

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This research was carried out to know the strategy used by students in learning English. The findings of the SILL questionnaire above were classified based on Oxford theory, then from the interview answers to find out the strategies used and the reasons for using these strategies. Furthermore those two findings were linked to reinforce the findings in this study. The finding of SILL questionnaire found that the overall scores and the percentage of each strategies. Where the total number of memory strategies 171,2 or 16,35%, cognitive strategies 171,5 or 16,38%, compensation strategies 158,3 or 15,12%, metacognitive strategies 198,2 or 18,93%, affective strategies 166,5 or 15,90%, and social strategies 181,5 or 17,33%.

There were four language learning strategies that classified into high level used by first year students of English Education study program of FKIP Universitas Jambi. The strategies were, metacognitive strategies with mean score 3,96, social strategies with mean score 3,61, cognitive strategies with mean score 3,43, and memory strategies with mean score 3,42. Then in the medium levels were affective strategies with mean score 3,33, and compensation strategies with mean score 3,17.

Furthermore researcher get interview data with participant of first year students of English education study program of FKIP Universitas Jambi. It was found that on average they used all strategies. but there is one strategy that is frequently used by participants. Namely metacognitive strategies. (for more detail see on Appendix 6).

From the explanation and findings above, it can be summarized that the students used all language learning strategies including memory, cognitive, compensation, metacognitive, affective, and social strategies it based on strategy SILL from theoretical Oxford. But memory, cognitive, compensation, affective, and social are not a frequently used strategy. The strategy that is frequently used is metacognitive strategy. In order by social, cognitive, memory, affective, and

compensation strategies. Where metacognitive strategies became the highest percent with percentage 18,93% and the biggest total score with mean score 3,96. And based on the interview findings all students used metacognitive strategies and several of them often used metacognitive strategies. From the both findings above it can be stated this study are suitable. Thus, between the finding of SILL questionnaires and interview it yields the same findings and strengthen each other.

5.2 Suggestions

Based on the conclusion the researcher would like to give some suggestions. Even though, first year students of English education study program of FKIP Universitas Jambi often used metacognitive strategy which is classified into high level, it would be better if they know the type and understanding of each language strategy. Because each strategies in language learning strategies has specific ways to help them to learn easier, faster, more enjoyable, more self-directed, and more transferable to new situations. Then students can use that strategies which is appropriate to their needs.

Hopefully this study can make student more creative to improve their English by using more language learning strategies in their learning. And for further researchers hopefully this study can make other researchers study further and more critically in order to reveal aspects in improving the quality of teaching and learning. and it is also advisable for next researchers to investigate language learning strategies in speaking, writing, reading, and listening. Finally the researcher hopes all findings, results, and suggestions in this research will be valuable contribution to the readers.