## **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

that a preference cognitive strategy was 21 students. The standard derivation of cognitive strategies was 84.99. It means that the mean disperse from sample was 84.99. The mean of metacognitive was 73.7. The students' total that a preference metacognitive strategy was 17 students. The standard derivation of metacognitive strategies was 51.69. It means that the mean disperse from sample was 51.69. The total of cognitive and metacognitive mean was 74.27. In addition, the total of cognitive and metacognitive standard derivation was 71.30. From the explained above, it had shown that the cognitive strategies gave high score for the students.

4. The correlation between learning strategies and proficiency level in essay writing has shown that the contingency coefficient were 0,920 by approx. Sig. were 0,008. It means that there were any correlation between learning strategies and proficiency level in essay writing because the significant 0,009 < 0, 05.

## **B.** Suggestion

Based on the major findings of the present study, the researcher recommends the following opportunities for future research:

 The current investigation into language strategies and proficiency level of university students conducted with participants from one province-level, the fourth semester, English Education Department at UIN Sunan Ampel Surabaya, the ability to generalize the data is limited. Further research

- 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

level in essay writing. It is the hope of researchers from both quantitative and qualitative perspectives will further explore the numerous factors that contribute to the success of English language learners worldwide

