

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is divided into two parts. The first part discusses the conclusions of the research conducted based on the research questions which are raised and elaborated in the first chapter. The second part is some suggestions intended for teachers, curriculum makers and other researchers that are interested in doing research in the same area.

5.1 Conclusions

It is firstly mentioned that the present research has been completed considering that all the research questions raised and elaborated in the first chapter have been answered.

The first research question concerns the most frequently used LLS by the whole respondents. It is found that the 10 most frequently used LLS involve three social strategies, four metacognitive strategies, two cognitive strategies and one affective strategy. The social strategies include asking for help from other people when having difficulties, asking other speaker to speak slowly or repeat his/her words and asking other people to correct his/her pronunciation. The metacognitive strategies include trying not to repeat the same mistakes, learning how to pronounce words from the ways someone pronounces them, having control on his/her own progress in learning English, and imitating somebody's strategies (those who are good at English) in learning the language. The cognitive strategies include practicing

to pronounce English words and practicing to use English words in different ways. Meanwhile, the affective strategy includes doing the English tasks seriously.

In regard to the second research question concerning the most frequently used LLS by the good language learners, it is revealed that the 10 most frequently used LLS by the language learners include three social strategies, two cognitive strategies, four metacognitive strategies and one affective strategy. The social strategies include asking for help from other people when having difficulties, asking other speakers to speak slowly or repeat his/her words, and asking other people to correct his/her pronunciation. The cognitive strategies include practicing to pronounce the English words, and practicing to use English words in different ways. The metacognitive strategies include trying not to repeat the same mistakes, having controls on his/her own progress in learning, always looking for opportunities to use English spoken or written, and learning how to pronounce English words from the ways someone pronounce them, and the affective strategy includes doing the English tasks seriously.

Concerning the third research question on whether there is a correlation between students' LLS and their achievement in learning English, it is found that there is a positive correlation between the use of LLS by the overall students and their achievement in learning English. Meanwhile, there is no correlation between the use of LLS by the students categorized as good language learners and their achievement in learning the language.

The fourth research question concerns to what extent students' frequently used LLS are related with the strategic competence and attitude toward learning

English proposed by the 2004 English curriculum for junior high school. It is revealed that some indicators of students' frequently used LLS are related with the strategic competence and attitude toward learning English the curriculum proposes. They involve 10 indicators of the strategic competences consisting of four indicators of strategic competences to overcome communication hindrances and six indicators of strategic competences to develop language mastery, and 10 indicators of attitude toward learning English. The indicators of strategic competences to overcome communication hindrances includes asking other speakers to speak slowly or repeat his/her words, when speaking using fillers, using synonyms for the difficult words, and guessing words' meaning from context. The indicators of strategic competences to develop language mastery include asking for help from other people when having difficulties, asking other people to correct his/her pronunciation, imitating somebody's strategies (those who are good at English) in learning the language, practicing to pronounce English words, learning to pronounce the English words from the way people pronounce them, and when reading an English text, reading the text at a glance then reread it in detail. Meanwhile, the indicators of attitude toward learning English proposed by the 2004 English curriculum for junior high school include having control on his/her own progress in learning, always look for the opportunity to use English both spoken and written, practicing to use English words in different ways, practicing to apply new English words both in spoken and written, learning English outside the classroom for self-reinforcement, learning English through games which use English as their media, doing the English tasks seriously,

always finish the English tasks on time, telling the Western (English) film he/she saw to other people, and reading English literatures for pleasure.

The answer to the first and second research questions indicates that there is a difference in the order of the overall strategy use by the whole respondents and the good language learners. Despite the different order of their strategy use, the metacognitive strategy is in the first most frequent strategy applied by the whole respondents and good language learners in learning English. It is in accordance with what stated by Skehan (1989 cited in Lessard-Clouston 1997:3) that there is always the possibility that bad language learners can also use the same good language learning strategies while becoming unsuccessful because of many factors and reasons. It is also found that the memory and compensation strategies are not included in the most frequently strategies applied by both overall students and students categorized as good language learners in learning English. It is perhaps due to the factors indicated by Oxford (1990) such as cultural background, attitudes and belief, type of tasks, age and L2 stage, and learning style.

Another finding concerning the first and second research questions is that there is one indicator of the metacognitive strategies “Always looking for the opportunity to use English both in speaking and writing” that appears in the ten most frequently used strategies by the good language learners but it is not included in the most frequent strategy used by the overall students. This may due to the fact that good language learners usually have a better motivation in learning English compared with the average ones. In addition, there is also one indicator of metacognitive strategy “Imitating somebody's strategies (those who are good at

English) in learning the language” that the good language learners did not include in their ten most frequent strategies they apply as the whole respondents did. This perhaps related to students’ different self-confidence in learning and using the language. The good language learners are believed to have good self confident in the way or strategy they apply in learning and use English. Meanwhile, the unsuccessful learners are assumed not to have this confidence and try to imitate other people’s strategy in learning the language.

The positive correlation between overall students’ learning strategies and their achievement in learning English revealed in this study indicates that the better learning strategies students apply the better their achievement will be. O’Malley and Chamot (1984) in K.Orr (1999:132) explained that the most common finding is that the use of appropriate LLS leads to the improvement of proficiency or achievement in specific or overall skill areas.

The fact that there is no correlation between the LLS of good learners and their achievement scores may be related to the evidence found by Vann and Abraham (1990:192) that suggests that both ‘good’ and ‘unsuccessful’ language learners can be active users of similar LLS. It may also related to the finding of Huda (1999) who discovered that good learners tended to use fewer learning strategies, but they selected and combined strategies efficiently to fit their own personal needs and dispositions.

Finally, some of indicators of strategic competence and attitude towards learning English the 2004 English curriculum for junior high school proposes, to certain extent, are related with students’ learning strategies in learning the language.

It can, therefore, be said that the curriculum makers may have included the concept of language learning strategies in the curriculum.

5.2 Suggestions

Based on the research findings, there are some ideas intended for other researchers that are interested in doing research in the same area, teachers, and curriculum makers.

The ideas for teachers, book writers as well as the curriculum makers are:

- ◆ Teachers should know students' language learning strategies so they can provide and create materials as well as opportunities that fit the students' language learning strategies.
- ◆ Students need to be taught language learning strategies to be able to learn English more effectively.
- ◆ Teacher should help students to set up their purpose in learning English and keep them motivated in learning the language.
- ◆ English teachers should develop their English proficiency to be a good model as students may imitate them in some ways.
- ◆ Many students learn from their peers in learning the language so teachers should provide activities that enable them to interact and learn from one another.
- ◆ Curriculum should accommodate students' language learning strategies for students' better achievement in learning English.

Meanwhile, to other researchers, there are many rooms to do research in the area of language learning strategies use in junior high school level. The fact many junior high school students do not actively participate in classroom interaction during the English lesson for the reason of not knowing how to express their ideas in English may be a good reason to do research in language learning strategies related to students' ability in speaking. The other research may also focus on the factors that influence the strategy use by junior high school students.

