CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, a brief summary of the writer's findings and suggestion will be presented. The first section is the conclusion that presents the summary of the entire research and the findings. The second section is the suggestion that presents the significant of the research.

5.1 Conclusion

Since we were born, we have ability to make conversation with language. We call the language we've first had as a native language (Owens, 2016). Lewis (2009) says that language is a symbol, gesture, sign, and sound used for communication signs. As English is known as an important language in the world and used for international communication in the world, Indonesians have started to aware of being able to use English to communicate. Parents have shown their responsibility to their children. They've started to send their children to the school which have used English as the medium of instruction. In line with that, the number of national plus or higher standard has incredibly increased. The national plus school and above have native speakers and follow the curriculum of the Cambridge International Examinations or International Baccalaureate Organization. English private courses also has become another alternative to have better English skill.

Not only educational competitors who have started to build schools and courses. The government also has the intention to train Indonesians to become competitive in global era. In this chance, the government has set a bunch of curriculum that insists the secondary school learners to be able to communicate with English.

In line with that, the process of learning needs strategies. Learning strategies chose by the learners help them a lot in achieving their goals. In this study, the writer curious about what direct strategies used by the learners in their English subject. The data has shown that the learners mostly do the activities rely on the cognitive strategies by Oxford. Though some of the strategies, such as the practice with writing and recombining haven't been used effectively, the cognitive strategies by Oxford are proven to be helpful among successful English learners.

As the millennials have higher creativities level than in the past, we can expect more than only that. In this study, Oxford learning strategies are used as the references, because the references is considered as the most suitable one with the level of senior high school learners. Therefore, the writer found out that the Oxford's cognitive strategies used by the learners were helpful, which were repetition, formally practice with sounds, recognizing using formulas and patterns, practicing naturalistically, using resources for receiving and sending messages, and translating and transferring.

Although some of the strategies hasn't been used effectively, such as the writing systems and recombining, but the learners still had to write dialogue tasks based on the given theme by the teachers' instruction at the class, which could be little helpful to train their writing. This strategies, hopefully, can be done in the class and can give such significant effect compared from the previous study.

5.2 Suggestion

Based on the result of the study, the writer would like to give some suggestions for English learners and teacher, and future researchers.

1) Suggestions for English language learners:

Taking the examples of the three subjects used in this study, the writer would like to suggest that language learners should relearn the materials they have got at school beyond the class hours. Besides doing the assignments given by the teachers they can also do some practice with repetition, practice with sounds and writing systems, recognizing using formulas and patterns, practicing naturalistically, using resources for receiving and sending messages, reasoning deductively, translating and transferring on their own. They can choose activities which they like which can reinforce their English learning. Activities they choose may vary from reading, listening to music, playing

digital games, and watching videos without subtitles or with the English subtitles.

2) Suggestions for language teachers

The result of the study reveals that learners tend to use learning strategies in the form of activities that suit their hobbies and preferences. Therefore, it would be wise and beneficial to assign learners to do activities that youngsters prefer which involve the use of English in order to enrich the students' English competence, such as reviewing English movies that they've seen. In such a way, it can be expected that they will learn English happily and reach better achievement.

It is also suggested for the English teachers to potentially use English as the dominant language in the classroom to motivate and encourage the learners as the teachers are the role models of the students.

3) Suggestions for other researchers

In this study, the writer focused her analysis on the direct cognitive strategy and involved only three high achievers. The writer would like to suggest that future researchers would dig deeper the learning strategies and should go deeper by involving more subjects from various levels of achievements. Besides, the analysis of the indirect strategies should also be deeper so that it may also contribute to the success of the learners. In this way,

language teachers and learners and other researchers can better earn the benefit from the result of such studies.

REFERENCES

Ardiansyah. (2015). An Analysis of Language Learning Strategies of Speaking Used By Successful And Unsuccessful Students of Semester III English Department of IAIN Sultan Thaha Saifuddin Jambi. *Journal English Language Teaching (ELT), 1(1),* 1-12.

Broussard, S. C., & Garrison, M. E. B. (2004). The relationship between classroom motivation and academic achievement in elementary school-aged children. *Family and Consumer Sciences Research Journal*, 33(2), 106–120.

Cennamo, K., Ross, J., & Ertmer, P. A. (2012). *Technology Integration for Meaningful Classroom Use: A Standards-Based Approach*. London: Cengage Learning.

Classroom, C., & Koban, D. (2016). *The Journal of Language Teaching and Learning*^{TM} *Volume 6 / Issue 2 Article 5 Understanding Learner Autonomy through Cognitive , Metacognitive and Social Strategies Used by English Language Learners in a Understanding Learner Autonomy through Cognitive , M. 6*(2), 58–69.

