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CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

V.1 CONCLUSIONS

The main goal of the research was to find out the influence of students' learning styles and Language Learning Strategies on English achievement of the second grade of SMA Negeri 2 Rambah Hilir. Based on the three hypotheses of the problem and objective of the study, the last findings of the research can be concluded as follows:

1. There was relationship between students' Learning Styles on students' English Achievement. It used Pearson correlation which included a positive relationship. It means that when students had good learning styles, then followed by going up of students' English achievement or, on the contrary, when students had low learning styles then followed by going down of the students' English achievement. Then, by looking at the value of Pearson correlation, it can be interpreted that correlation between students' Learning styles and English achievement was enough correlation.

In conclusion, hypothesis alternative (Ha1) was accepted. So, there was an relationship of students' Learning Styles on students' English achievement of the second level of SMA Negeri 2 Rambah Hilir.

2. Based on the table there was relationship between students' Language Learning Strategies on students' English Achievement. It has Pearson correlation

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includes positive relationship. It means that when students had good LLS then followed by going up of students' English achievement or, on the contrary, when students had low LLS then followed by going down of the students' English achievement. Then, by looking at the value of Pearson correlation, it can be interpreted that correlation between students' LLS and English achievement was enough correlation.

1. In conclusion, hypothesis alternative (Ha2) was accepted. So, there was a relationship between students' LLS toward students' English achievement of the second level of SMA Negeri 2Rambah Hilir.
2. Based on the table that there was a relationship between students' Language Learning Strategies on students' English Achievement. It used Pearson a correlation includes positive influence. It means that when students had good LLS then followed by going up of students' English achievement or, on the contrary, when students had low LLS then followed by going down of the students' English achievement. Then, by looking at the value of Pearson correlation, it can be interpreted that correlation between students' LLS and English achievement was enough relationship.

In conclusion, hypothesis alternative (Ha2) is accepted. So, there is a relationship of students' LLS on students' English achievement of the second level of SMA Negeri 2Rambah Hilir.

Hypothesis 3

Ha3: there is a significant relationship of students learning styles and language learning strategies toward students English achievement in SMAN 2 Rambah Hilir

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In conclusion, hypothesis alternative (Ha3) was accepted. So, there was an influence of students' Learning styles, LLS on students' English achievement of the second level of SMA Negeri 2 Rambah Hilir.

In order to answer the research about the influence of students' learning styles in English achievement and the influence of students' Language Learning Strategies in English achievement, simple regression was used. Then, multiple regression was used to determine the influence of students' learning styles and LLS in students' English achievement.

Thus, based on the findings, it could be concluded that the higher students' learning styles, the higher score of students' English achievement would be, while the lower of students' learning styles, the lower of the students' English achievement would be. Then, the students' English achievement was also influenced by students' LLS. The higher the students' LLS the higher the students' English achievement will be, while the lower the students' LLS the lower of students' achievement. So, in other words, both learning styles and LLS were positively affected on students' English achievement.

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V.2. IMPLICATIONS OF THE RESEARCH

In teaching and learning process, the teacher should find the suitable learning styles, language learning strategies, his or her students in order to give effective learning. In this research, the influence of learning styles, language learning strategies on academic achievement. The number of students involved in this research was 72 students the second grade of SMAN 2 Rambah hilir.

In this study, the teacher asked the students to fill the questionnaire about Learning styles and Language learning strategies. The questionnaire was related about students learning styles and language learning strategies in learning English. And to measure students English achievement the teacher did the test. In improving the students' English achievement the students needed learning styles and LLS.

This research showed that the use Learning style, language learning strategies had the significant influence on academic achievement of second grade in SMAN 2 Rambah Hilir.

The findings of this study indicate that there was a significant influence of students' learning styles, language learning strategies in English achievement. This findings also similar with Cano and hughes (2000) theory states that a number of learning-related concepts, such as perception of academic control and achievement motivation which have been a focus of attention when attempting to identify factors affecting learning-related performance. One concept in particular, which has provided some valuable insights into learning in both academic and other educational settings is learning style.

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learn English, highlighting its importance. The teacher should be focused on students' learning styles first before teaching English, the teacher should change the way the students think about English lessons for example, change the students' opinion about English which is not important or difficult subject for them

2. Recommendation for the students:

- a. The students should maintain the way of learning English. They should have learning styles toward learning English to improve their English achievement.
- b. The students should develop their language learning strategies, especially in learning English to improve their achievement. They should increase their ability in English by trying to enrich their knowledge related to English, practice their English, and enlarge reading books in English.

3. Recommendation for the future researcher:

The future researcher may extend this research to investigate the combination of learning styles and language learning strategies as one variable. For example, student should have learning styles during English lesson, while student who has high language learning strategies to improve their English.