

CHAPTER V

CLOSURE

A. Conclusion

Based on the data analysis, researcher could conclude the result of this research about students learning strategies in the different levels of Language Development Unit Team classes in Antasari State Islamic University Banjarmasin it could be summarized as follow:

1. Levels of the classes in Language Development Unit Team are pre-intermediate level and elementary level which was decided by the final test of English A as the placement test. Both of pre-intermediate level classes and elementary level classes in language development unit team classes almost had used all learning strategies that were memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy and social strategy.
2. In pre intermediate level, dominant learning strategy which had been used by students was metacognitive strategy and learning strategy which was never used by students in this level is affective strategy and social strategy. Then In elementary level dominant learning strategy which had been used by students was metacognitive strategy and learning strategy which had never been used by students in this level was affective strategy.

B. Suggestion

According to result of this study in language development unit team, the researcher wanted to give some suggestion to the teacher. The suggestions were:

1. The fact that dominant learning strategy had been used by students which was metacognitive, teacher should make sure their vocabulary well because it could be suitable with their strategy which does the other way when they do not know some words in applying English
2. The students should use the other strategy which is appropriate that they may did not like so that they could learn English more effective, they can be easy to learn English and it could make them more enjoy in learning process.
3. For the readers, this study may help them in dividing their own suitable learning strategy in learning English.