

## **Chapter IV**

### **CONCLUSION**

Learning is a process of acquiring or getting knowledge and skill by study, experience or instruction which causes permanent change in an individual knowledge or behavior. In learning something, one needs special way and special tool, called strategy. This term originally belongs to military world, which means the science of forming and carrying out military operation.

In some cases, students do not learn according to their teachers' instruction. The fault may lie in the students' motivation or intellect, but it could also lie in their failure to use a learning strategy while instruction is occurring. So it is better if the teachers are sure first that the students know how to learn effectively. One way to achieve well in school subjects is to use learning strategy.

Learning strategies are actions or activities, consciously or unconsciously taken by students to make their learning easier, faster, more enjoyable, more self-directed and more effective in enhancing any aspect of their subject accession, storage, retrieval, and use of information. Generally, learning strategies are divided into two categories: direct learning strategies that consist of memory strategies, cognitive strategies, compensation strategies, and indirect learning strategies that consist of metacognitive strategies, affective strategies, and social strategies.

From the data presented in the previous chapter, I can conclude that; first, memory strategies –which are used to storage and retrieve the new information that students have got- are rarely used. The score only 2.4 and it belongs to low level of use category. Second, compensation strategies are in high level of use, the score is 3.6. It means that when they do not know the meaning of words in English they guess it by using any clues that occurred. When they are speaking English and they do not know the right expression in English they mix it with Indonesian (code mixing).

The third is that cognitive strategies (that is learn by practicing, receiving and sending messages, analyzing and reasoning, creating structure for input and output), metacognitive strategies (such as centering the learning, arranging and planning the learning, and evaluating the learning), affective strategies (e.g. lowering the anxiety, encouraging themselves, and taking the emotional temperature), and social strategies (e.g. asking questions, cooperating with others and emphatizing with others) are at the medium level of use. The score is 3.2 for cognitive strategies, 3.4 for metacognitive and affective strategies, and the last is 3.3 for social strategies.

Fourth compensation strategies and metacognitive strategies are highly used or most frequently used among good language learners. The score is 3.8 for compensation strategies and 3.7 for metaconitive strategies. This means that they not only guess the meaning of word and use code mixing but also arrange, plan and evaluate their learning. Unlike good language learners, poor language learners

only have one set of learning strategies that are most frequently used, that is compensation strategies, whose score is 4.2.

Good language learners have one category that belongs to the low level of use, it is memory strategies. While poor language learners do not have any category that belongs to low level use. They only have high and medium level use category.

Fifth, good language learners are found to be more learning strategy users than poor language learners. The data show that eight students or 29.62% of good language learners are highly learning strategy users while among poor language learners only seven students or 21.21% are highly learning strategy users.

# BIBLIOGRAPHY