



CHAPTER V

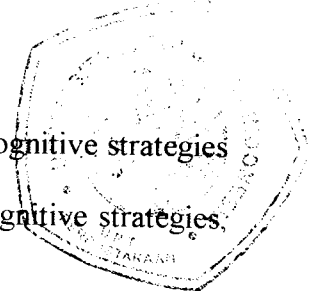
CONCLUSIONS AND RECOMMENDATIONS

This chapter provides the conclusions of the study, which are based on the findings, and the recommendations for EFL students and EFL teachers for a better teaching and learning process. The recommendations for future research are also involved in this chapter.

5.1 Conclusions

The main goals of this study are to figure out the strategies which were mostly used by the students in learning English and to examine whether there is a significant correlation between the students' language learning strategies and their English achievement. The strategies that were mostly used by the highest and the lowest English achievers also become an objective in this study. The finding about the strategies used by the highest English achievers can be used to strengthen the previous studies about successful language learners. Moreover, the finding about the strategies used by the lowest English achievers can be used by them as a reference to improve and adjust their learning styles with their learning strategies with or without teacher's helps.

This study had revealed that metacognitive and cognitive strategies were the strategies mostly used by the students. Metacognitive strategies,



which had the highest mean (3.48), were used by the students in medium level of usage frequency. Metacognitive strategies also tended to be used by 43% of the students more frequently than the other strategies. Furthermore, cognitive strategies, which placed the second position, had 3.14 of mean and were categorized as medium level of frequency. From 42 students, 14% of them used cognitive strategies more often than the other strategies. Even though affective strategies had the same percentage as cognitive strategies, which were 14%, the affective strategies were not considered as the second ones since their average was smaller than cognitive strategies.

Besides, this study also found out the strategies which were used by the students who got the highest and the lowest English achievement scores. Metacognitive and cognitive strategies, which had 4.04 and 3.64 of mean, were the strategies which were used by the highest English achievers. They used these two strategies in high level of frequency, meaning that they tended to frequently employ the strategies when learning English. Moreover, the lowest English achievers mostly used memory strategies ($M=3.11$) and affective strategies ($M=3.11$) in medium level of usage frequency. They tended to occasionally use these two strategies when learning English.

In term of the correlation between students' language learning strategies and their English achievement, this study had examined that there was a significantly positively moderately correlation between

students' language learning strategies and their English achievement at significant level of $p < 0.05$. Regarding each strategy, cognitive and metacognitive strategies were positively moderate significant correlated to English achievement at a significant level of $p < 0.05$. Compensation and social strategies were also significantly positively moderately correlated to English achievement at a significant level of $p < 0.05$. Nevertheless, memory and affective strategies were not significantly correlated to English achievement since the values of their Pearson correlation r were smaller than $r_{critical}$.

5.2 Recommendations

As stated in Chapter II, language learning strategies allow learners to become more self-directed, meaning that they can arrange, plan, do, and monitor their own language learning based on their own learning styles. Self-directed students gradually can gain greater confidence, involvement, and proficiency (Oxford, 1990). Therefore, as a recommendation, students better know and apply the LLS which are appropriate for them. They can mix and match the available strategies (in books, internet service, etc) or the strategies that they find by themselves. They can also ask teachers for helps to find out their learning strategies.

Moreover, as Oxford (1990) states regarding the new roles of teachers, teachers function as facilitators, helpers, guides, consultants, advisers, etc. It indicates that the teachers' role in learning process is quite

essential. Instead of being authority figures (instructors, managers, controllers, etc) that must control the students' learning process, teachers are expected to be more varied and creative in playing their new roles (Oxford, 1990). Thus, it is important for teachers to know language learning strategies. It is not only for themselves, but also for their students since language learning strategies actually can be taught (Oxford, 1990). Teachers can teach and show of how to do with the strategies. Teachers also have the duty of helping deficient students in order to find the appropriate strategies for them.

Dealing with the limitation of this study, it is recommended for future research to explore of how to teach language learning strategies to students in a class in different level of grades. It is also recommended to investigate the differences between students who are taught the LLS and students who are not, either quantitatively or qualitatively.

The last, hopefully this research will give a good impact to EFL students and EFL teachers during teaching and learning process. In a broader perspective, this research is supposed to give a new idea for educational authorities in this country to be better in the future.