V. CONCLUSION AND SUGGESTIONS

A. Conclusion

From the description and analysis of the data and the discussion of the results, the following conclusions are put forward:

1. All of the students made use of more than one learning strategy among the learning strategies investigated in this study. The difference is indicated in the frequency of strategy application. Although the percentages of strategy use were relatively different, cognitive strategy took the highest percentage in each learner classification (good and poor learners). It shows that the strategy that was mostly used by the students was cognitive strategy.

2. Both good and poor learner groups used similar strategies; the participants employed all of the three learning strategies investigated in the study. The difference occurred in terms of the frequency of strategy application. From 9 good learners, all of them (100%) used cognitive strategy as their favorite when composing a text; 7 of them (78%) applied metacognitive strategy and 8 learners (89%) made use of social strategy. Although the

poor learners used similar strategies as the good ones did, the frequencies of using those strategies were different. Among 9 poor learners in this study, 8 of them (89%) used cognitive strategy and 7 learners (78%) applied metacognitive and social strategies, respectively.

3. In this study, there is no significant correlation between learning strategies used by students in writing narrative text and their writing competence. It is evident from the calculation result obtained via SPSS, with the correlation coefficient (r_{xy}) 0.335. However, it does not mean that learning strategies have no influence on students' writing competence. Many factors are yet unexplored, such as individual differences in terms of attitude and motivation in learning English. Such factors might have affected the effectiveness of students' learning strategies in composing narrative text.

4. There are three speculations as to why the correlation between learning strategies and writing competence is relatively low. *First*, learning strategies are supposed to be used to attain goals or to solve problems. Even though good learners, in general, apply more learning strategies than poor learners do to attain goal, they would not use learning strategies when they perform tasks that do not demand them to use specific strategies. *Second*, the low correlation might be due to good learners' automaticity of learning strategy application, and the failure to report the strategies they have used subconsciously. *Third*, the use of learning strategies in quantity

could not account for writing competence because good learners might use learning strategies differently from poor learners in quality.

B. Suggestions

Here are several suggestions that could be considered:

1. It is essential for the students categorized as poor learners, particularly those at SMAN 5 Bandar Lampung, to motivate themselves to learn more seriously as the successful or good learners have done. In other words, poor learners can follow the path good learners stick to in their learning behaviour, especially in the process of English learning. Poor learners should also change their belief that English is a difficult school subject. This belief has led a large number of Indonesian learners to justify their laziness when learning English. English may be difficult, yet it does not mean that it is impossible to learn. Besides, using learning strategies can help them to learn effectively. Making mistakes is not something uncommon in learning, as it indicates the process of learning. Poor learners should learn from their experiences and mistakes, transforming them into information for the betterment of learning in the future, so similar mistakes will not reappear.

2. Good learners should also take consideration in that using learning strategies successfully is not the end. They need to study more in composing narrative text in order for them to acquire better proficiency of English, which will be very useful for their own future. Therefore,

successful learners also have to try other strategies to improve their writing skill.

3. Teachers can play an important role to help the poor language learners attain success in language learning, including writing, and encourage the good learners to be more successful ones. Teachers can identify and 'transfer' the learning strategies applied by good learners to the poor ones through specific instructions, such as by engaging them to write down outline before starting writing (note-taking), to use dictionary (translation), or to work with one or more peers to exchange feedbacks (cooperation). This is believed to make the poor learners feel confident and in turn gain success in the English language learning by supporting their effort in writing. To conclude, it is a must that teachers give numerous chances to the students to explore themselves, to be aware of and understand their weaknesses and strengths by practicing more in writing. The more their experience in writing, the more they are familiar with the strategies that suit them, and in turn, that will most probably assist them to be a successful language learner and writer.