

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of conclusion of the present research and suggestion from the researcher in accordance with the result issued on the prior chapter.

A. Conclusion

The result of present study reveals that there is no meaningful different in the frequency use of LLSs among students with higher and lower scores during English intensive course program. Both successful and unsuccessful students exercise metacognitive strategy the most out of other five strategies, which is in line to many prior studies across the globe, yet the most visible different is that unsuccessful students do not quite utilize cognitive strategy besides memory strategy. It seems that unsuccessful students have particular issues in processing information in the target language then manipulating them into learning. To find memory strategy gains the lowest response from students, it means engaging students to deliberate memorize words or phrase may be ineffective during learning process.

Further it is discovered that both group of students indicate low rate in literature. The result reveals that students barely chose component(s) in SILL questionnaire relating with reading activities – regardless of the fact they explicitly are eager to speak like native and try to find ways of learning English. This issue is strongly approved by other sources from previous studies and worldwide survey. Seemingly, the lack of interest in reading may be influenced by students' motivation in which motivation toward accomplishment of academic tasks dominates students' need in reading. As it stated, the cause of contradictions perhaps come from students' motivation, learning style, attitude, and cultural background considering there is no guarantee those students who chose English as their major field of study at IAIN Kediri have had high level proficiency of English and other particular external factors such as classroom situation, quality of lecturer(s), material delivery and the content, and also infrastructure will indirectly influence a successful learning process.

B. Suggestion

Based on the result of the present study, educators are strongly encouraged to understand students' English proficiency level in order to group them to produce effective learning process as for determining appropriate teaching strategies in accordance with their needs. Instead of focusing on improving first year students' English knowledge such as giving regular words to memorize and other English skills deliberately, building students' understanding in the essence of language learning and encouraging them to the extent of the language learning goal itself by, for example, teaching students language learning strategies and setting plan or communicative activities during the course are suggested to contribute more positive impact. Thus, allowing students to involve with the culture of the target language will also support them to experience and conceive the target language better rather than implementing conventional techniques (e.g. teaching English using first language context).

Addressing the fact that students show less interest in reading based on the finding on previous chapter, it is necessary to provide a support to engage students to read more and the key of this issue is motivation. Though encouraging students' reading habit is extremely challenging in Indonesia, it is obvious that students are likely to read as they are obligated for finding information or sources as a demand on completing their academic assignments. The capacity of sources and books provided at college library along with what possibly students reading experience look like are perhaps issues that require more meaningful attention. Comparing to state or public libraries in overseas, library becomes a place where people can have some fun. Libraries in overseas not only have multiple corners where you can find books, magazine, newspaper, or other literature but also you can have a seat while reading comics, novel or even playing some videos or games. This sort of experience that is supposedly able to intrigue students' interest to visit

and spend some times at a library instead of hanging out at coffee shops seeking for Wi-Fi connection.

The present study is expected to be able to provide meaningful overview of language learning strategy use by English intensive course students at IAIN Kediri. To the result of the study, it is essential to further identical issues with particular focus on several aspects such as gender, motivation, or belief to find out what may influence students' language learning strategy choice considering the mean score of frequency use of LLSs from both groups of students is surprisingly equal. Since students prominently utilize metacognitive strategies, focusing on details of what kind of metacognitive strategy and how it impact to their academic achievement seem beneficial.