**CHAPTER V**

**CONCLUSION AND SUGGESTION**

 This chapter consist of two parts. the first deals with the conclusion which presents based on the data analysis and the findings in the previous chapter. The second part presents the suggestion which deals with the researchers` expectation to the readers regarding the research findings.

1. **Conclusion**

Based on the results of data analysis and the findings in the previous chapter, the research then comes up with the following conclusion:

1. There are five categories of LLSs that the high achievers used; cognitive, memory, metacognitive, affective and compensation strategy. High achievers dominantly used cognitive strategy. Medium and low achievers used all the categories of LLSs, they are, memory, cognitive, compensation, metacognitive, affective and social strategies. Medium achievers dominantly used metacognitive strategy while low achievers dominantly used compensation strategy.
2. High achievers can be categorized as high user of LLSs while medium and low achievers categorized as medium user of LLSs. There are no significant differences among high, medium and low achievers of English in using LLSs except in cognitive and social strategy
3. There is no correlation between LLSs and English achievement except for social strategy. In social strategy shows there is correlation between social strategy and English achievement.
4. **Suggestion**

Based on the conclusion above, the researcher presents some suggestions and recommendation as follows:

1. Cognitive strategy is dominantly used by high achievers, therefore, it is recommended to the students to learn and apply cognitive strategy in order to help improving their English learning
2. Teachers are suggested to create a conducive atmosphere classroom that makes it possible for the learners to increase awareness of different ways languages are learnt and possible strategies that lead to successful language learning. In certain contexts, establishing a norm of tolerance, enhancing risk-taking and acceptance of mistakes and encouraging the learners to personalize the classroom environment suitable to their need are beneficial to increase learners` possibility of success.
3. The students should find the appropriate strategy in study English in order they could increase their performance in classroom and also in their daily life.
4. Further investigation is needed with the students LLSs and their correlation with their English achievement in order to establish a better paradigm and a comprehensive understanding of the role of LLSs in determining the students` success in learning English.
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.