

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1. Conclusion

According to the findings of language learning strategies used by ELESPP students in language learning, it can be concluded that students applied all six language learning strategies with metacognitive strategy as the most frequent strategy used by students and memory strategy as the least strategy used by students. It indicates that ELESPP students were aware of the value of learning strategies and were employing their own to improve their learning outcomes.

The students also used almost writing learning activities in their learning process. It means that language learning activities could help them in writing learning activities. The characteristics of each of the six strategies are presented in the study. In terms of metacognitive, students used this strategy by evaluating, overviewing, and linking with already known material, arranging, and planning their learning writing. In terms of compensation, students used this strategy to compensate for the limited knowledge in vocabulary by doing simplifying minds when do not know how to express thoughts in writing and using coining words or synonyms when do not know the right words when writing. In terms of cognitive, students used this strategy to produce new language materials by revising with a digital checker, imitating native writer work, practicing writing, using many resources like in an online journal, translating with digital translating, and summarizing. In terms of social, students used this strategy to interact with others by asking for correcting and feedback, consult with teachers, and group writing activities. In terms of memory, students used this strategy to remember new English words by using them in a sentence, reviewing, using a creative technique with visuals, songs, and movies. It can be concluded from this study that language learning strategies can assist students to achieve their learning goal and solve their problems in language learning especially in learning English writing in the online learning environment.

5.2. Recommendation

According to the findings, students identified a variety of benefits from using various writing learning activities and language learning strategies. Their learning

process became more effective as a result of the effective strategy. As a result, students should provide themselves with knowledge of language and writing learning strategies as this will help them succeed academically especially in online learning environment. It is also suggested that students use the writing learning activities as a strategy appropriately and employ a wide range of language and writing learning strategies.

It is suggested for the teacher to explain the learning strategies to the students and assist them in identifying their language and writing learning strategies. The teacher can also help students adjust for any gaps in their strategy preferences and use them to obtain higher learning outcomes and more efficient learning processes.

This study could be used as a baseline for future research on LLS and writing learning activities for students. Since this study only limited the writing learning strategies in six strategies (memory, cognitive, compensation, metacognitive, affective, and social). Future studies may employ other techniques or include a larger number of participants in various level of students or in any writing proficiency.



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Memartabatkan Bangsa*