

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

From this study, it can be concluded that undergraduate students majoring in English in Aceh utilize various grammar learning strategies. They are actively engaged in cognitive strategies such as taking notes during explanations from teachers and categorizing grammar structures, as well as metacognitive strategies such as seeking more effective learning methods. Additionally, they demonstrate significant involvement in affective strategies, such as rewarding themselves after successful grammar tests, and social strategies, such as seeking help from native speakers or peers when encountering difficulties in understanding grammar rules.

Overall, students employ these strategies in a balanced manner, with averages percentage ranging closely between 75% and 79% for each type of strategy. This reflects their comprehensive approach to understanding and mastering English grammar, not solely relying on cognitive knowledge but also integrating social, metacognitive, and affective aspects into their learning processes. Thus, these findings provide valuable insights into how these strategies can be applied and reinforced in the context of teaching English as a foreign language in Aceh.

#### 5.2 Suggestion

##### 1. For Teachers

Integrate a variety of cognitive, metacognitive, affective, and social strategies into your teaching methods. Encourage students to take notes, classify

new grammatical structures, and use visual aids. Foster self-reflection and goal setting, and create a supportive environment that reduces anxiety. Design group activities and peer learning sessions that allow students to help each other and seek help from skilled speakers. Encourage students to engage in discussions and correct each other's grammar in a constructive way. Be aware of students' emotional states and provide motivational support. Use strategies that encourage relaxation and positive reinforcement, such as self-reward systems, to maintain high levels of motivation and reduce language learning anxiety.

## 2. For School

Ensure teachers have access to professional development opportunities that focus on integrating diverse learning strategies. Provide resources such as grammar books, visual aids, and technology tools that support a variety of teaching methods. Build a school culture that values collaboration and emotional well-being. Organize workshops and activities that encourage social interaction and peer support among students. Conduct regular assessments of students' grammar learning strategies and outcomes. Use data to continuously improve teaching methods and provide targeted support when needed.

## 3. For Researcher

Investigate the effectiveness of various grammar learning strategies in improving students' proficiency. Conduct research comparing the impact of cognitive, metacognitive, affective and social strategies on learning outcomes. Conduct comparative studies across regions, educational contexts, and age groups to understand the generalizability of findings. Examine how cultural and contextual

factors influence the use of grammar learning strategies. Investigate how digital tools and online resources can facilitate the implementation of a variety of learning strategies. Explore the potential of technology to support self-regulation, emotion management, and collaborative learning in grammar education.