

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Writing strategy use to help improve writing performance can be a great challenge for teachers. From the result of the finding and discussion aforementioned, the researcher can come to the following conclusion.

1. The students' preference strategies used in essay writing has shown that from 38 students, there was 21(55%) students used cognitive strategies as their preference, 17(45%) students used metacognitive strategies as their preference, and 0 (0%) students' preference used social/affective strategies as their preference.
2. The students' levels of proficiency were excellent, good, fair, and unacceptable. The students who got 83 until 100, it means the student level was excellent. While, the students who got 63 until 82, it means the student level was good. Whereas, the students who got 52 until 63, it means the student level was fair. In addition, the students who got 34 until 52, it means the student level was unacceptable. From the students score, it had known that from 38 students there were 3(8%) students got excellent, 33(87%) students got good, 2(5%) students got fair, and 0 (0%) student got unacceptable.
3. The students' strategies that tended to give high proficiency in essay writing showed that the mean of cognitive was 74.67. The students' total



need to explore (a) patterns of learning strategy use, and (b) the nature of the relationship between learning strategies and proficiency among students' English Department in a variety of educational contexts.

2. The current investigation measured learning strategy preferences using one self-report instrument (i.e., the SILL) at a particular point in time. It is the recommendation of these researchers that future endeavors incorporate a variety of measures (e.g., structured interviews, think-aloud procedures, observations, dialogue journals, etc.) and evaluate the relationship between learning strategies and proficiency over time. Such studies would explore how learners apply strategies in carrying out specific language-related tasks and would draw upon the perceptions of both teachers and learners concerning the effectiveness of various strategies ideally.
3. The Teachers must be aware of the difficulties students face when writing English essays and allow students to try out strategies that best work for them. It should not presume that the act of writing in one's first language is similar to writing in one's second language. The first and second language learners may not approach a writing task or attend to feedback in the same way.

In conclusion, learning strategies will, not doubt, continues to be a topic of interest for researchers and practitioners who desire to serve the needs of English language learners. This research reveals the need for closer examination of the relationship between learning strategies and proficiency

