CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

The result of the student's language learning strategy toward the SILL questionnaire proved that the students of the nursing academy, AKPER Bina Insani Sakti Sungai Penuh, used memory, cognitive, compensation, metacognitive, affective, and social strategies in learning English. The highest mean value referred to metacognitive strategies, which means that the students usually used metacognitive strategies in learning English.

The higher score students of the nursing academy, AKPER Bina Insani Sakti Sungai Penuh, on the SILL questionnaire, show that the students used all strategies in learning English. The highest mean values referred to the metacognitive and social strategies. On the other hand, the lower score students sometimes used and generally did not use the learning strategies in their learning activities. It is demonstrated by their questionnaire responses, which is shown with the highest mean value was memory strategies. As a result, it is just classified as medium strategy used by students.

The results of the higher scorers' responses to the SILL questionnaire in this study demonstrated that the higher score students employed all learning strategies. While the lower score students sometimes used and generally did not use the learning strategies in learning English.

5.2 Suggestions

  The finding of the research suggested that the usage of language learning strategies is very important to achieve the goal of learning. It helps students to improve their English. It is implied that nursing students are suggested in this case to understand the importance of using all LLSs as much as possible without focusing on one particular strategy and neglecting the others. It can be a solution for lecturers to improve students' learning quality so that the students achieve better scores in learning.

  Thus, the researcher suggested other researchers to conduct similar research in the field of learners' language strategies in learning English. The findings of this research are expected to be a starting point for further research in the field of learning specific skills such as reading, writing, speaking, and listening.