**CHAPTER V**

**CONCLUSION AND SUGGESTION**

This chapter consists of two parts. The first part deals with the conclusions of the findings, and the second one deals with suggestion.

1. **Conclusion**

Based on the research findings and discussion in the previous chapter, the researcher concludes the result of this research as follows:

1. The data from the SILL modified questionnaire (Strategies inventory of Language Learning) developed by Rebecca Oxford (1990) showed that the compensation strategy was the most frequently used by male students. It was followed by social, metacognitive, memory, cognitive and affective strategies. While, the metacognitive strategy was the most frequently used by male students. It was followed by memory, cognitive, social, affective and compensation strategies. And both male and female students indicated that they are medium strategy users.
2. A Sample (T-test) indicated that the female students use cognitive strategy, metacognitive strategy and affective strategy more often compared to the male students. A possible explanation that there were significant differences between male and female students in the use of language learning strategies, as posited by Ellis (1994), situational variables and social variables (including sex) may influence the choice of learning strategies in both quantity and type.
3. The data from interview investigated the ways of male and female students implement their strategy in reading from 7 questions and the ways of male and female students implement their strategy in speaking which were consisted 8 questions, it showed that although the strategy the male and female students used in reading and speaking were varies but there were not certain strategies used by male and female students.
4. **Suggestion**

Based on the conclusion above, the researcher addresses the following suggestion and recommendation:

1. According to findings of the presents study, several pedagogical implications for teacher can be drawn from this study. Although male students were more use compensation strategies and affective strategies least frequently used, and female students were more use metacognitive strategies and strategy least frequently used, it is suggested that teacher should guide students to find the best strategies in order to increase students’ performance in classroom. It is also important for teacher to help students understand and identify their learning strategies. Administrating a survey at the beginning of a semester may be an effective way to achieve this goal. After knowing the learning approaches of different study, teacher can adjust their teaching methods and language teaching.
2. In this way, teacher can provide more appropriate teaching task and instruction to help the students to comprehend their English lesson especially in reading and speaking. In addition, it is difficult to teach students explicitly how and why to employ learning strategies and when to use them in an appropriate situation. However, without practicing, the strategy instructions and strategy teaching will be meaningless. Thus, teacher should try to offer a great number of opportunities for students to practice the new strategies and integrated the strategies into the processes of learning. In this way, students can enjoy improvements and meet their goals in language learning
3. The students should always find the best strategies in study English in order they could increase their performance in classroom and also in their daily life.
4. The Study of language learning strategies employed by students in SMA Negeri 1 Tinggimoncong should be duplicated in other school with more investigations, a clear and complete description of language learning strategies.
5. For further research, the other researchers might focus on another factor such as motivation, social, educational, culture background which affects participants’ language learning strategies and achievement. It might provide a more holistic picture.