

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This current study investigated the use of language learning strategies among students at one of senior high school in Muaro Jambi. In addition, the analysis regarding language learning strategies used based on gender and academic major was further conducted. Based on the result from the descriptive statistics, it was revealed that metacognitive strategies (3.42) lied under the most frequently used strategies by learners. Social strategies (3.41) were on the second position followed by memory strategies (3.39), affective strategies (3.36), cognitive strategies (3.24), and compensation strategies (3.04). Furthermore, the mean score for overall language learning strategies utilized by students was 3.31. These results indicated that learners employed each strategy category and the overall LLS at a medium level of use.

With regard to the use of language learning strategies according to gender, female employed more language learning strategies compared with male. The number of mean score achieved by female students was (3.40) and (3.14) for male students. These results therefore demonstrated that both female and male used learning strategies at a medium frequency. Moreover, although female and male learners achieved different mean score, however the result from independent t-test showed that there was a significant difference found in the use of LLS between male and female. This result hence proved that H_{o1} was rejected while H_{a1} was accepted.

Furthermore, as far as academic major was concerned, the findings found that language, social science, and natural science students used different language

learning strategies. Social science students were categorized under the highest language learning strategies users with the mean score 3.41. On the second position there were language students with 3.37 mean score. Meanwhile, natural science students (3.19) were identified as the least group in employing language learning strategies. Moreover, the analysis of significant difference of LLS used by academic major was computed through One-Way Anova. The One-Way Anova test presented that there were no significant differences discovered among academic major although they gained different number of mean scores. This finding therefore proved that H_{02} was accepted and H_{a2} was rejected.

5.2 Suggestion

This current study yielded some information regarding students' preference in language learning strategies among high school learners. Therefore, several recommendations were made. Firstly, students should be exposed to a variety of language learning strategies so they can adapt their usage of those strategies to varied language learning contexts and activities. A more effective language learning process will be successfully achieved by applying language learning strategies in an appropriate and flexible way. In addition, there is a need to give students more opportunity to practice a variety of strategies that are appropriate for the tasks and activities since there are preferences in the use of language learning strategies. Therefore, teacher and other stakeholders are recommended to provide suitable learning instructions and activities based on students' language learning preferences.