

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter provides the conclusion that is drawn on the results of data analysis and interpretations. It also provides some suggestions for further studies which are expected to bring some benefits.

5.1 Conclusion

The results of the calculation using SPSS 14 for Windows show that there is a positive correlation between the students' language learning strategies and their academic achievement. The findings reveal that SILL scores influenced GPAs significantly (66%) so it is only 34% of other factors which influenced GPAs. From the mean comparison of each type of learning strategies; memory, cognitive, compensation, metacognitive, affective and social strategies, metacognitive strategies fall in the highest use of language learning strategy by the students.

The calculation results are supported by the data collected through interviews. The interview results show that there are differences in learning strategies used among students with unsatisfying, very satisfying and *Cum Laude* GPA. Student with *Cum Laude* GPA applied more various strategies than the other students. So, it can be concluded that language learning strategies, if they are employed properly and appropriately, can improve the students' academic achievement.

5.1 Suggestions

Based on the research findings, some suggestions are proposed. The suggestions are as follows:

1. For English Teachers
 - a. Teachers must be able to encourage students to use language learning strategies.
 - b. Teachers must know precisely the strategies their students use in language learning based on what they had received as good or bad instructional experiences.
 - c. Teachers must understand and respect the students' diversity of language learning strategies and make efforts to create an optimal learning environment for learners.
 - d. Teachers should make a great improvement in teaching processes, especially dealing with language learning strategies employed by their students.
 - e. Teachers should prepare materials and exercises, which are able to generate language learning strategies.

2. For Further Research

This study is still general since the students' achievement is not specific on one language skill. So it will be better if future studies are specified for seeking the correlation between students' language learning strategies and achievement on a single language skill, such as reading, writing, listening or speaking.

