

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion based on the finding results and suggestions for the further research.

5.1 Conclusion

Having the finding results of the research, the writer concludes that 11th grade students at SMAN 3 Malang who are classified into three different English proficiency levels such as high, intermediate and low have different strategies that they frequently use. High English proficiency students use most metacognitive strategies so that they are more capable to control their own learning such as knowing their strength and weaknesses, set their schedule for learning English, always try to look for opportunities to learn English, etc. Meanwhile, intermediate students use most compensation strategies such as guessing the meaning of new words and using gestures to explain the words they could not say. For low English proficiency students, they use most affective strategies that help them to control their emotions, motivations, and attitudes when they are making mistakes in learning a language.

Looking at overall results of 11th grade students at SMAN 3 Malang, they applied all six types of language learning strategies in their language learning process.

In the category of using strategies, the students are in medium level whose mean score is 3.17 indicating that they sometimes use the strategies in their language

learning process. The students most frequently use compensation strategies while less strategies used are social strategies. In addition, there was a significance difference of using language learning strategies among high, intermediate, and low English proficiency students.

A significant sufficient positive correlation was found between high English proficiency students and metacognitive strategies, while no significant correlation was found between intermediate English proficiency students and all strategies. Meanwhile, a significant sufficient negative correlation was found between low English proficiency students and memory strategies.

From the results of the correlation, it can be stated that applying more metacognitive strategies in learning new language can bring student's proficiency into good result as high English proficiency did.

5.2 Suggestion

Based on the results and discussion of this research, there are some suggestions given to the students, English teachers, and the future researchers.

Students in SMAN 3 Malang should apply more metacognitive strategies to improve their proficiency in English considering metacognitive strategies are the only strategies which have positive correlation with English proficiency. Besides, they should combine other strategies in their language learning process. Students are also suggested to learn more about the variety of language learning strategies so that they

can apply it to improve their knowledge, skills, and proficiency in learning new language.

For teachers, they should introduce metacognitive strategies to their students by giving the examples of metacognitive strategies such as arranging plans in learning a language, seeking opportunities to practice a language in real situation, and checking progress after learning a language and aim to train their students in using metacognitive strategies in their students' language learning process. Besides, teachers also should introduce the variety of language learning strategies to their students and find out the purpose of their students in language learning, their kinds of favorite class activities, and the reasons why they learn a language.

Finally, the writer suggests to the further researchers to examine the language learning strategies in speaking, writing, listening or reading not only by SILL instrument but also by interviewing the students or observing students activities in the classroom. In addition, the writer suggests the further researchers to use other theories of language learning strategy in conducting research.