CHAPTER V

CONCLUSION

This research intended to describe what language learning strategies that used often by a freshman in public secondary schools in Yogyakarta. From the results, it can be concluded that freshmen in public secondary school used direct and indirect strategies that are classified into six categories of language learning strategies which are memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. And Metacognitive strategies is the most frequently used by the students (Mean = 3.47, SD = 0.99), and the least strategies used by the students is Affective strategies (Mean = 2.95, SD = 1.24). Cognitive strategy item number 3 ‘I practice the sounds of English’ as the highest statement used by the students. However, the least statement used by students is Memory strategy item number 6 ‘I use flashcards to remember new English words’. Based on conclusions, it is important for the teacher to know what strategies used by the students, so the teacher can help the learner to find out their own strategies in learning English so that the students can achieve their learning goals easily.

This study is expected to bring benefits such as, provide information for further research regarding language learning strategies used most by the

learners in learning English. The researcher suggests that further study should look for more specific language learning strategies such as listening, writing and reading, or speaking strategies and give valuable information, especially for students and teachers. The researcher suggests lectures to inform about student's language learning strategies so they will create learning plan for him/herself. For example, they may establish their personal learning style, then organize objectives and set goals, thus the students can learn language effectively and become better language learners.