CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter concludes the research on the English learning strategies of students at Cokroaminoto Wanadadi Vocational High School with limited facilities. The conclusions presented are based on the data analysis in the previous chapter to answer the research questions. Furthermore, this chapter also includes suggestions that are expected to be useful for students, teachers, schools, and future researchers, so that this research can make a real contribution to improving English learning in schools with limited facilities.

5.1. Conclusion of The Research

Based on the results of research on the English learning strategies of students at SMK Cokroaminoto Wanadadi with limited facilities, the following conclusions can be drawn:

5.1.1. The Strategies used by Students

Students use a variety of strategies to learn English. Most students use control strategies, such as creating a study schedule, managing their time, or preparing notes before class. Others use revision strategies, such as rereading the material, summarizing, and practicing problems. Furthermore, some students employ motivational and emotional strategies, such as listening to music, watching videos, or studying with friends to maintain motivation. However, some students lack specific strategies and simply passively participate in class.

5.1.2. Student Motivation in using Learning Strategies

Students' motivation to use learning strategies is driven by two main factors: academic motivation and practical motivation. Academic motivation is reflected in students' desire to achieve good grades, understand the material, and pass exams with flying colors. Practical motivation, on the other hand, stems from students' desire to understand songs, videos, and everyday conversations in English. However, some students still lack motivation, resulting in a lack of clear learning strategies.

5.1.3. Implementation of Learning Strategies by Students

Learning strategies are implemented both inside and outside the classroom. First, some students prepare by reading online materials or completing assignments. Second, students sometimes use technological assistance such as language learning apps. Finally, and most frequently, they follow teacher instructions or ask questions about the material. In contrast, students who don't use strategies rely solely on teacher explanations and develop less English skills.

5.2.   Suggestions

Based on the conclusions above, the author provides several suggestions as follows:

5.2.1. For Student

Students are expected to be more active in selecting and using learning strategies that suit their needs. Learning doesn't just happen when there are assignments or exams, but can also be done through simple methods like writing down new vocabulary, watching English videos, or listening to music. This way, English skills will develop more quickly, even with limited resources.

5.2.2. For Teacher

Teachers should provide guidance so that students become familiar with various learning strategies and become accustomed to using effective strategies. Teachers can also create a more interactive classroom atmosphere, for example through discussions, language games, or group work, to increase student motivation.

5.2.3. For School

Schools are expected to support the English learning process by providing additional facilities, even if simple, such as reading rooms, printed modules, or internet access. Furthermore, schools can also hold extracurricular English language activities as a forum for students to hone their speaking and writing skills.

5.2.4. For other Researchers

This research is limited to learning strategies in conditions of limited facilities. Therefore, future research could examine other factors such as the influence of the family environment, the use of digital technology, or the role of motivation in improving students' English learning outcomes.