Cook, V. (2016). *Second Language Learning and Language Teaching*. New York. Routledge

Eroğlu, M., & Özbek, R. (2018). The Investigation of the Relationship Between Attitudes Towards E-Learning and Self-Directed Learning with Technology of Secondary School Students. *International Online Journal of Educational Sciences*, *10*(5). Retrieved from: https://doi.org/10.15345/iojes.2018.05.019

Exley, B. (2005). Learner characteristics of "Asian" EFL students : Exceptions to the "Norm." *Proceedings Pleasure Passion Provocation Joint National Conference AATE & ALEA 2005*, 1–16.

Guay, F., Chanal, J., Ratelle, C. F., Marsh, H. W., Larose, S., & Boivin, M. (2010). Intrinsic, identified, and controlled types of motivation for school subjects in young elementary school children. *British Journal of Educational Psychology,* 80(4), 711–735.

Habook, A., & Magyar, A. (2018). The Effect of Language Learning Strategies on Proficiency, Attitudes and School Achievement. Hungary. Retreieved from: https://doi.org/10.3389/fpsyg.2017.02358

Hardan, A. A. (2013). Language Learning Strategies: A General Overview. *Procedia - Social and Behavioral Sciences*, *106*, 1712–1726.

Kuo Lee, C. (2010). An Overview of Language Learning Strategies. *Arecls*, *7*, 132–

152.

Lay, E. R. (2011). Motivation: A Literature Review. *Always Learning PEARSON*, 4-5.

Lambert, V. A., & Lambert, C. E. (2013). Qualitative Descriptive Research: An Acceptable Design. *Pacific Rim International Journal of Nursing Research, 16(4)*, 255-256.

Lecturer, A., & Mahdi, G. (2009). *Learner ' s integrative Motivation to language learning and literary content – based instruction*. *12*(2), 27–46.

Marvasti, A. (2018). Research methods. *The Cambridge Handbook of Social Problems*, *1*(3), 23–37.

Mindari, R. & Saukah, A. (2012). Learning Activities Activating Kindergartners to Learn to Speak English in an EFL Indonesian Setting. *Kata, 14(2),* 57-66.

 Nur, M. R., & Madkur, A. (2014). Teachers' Voices on the 2013 Curriculum for English Instructional Activities. *IJEE (Indonesian Journal of English Education)*, *1*(2), 119–134.

Nassaji, H. (2015). Qualitative and descriptive research: Data type versus data analysis. *Language Teaching Research*, *19*(2), 129–132.

Oxford, R., L. (2003). Learning Styles & Strategies. *GALA*. Page 9 9 1990, p. 8

Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 37 Tahun 2018 Tentang Perubahan Atas Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 24 Tahun 2016 Tentang Kompetensi Inti Dan Kompetensi Dasar Pelajaran Pada Kurikulum 2013 Pada Pendidikan Dasar Dan Pendidikan Menengah

Saranraj, L., & Zafar, S. (2016). Motivation In Second Language Learning – A Retrospect. *GALAXY International Interdisciplinary Research Journal, 4(1),* 7-13

Shi, H. (2017). Learning Strategies and Classification in Education. *Institute for Learning Styles Journal*, *1*(1989), 24–36.

Sinclair, B., & Thang, S. M. (2009). Introduction: Learner Autonomy in Malaysia and Singapore. *Learner Autonomy: Research and Practice in Malaysia and Singapore*, 1–12.

Suryasa, I. W., Prayoga, I. G. P. A., & Werdistira, I. W. A. (2017). An analysis of students motivation toward English learning as second language among students in Pritchard English academy (PEACE). *International Journal of Social Sciences and Humanities*, *1*(2), 43–50.

Turner, P., & Turner, S. (1970). Triangulation In Practice 2 . Triangulation in Presence Research. *Triangulation In Practice*, 1–13.

Williams, C. (2007). Research Methods. *Journal of Business & Economic Research, 5(3),* 67-68.

Wong, L. L. C., & Nunan, D. (2011). The learning styles and strategies of effective language learners. *System*, *39*(2), 144–163.

Yulianti, K. (2015). The New Curriculum Implementation in Indonesia: A Study in Two Primary Schools. *International Journal About Parents in Education*, *9*(1), 157–168.

Zare, P. (2012). Language Learning Strategies Among EFL/ESL Learners: A Review of Literature. *International Journal of Humanities and Social Science, 2(5*), 1-8.