

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion from the findings to answer the problem of study and also suggestions for the next writer to conduct the similar research.

5.1 Conclusion

From the findings, this study can be concluded that all students of Raden Paku Islamic Junior High School use language learning strategies to improve their proficiency in English. They sometimes use language learning strategy in their academic life.

By looking into the specific learning strategies, metacognitive strategies are found as the most strategy used by all students from 7th grade until 9th grade. They fall into high level for 7th grade and 8th grade students meaning that they are usually used by students and medium level for 9th grade students meaning that they are sometimes used by the students. The high motivation in using English, the obligation to use English in their daily and also their learning activity, encourage them to manage their own way in learning such as centering the learning, arranging and planning learning, and also evaluating learning.

Affective strategies were the second rank for 7th grade and 8th grade students and it was the first rank for 9th grade. It implies that regulating emotion in

learning is very important. 9th grade students used metacognitive and affective strategies balance in their academic life.

Social was the third rank for 7th grade and 8th grade students but it was second rank for 9th grade students. Obligation of using English in their daily communication and learning process encourage them in using social strategy. The next rank for 7th grade and 8th grade were memory strategy. The reason is because 7th grade and 8th grade students still need to memorize many vocabularies so that the memory strategy is the suitable strategy for them. It is different from 9th grade students, the next level of usage for them is cognitive strategy that allows them to manipulate or transform the target language. The fifth rank of strategy used by 7th grade and 8th grade was cognitive strategy. The last level of usage for all grades was compensation strategies. The limitation of English knowledge allows them to use compensation strategy.

Related to the relationship of language learning strategy and English proficiency, the positive low correlation found between memory strategies and English proficiency measured by English score ($r=.342$) and positive sufficient correlation ($r=.418$) between affective strategy and English proficiency.

5.2 Suggestion

The findings derived from the current study may suggest some pedagogical implications. Since it is very crucial for students to understand the importance of using language learning strategies in the process of language learning, teachers and also syllabus designers should deliver this message to their

students. According to the results of this study, some students showed that they do not really use these strategies for their English learning even though they know the strategies are available. But some students reported that they even do not know there are strategies for language learning. Consequently, teachers should help students cultivate and raise their awareness of language learning strategies.

When students are aware of advantages of using strategies in their language learning process, they will be willing to and appropriately employ these strategies to facilitate their English learning. In addition since memory strategy and affective strategy are the category of language learning strategy correlated with English score, students should consider more of the application of memory and affective strategy. Therefore, the teachers should introduce more about memory strategy such as making group of words, using keywords and using flash cards. The teachers also should introduce affective strategy such as giving rewards after getting good score, using music to soothe the soul and making positive statement in learning language moreover for 7th grade to increase their English proficiency.

The writer also suggests to the further researcher who want to conduct the similar study of language learning strategies, since this study is conducted in the level of Junior High school the next writer should conduct the research in the level of elementary school to investigate the language learning strategy earlier. Since this study used all general skills of language it is suggested to correlate the specific learning skills such as reading, writing, speaking, and listening with English proficiency. Last, the writer should involve the regular classroom and the

other activity of the students and has longitudinal study to obtain better and clearer consequences.

