermore, the relationship between language learning strategies employed and English proficiency as indicated by the students' TOEIC scores showed that statistically there was a significant positive correlation between these two variables ($r=0,173$, $p=0.022$). It means that the increase in employing language learning strategies is followed by the increase of students' English proficiency as indicated by their TOEIC scores. However, the interpretation of correlation was very small. This is also indicated by the low contribution (3%) of language learning strategies employed by the students to their English proficiency.

In addition, there were only two strategy categories that significantly correlated with student's English proficiency, i.e. metacognitive strategies ($r =0.244$, $p=0.002$)

and compensation strategies ($r=0,159$, $p=0.033$). This may indicate that to achieve better proficiency, more proficient students as shown by their TOEIC scores employed more control to coordinate their own language learning process. Further, the better students' ability at making intelligent guess and at overcoming their limitation in using English, the better their proficiency. This was quite true since the students often faced with unknown words or expression when they were using English or when they were answering the questions of TOEIC.

Finally, the distribution of students' intensity in employing language learning strategies and their English proficiency level as indicated by their TOEIC scores showed that the central tendency of students who employed low frequent strategies was categorized into Novice level (21,48%). This was also occurred to students who moderately (36,31%) as well as highly (5,18%) employed language learning strategies.

B. Suggestions

Ramsden (1992, cited in Liu, 2004:12) states that the way to improve teaching is to study the learning experience of the learner. Therefore, this study at least gave the vocational school teacher a better understanding of how their students approach their learning. The information of what language learning strategies are and are not employed by the students allows the teacher to develop teaching strategies that are suitable to the students' way of learning. Further, language learning strategies are teachable (Oxford, 1990:200). Thus, teacher can help their students learn more

effectively by implementing language learning strategies into regular classroom. In addition, teachers could guide their students to use appropriate language learning strategies that suit their characteristics since it enables them to take responsibility for their own learning. A kind of metacognitive strategy that could be implemented in regular lassroom, for example, is by stating the objectives of the lesson. Therefore, students as well as the teacher know what they are going to do. The example of implementating the compensation strategy is by forbidding the students to use dictionary whenever they are confronted with unfamiliar words or expression. Thus, teacher could promote the strategy of guessing intelligently toward the students.

Furthermore, there were apparently many other complex factors which contributed to students' proficiency as indicated by their TOEIC scores. One indication as stated by their teacher as well as the students themselves was motivational factor. The teacher perceived their students to have low motivation in learning which was influenced by their social-economic background. This condition might also affect the choice of strategies employed by the students. Oxford (1990:13) stated that more highly motivated students use a significantly greater range of appropriate strategies than do less motivated students. Therefore, this indication should be tested further.

However, no matter how carefully a study was conducted, it can not be taken conclusively. Further research and repeated investigation of this issue are needed to be taken in order to get more comprehensive understanding. This is due to some limitations of this study. First, students' use of language learning strategies was

identified through a self-report questionnaire of the SILL at one point of time in one school. Second, the instrument to measure the students' English proficiency (TOEIC) was not validated. Thus, more comprehensive research are needed to be conducted with different subject by using more method in collecting the data, such as conducting observation or longitudinal research. This may provide a thorough view of language learning strategies behaviour and examine related factors that influence the choice of strategies, such as motivation. This will enable the teachers as well as the researcher to draw a more accurate result of what is happening to the students when they learn English language.

