

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter serves the conclusions of this study based on the collected data. It also provides some recommendations which are specifically directed to English teacher of vocational school and English language learners. Further research related to language learning strategies issue is also recommended in this chapter.

5.1. Conclusions

This research mainly concerns with finding out the correlation between language learning strategies employed by vocational students of a state vocational school in Bandung and the students' WJEPT scores, and identifying what language learning strategies are mostly used by the students in their language learning process. The finding of this study revealed that statistically there was a significant positive correlation between the variable of language learning strategies and the variable of students' WJEPT scores ($r = 0.978$, $p = 0.000$). It means that the rise of the employment frequency of language learning strategies is followed by the rise of WJEPT scores. Specifically, language learning strategies contribute 95.6% to the students' success in achieving their learning goal, namely having good English language proficiency as indicated by WJEPT scores. Thus, language learning strategies become essential factors in determining the success or the failure in meeting the students' language learning goal.

Dealing with English language proficiency issue, most of students who became the respondents of this study (68.6%) were classified into elementary level of English proficiency. It might happen because mostly students did not recognize the important of appropriate employment of language learning strategies. That is why knowledge about language learning strategies is required to be promoted to language learners.

Furthermore, the students who studied in the school where this research was conducted tended to use language learning strategies with medium frequency. Metacognitive strategies became the most popular strategy employed by the students. It indicates that the students relatively understand how to organize their own learning process. Conversely, the affective strategies were the least used strategy. It means affective strategies were still unfamiliar for the students to overcome learning barriers which come from inside the learners. Between the metacognitives strategies and the affective strategies, there are social strategies as the second popular strategy, compensation strategies as the third popular strategy, cognitive strategies as the fourth popular strategy, and memory strategies as the fifth popular strategy. Those strategies were occasionally used by the students in the process of their language learning.

Finally, the finding of this study clearly shows that the appropriate employment of language learning strategies is one of essential learning factors which support the students' success in meeting their language learning goal, namely having good language proficiency. Thus, the knowledge about language learning strategies is needed by both the language teacher and language learners.

5.2. Recommendations

Oxford (1990) stated that a good teaching means understanding what is needed by the students. It can be inferred that teaching activity is not only a matter of transferring knowledge but also trying to attend what are expected to achieve by both the teacher and especially the students. That is why knowing the students' learning needs is important for the teacher. To meet the students' expectation toward the language learning, understanding what language learning strategies that the students employ can be one of alternative ways since it will make the teacher have sufficient information about how the students approach and accomplish the task of language learning. Thus, the teacher can design and serve best language teaching strategies for the students.

One of the simple efforts to identify the students' language learning strategies is conducting a mini research focusing on the students' employment of language learning strategies by administering SILL questionnaire to the students. This mini research can be done by the teacher in the beginning of academic year or even semester. The collected data would be a valuable resource for the teacher to determine the appropriate strategies of language teaching and learning to cover the students' preference diversity of the employment of language learning strategies.

In addition, Oxford (1990) emphasized that language learning strategies are teachable. It means there is a great probability to insert language learning strategies into regular language learning activity in the classroom. The teacher could create learning activity which can generate students' understanding about the importance of language learning strategies in learning a foreign language. It is surely intended to make the students aware that appropriate employment of language learning strategies is beneficial to improve learning achievement.

When the students have had the awareness of the importance of employing appropriate language learning strategies in learning a foreign language, it is suggested that the students maintain the strategy which has been used in learning a foreign language, and even add more strategies which match with their learning characteristic or learning style. Oxford (1990) confirmed that students' understanding about the role of language learning strategies lead the students to have awareness to maintain or even improve the frequency employment of language learning strategies. It means students' understanding about the importance of language learning strategies enables the students to have self-encouragement to apply appropriate language learning strategies in their language learning process either inside the classroom or outside the classroom.

Nevertheless, the present study still needs improvement because of the limitation of this study. That is why further research dealing with language learning strategies is needed to be conducted. It is purely aimed to cover the limitation of this study and of course to dig more information about the role of language learning strategies in helping both the teacher and specifically language

learners to have successful language learning. The topic of language learning strategies might be able to be observed in further research by relating it to other learning factors such as motivation, gender, cultural background, and length of years of language study. It is also possible to conduct further research by investigating the role of language learning strategies in improving a specific language skill. Finally, the research which had been conducted and/or will be conducted is expected to add the richness of language literatures focusing on language learning strategies issue.

