

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter provides the conclusions to this study which are based on the data that has been collected. It also presents some suggestions which are especially intended for English students and teachers of vocational school. Suggestions for further studies are also recommended related to language learning strategies.

5.1 Conclusions

This study sought to explore the correlation between the language learning strategies used by vocational school students of SMK Negeri 2 Baleendah, and to investigate what strategies that are employed by the students in learning English. The results showed that there was a high positive correlation between language learning strategies used by the students and English proficiency as indicated by their WJEPT scores ($r = 0.727, p = 0.000$). This is in accordance with the contribution of language learning strategies to English proficiency which reached out of 52.9%, while the rest is influenced by other factors. Thus, the higher appropriate language learning strategies used, the better comprehension in the target language would be achieved.

Additionally, it was found that each category of language learning strategies was concluded as having a significant correlation with the students' WJEPT scores. They are compensation strategies ($r=0.336, p=0.008$), affective

($r=0.467$, $p=0.000$), metacognitive ($r=0.496$, $p=0.000$), social ($r=0.555$, $p=0.000$), and memory strategies ($r=0.598$, $p=0.000$) cognitive strategies ($r=0.680$, $p=0.000$). This may indicate that these strategies are appropriate in language learning since they possibly will facilitate the students both in learning and using English such as in a conversation or a test.

In line with the appropriate language learning strategies used, the result indicates that students typically used language learning strategies at a medium frequency (mean 3.08) since most of them (80.7%) employed the strategies in the range between 2.5 and 3.4.

Furthermore, it was found that the students employed the six strategies at medium frequency where metacognitive strategies were used more frequently (mean 3.29) than other strategies. This indicates that as foreign language students, they know the essential of these strategies in organizing their own learning English process. Conversely, compensation strategies are the least frequently strategies used by the students (mean 2.94). Guessing intelligently in listening and reading and overcoming the limitations in speaking and writing were used by the students as the last rank. This may be due to the students' motivation in using their English knowledge and their anxiety in making mistakes.

Because of the lack of compensation strategies use, it may influence on the students' technique in answering the questions while they were following WJEPT. It is proved that their English proficiency, which was measured by WJEPT, was generally categorized as Elementary level (61.3%) where they used language

learning strategies at high frequency (14.5%) as well as medium frequency (46.8%).

The high positive correlation means that the increase in employing language learning strategies is followed by the increase of students' English proficiency. It also represents that the use of appropriate learning strategies facilitates the students to take responsibility for their own learning by enhancing their independence and self-direction (Oxford, 1990). In this regard, it is important for teachers to assist their students in employing learning strategies that suit to them in varied language activities.

5.2 Suggestions

The present study may serve valuable information both for vocational school students and the teachers. Given that the students are trained to be professionals that meet the national and international job market demand, to be proficient in English is necessary. To achieve this goal, they need to become aware of the appropriate language learning strategies use since the more appropriate and intensive they employ strategies in learning English, the more capable they are in the target language.

It is obvious that the conscious use of language learning strategies facilitates the students in learning the target language to accomplish their goal; i.e. to be successful learners. They encourage greater self-direction for students because of the teacher's limited guidelines. Thus, students can manage their own learning both inside and outside the classroom. They can identify their current language learning strategies by comparing with suggested strategies use. Besides,

they can also control their progress to see whether or not they have employed their strategies properly and achieved a better understanding of English. Further, they have opportunities to use as much as possible appropriate strategies whenever they can.

Moreover, teachers, as students' facilitator, guide, adviser, and coordinator, should be more creative and innovative in their teaching. They have to build a good relationship with students and to have an understanding of their strengths and weaknesses. Therefore, teachers can help the students to improve their English proficiency by increasing students' language learning strategies use.

The teacher should then enlighten the purpose and importance of the learning strategies. The students may not know that their used strategies are valuable or even there would be unusual strategies. Hence, the teachers need to straighten out the students' mindsets by explicitly discussing how a strategy works and when it might be used. This is a good way to help the students more aware of the existing strategies and encourage them to add and choose strategies that suit to them.

Teachers can also apply a small research by administering the SILL questionnaire regularly to the students. For instance, it can be done at the first session of the beginning semester to know the students' type of strategies and as soon as the students followed the middle semester test. Hence, a valuable resource of students' progress both in their learning strategies use and capability in English can be gained. Subsequently, there will be an improvement in learning and so will the English teaching. As what Oxford says, "When students take more

responsibility, more learning occurs, and both teachers and learners feel more successful” (Oxford, 1999:11).

Nonetheless, with the limitations of this study, it is recommended for further research to investigate the students’ language learning strategies and their effect on the specific language skills within the framework of qualitative research.

Hopefully, these findings reported would give some benefits both for the EFL students and teachers of vocational schools; those are to recognize the importance of strategies in learning English and to employ them appropriately with the aim of success in learning and teaching process.

