

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1 Conclusions

In this study, the writer has attempted to answer three major questions about kinds of cognitive strategies used, the differences in cognitive strategies employed, and kinds of socio-affective strategies used by high and low achiever students. To answer the questions, the writer has done observation and retrospective interview during three class meetings of a critical reading class. In each meeting, the participants were asked by the lecturer to work on the task in form of critical reading text which each text have its own level of difficulties and its assignment to be completed in the form of multiple choice. During the times the participants worked on the tasks, they have employed several cognitive strategies and socio-affective strategies in order to help them get a clear understanding of the text and be able to answer the questions of the assignment.

The findings of this study provide a better understanding of language learning strategies use among high and low achievers of the second year students of the English Education Study program. High achiever students seemed to employed cognitive strategies far more effectively than the low achiever students to facilitate their own learning in working on several critical reading texts given by the lecturer. In terms of the number or amount of cognitive and socio-affective strategies employed, there is no significant difference at all. Firstly, the high achiever students have reportedly used 8, 5, and 6 cognitive strategies respectively out of 10 strategies mentioned by the writer

on the theory. There were 3 overt and 6 covert cognitive strategies which are repeatedly being used by the high achievers. Resourcing strategy, in the form of consulting to both monolingual and bilingual dictionaries; and repetition in the form of rereading the whole text, paragraphs, and sentences to get a clear understanding of the content of the text are reported to be the strategies they always used. Note-taking was used by only one high achiever where she always tried to write down all the new information she got on the text which later she will explore more by finding out more information on the internet. Summarizing strategy was consciously implemented by one high achiever while the two others used this strategy only to meet the demand for the assignment of the text. Deduction strategy was used by only one high achiever where he usually tried to read the first line of each paragraph to help him guess the contents of the whole text. The strategy of getting the idea quickly, elaboration, inferencing, and imagery were also mentioned as the strategies which were being used by high achievers. On the other hand, low achiever students have reportedly used 3, 4, and 7 out of 10 cognitive strategies. In resourcing, none of them has ever consulted to a monolingual dictionary, instead, they consulted to only bilingual dictionary. Summarizing strategy was used by two low achievers just to meet the demand of the assignment and only one low achiever summarized the text because she knows the benefit of making the summary for herself. Note-taking, inferencing, elaboration, and imagery strategies were also the strategy which is used by the low achievers.

Socio-affective strategies are the mental and physical activities that language learners consciously choose to regulate their emotions and interactions with other

people during their language learning process. Socio-affective strategies represent a broad grouping that involves either interaction with another person or ideational control over effect (O'Malley and Chamot, 1990). According to the result of the research, the less number of socio-affective strategies employed by the participants was 2 strategies by one high achiever whom the writer considered as the most relax participant. He only used cooperation and self-talk to encourage himself. He never asked for correction from anybody else while working on the reading text. The highest number of socio-affective strategies used by participants was 4 by one low achiever and one high achiever. They employed all the socio-affective strategies while and after working on the reading text. Question for clarification, cooperation, self-talk to lower the anxiety and self-talk to encourage self in form of making positive statements were the strategies they employed while working on the text. Self-reinforcement in the form of giving reward to themselves was used after they carried out the difficult text.

## **5.2 Suggestions**

From the findings, individual participants were found to be able to use language learning strategies which are suitable for themselves. They have operated several cognitive and socio-affective strategies to help them solve the problems and difficulties in working on critical reading texts. According to the findings of the research, the following are some suggestions to those who are deemed to have a link to language learning in general and the use of learning strategies in learning in particular:

1. Language learners are expected to be aware of what learning strategies they choose to use. Choosing the right learning strategy which is suitable for the learners will help the learners to be able to do what is requested or demanded by a text and also will let the learners be able to develop and increase their comprehension.
2. Lecturers and/or teachers are expected to expose kinds of language learning strategies to the learners as early as possible. Thus, the learners will get a clear understanding of the language learning strategies and how to employ the strategies effectively in order to get the maximum result and develop learner's comprehension optimally. Lecturers and/or teachers are also demanded to give various kinds of tasks with different types and varying levels of difficulty in order to trigger the learners to really employ the language learning strategies they have known.
3. Future researchers are expected to dig more about the relation between the number of language learning strategies and how the learners employed them with the personality of the learners. Researchers may also try to find the relation between a number of language learning strategies and how the learners employed the language learning strategies in relation to the comprehension of the learners.

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