

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 CONCLUSION

Regarding the research findings as explained in the previous chapter, this research found, the language learning strategies used by students of the Jambi University English Education Study Program which analyzed by the O'Malley and Chamot theory. The strategies divided into Metacognitive Strategy, Cognitive Strategy and Social Affective Strategy.

The Metacognitive Strategy used by the participants were; 1.To make sure they answer is true while do their task, the participants will verify the answer by check it again using another sources from internet & ask her teacher to verify the truth of the answer, rechecked the answer with friends and check the answers back according to the material that has been provided. 2.To have a good way to learn English, the participant will focus on teacher's explanation, and don't be shy to asking questions if you don't understand about the material, sharing with classmates, and actively conducting question and answer activities related to the material and prepare the stationery, listen to the teacher, listen politely, prepare the notebooks, take a note the learning material. 3.To learn English well, the participants desire to add more interaction not only theory in learning English and learn vocabulary mastering, listen to music and try to write the lyrics, read english books often, read English news & articles every day, watch movies (western films) without subtitles, listen to English podcasts, write routinely in english, or use English learning applications.

The Cognitive Strategy used by participants were; 1.To improve the extra knowledge of English language, the participant will made a consistent practice schedule, keep an English one day one word diary and converse in English in everyday life, look for English learning materials on the internet, books and study with friends and self-study through listening to songs, podcasts or news, watching learning videos via YouTube or reading found in several books, for example

fiction and non-fiction and short stories or poetry. 2.To improve new vocabularies, the participants will take notes then memorize it.

The Social Affective Strategy Used by participants were to make their study better and got a problem with grammar point that they don't understand the participants will get some social mediation activities, transacting or discussion with their teacher and friends, they will learned through other media, such as the internet or books, too.

5.2 SUGGESTION

Despite the suggestive findings, there were several limitations in this study that need to be considered when interpreting the findings. First, the sample size was relatively small and limited to the upper semester students in one university, thus affecting the generalization of the results. Second, this study used interviews, document reviews, and member checking for collecting data. It was suggested for the future researcher to do also re-checking with the lecturer who taught writing courses. It was essential to use a combination of qualitative and quantitative data collection instruments to get a better understanding of the students' learning language strategies.