CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

This study was conducted as an attempt to discover the LLSs used by the students in studying the English Grammar. The research which involved 100 students, showed that the students were medium users of strategies. Several important findings were revealed. The conclusions which are presented based on the major findings are as follows:

5.1.1 Variety of Language Learning Strategies

The students consciously employed a variety of language learning strategies with moderate frequency. They chose **Cognitive** strategies as the most frequently used, whereas, they possibly avoided, or were unaware of how to apply, **Affective** strategies.

5.1.2 Frequency of Language Learning Strategies

The findings of this study showed that the frequency of the strategy use varied according to the grammar proficiency as measured by a grammar test. The high level proficiency students used **Compensation, Memory, Cognitive,** and **Affective** strategies significantly greater than the low level proficiency students. While the low level proficiency students used **Metacognitive** strategies significantly greater than the high level proficiency students.

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5.1.3 Compensation Strategy

The use of **Compensation** strategies had the strongest relation to grammar proficiency tested by the grammar test, followed by **Memory** and **Cognitive** strategies.

Overall, the high level proficiency students showed greater use of strategies than the low level proficiency ones. This finding supports what Green and Oxford (1995) assert that the relationship between proficiency and the use of language learning strategy shows that students who are better in their language performance generally use higher levels of overall strategy and greater number of strategy categories.

5.2 Suggestions

There are many classifications of LLSs proposed by the experts. However most of these attempts to classify LLSs reflect more or less the same categorizations of LLSs without many changes. It is obvious that LLSs facilitate the learning of the target language by the language learner. Language learners in general use LLSs in the learning process. Thus, both learners and teachers need to become aware of the learning strategies as the use of learning strategies brings good effects to the students' language performance.

It is suggested that teachers and lecturers should systematically introduce and reinforce learning strategies that help students use the target language more effectively and thus improve their performance. Oxford (1990) suggests that strategy training can be achieved after familiarizing the students with the LLSs and providing

them with opportunities for practicing these strategies through integrating them into the classroom instructional plan and embedding them into regular class activities.

There is a need for more comprehensive research on a wide range of variables affecting LLSs employed by the learners and on strategy instruction which is important in assessing learners strategies to pave the way for building the theory that seems necessary for more language learning strategies work to be relevant to the current practice of foreign language teaching.

An indepth study related to other language skills is suggested to be conducted in order to discover the LLSs used and to enable to conduct a comparative study in the four language skills and finally teachers as well as lecturers will try to match their approaches and methods of teaching to the students' learning strategies.