

## **CHAPTER V**

### **CLOSURE**

This chapter presents the conclusion and suggestion of the research that related to language learning strategies. The writer has divided the conclusion into two-part.

First part is the conclusion of the students' Language Learning Strategies (LLS) frequently use by High Achiever Students in learning English as the foreign language based on the gender difference and about the most use Language learning Strategies (LLS) by students in learning English as the foreign language.

The last, this chapter also presents a suggestion for the students and further researcher.

#### **A. Conclusion**

After describes the data in the previous chapter about how female and males students frequently use different Language Learning Strategies and what strategies become the most use in learning English, the researcher can be concludes that:

1. Language Learning Strategies (LLS) frequently use by High Achiever Students in learning English as the foreign language based on the gender shows that between female and male students have difference in using the learning strategies. For female students the more prefers to use Management and Planning strategies. Otherwise, male students choose Cognitive strategies in learning English.

2. The second research question focus on the most use Language learning Strategies (LLS) by combination of female and male students in learning English as the foreign language in both groups shows that 44% of students in total of 50 participants use Management and Planning Strategies.

## **B. Suggestions**

1. Students of UPB (Language Development Center)

The researcher hope the students continue to use their language learning strategies. Even better if they can use more than one or variety of learning strategies. The researcher also hope that students can continue to learn more about English, and improve it. Thus they can achieve their goals and make their dream come true.

2. To the further Researchers

The researcher know that language learning strategies is a common topic for a research. But, the researcher hope the next researcher can find something new from this topic and do deeper analysis and research about learning strategies. The researcher also suggestion to the further researcher in conducting the next research that related to this research with another aspects other than gender difference and perhaps can do this to low achiever students, or so on. There are some interesting aspects that have not been discussed about language learning strategies if you look further into it. In addition, some weaknesses of this research

can be a reference for further research in the future in order to make a complete study of Language Learning Strategies (LLS).