

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

#### 5.1 Conclusion

This study aimed to identify language learning strategies of grade XII in an Islamic senior high school. Based on the finding and discussion above, we can conclude from the data merge based on two classes and it will sort from the most frequently used by the student until least frequently used by the students: metacognitive strategies (M= 4.04, SD= 0.81), cognitive strategies (M= 3.68, SD= 0.96), social strategies (M= 3.65, SD= 0.81), compensation strategies (M= 3.63, SD= 0.88), affective strategies (M= 3.53, SD= 0.81), the least is memory strategies (M= 3.48, SD= 0.74).

#### 5.2 Recommendation

The recommendation for the English teacher to use the Strategy Inventory of Language Learning (SILL) instrument as a guideline to more aware in language learning. The teacher can get the information from the result to choose a good activity in the classroom. Based on the lowest item in each strategy groups, the researcher has the recommendation to the teacher when will teach language. There are some items show the least frequently used by the student, and the researcher has a recommendation for the teacher to develop into the activity in the classroom. The first is from memory strategies that lowest in using flashcards even though, flashcard, or some picture card is helpful for a student especially in memorizing

new vocabularies. The second is from cognitive strategies has the lowest mean in writing some note, letter, message, and report in English. The habituation to write in English is important to the student the teacher should give some games or challenge to make this activity more enjoyable such as write a message and letter to their idol, or note the paraphrase of song and other way adjust with this era. The third is from compensation strategies has the lowest mean in reading text without finding a new word. It means the student has lack of enthusiastic of learning a new language and the teacher can give them the challenge to find 10 words in reading a passage and create the new word into a draw or stick into the board.

The fourth is metacognitive strategies has the lowest mean in planning the schedule to learn English. This also shows lack of student enthusiastic to learn English and the teacher can initiative to make the student have their schedule such as give an activity about one topic and the teacher need their schedule when they doing their task. Furthermore, the lowest mean from affective strategies in write a feeling in language diary. The teacher also can make a challenge in the first meeting to make the student have their language diary and in one week collected to the teacher. The last is social strategies has the lowest mean in asking the question with the English language. This will test the bravery of the student with also challenging to speak English in one session of English learning and give punishment when they do not speak.