

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion related to what the researcher has organized and discussed.

A. Conclusion

Based on the previous discussion and analysis of the students' strategies in speaking and its contribution to the speaking ability improvement, the researcher concludes that:

Based on the result of research, it is found that the students who are good in speaking at STAIN Tulungagung use various strategies in speaking. They choose their own learning strategies based on their characteristics, creativities, needs, and interests. The speaking strategies they apply are: learning and practicing English components, correlating the new information with the other concepts, using various activities for getting language inputs, writing the language down in the form of story or notes and working directly in L2 (include in cognitive strategy), identifying lack of language, taking ones who are good in speaking as a model and ones successful in learning to be followed the suggestions, making speaking outline, checking and verifying their friends' performance or comprehension, managing language produced (include in metacognitive strategy), plugging into English community and managing psychological matters (include in socio-affective strategy).

Researcher gets the point that all of those strategies in speaking are very useful for speaking skill improvement. The contribution of students' speaking strategies are: a) Learning English components such as grammar, vocabulary and its pronunciation, memorizing it, and practicing it, writing the language down in the form of language diary or notes and story, correlating information in their mind to the other concept, making outline, and working directly in L2 without translating were contributive toward their speaking skill, writing and reading skill improvement, b) checking and verifying friends' performance, managing language produced, watching movie, listening to music, and reading books are contributive toward students' speaking, listening and reading skill also English components (vocabularies, grammar and pronunciation) improvement, c) identifying lack, taking someone who are good speaking to be the model and ones successful in learning language to be followed their suggestions, managing psychological matters, plugging into English community are contributive toward students' speaking skill improvement, reduces the reluctance of speaking and increases the motivation in learning. Then, it is contributive to the improvement of English in general.

By using those strategies they can be good language learners. Consequently, they can learn language successfully. It can be observed that the subjects who use speaking strategies have good speaking ability. The speaking strategies also give contribution toward both English components and English skills, especially for improving students' speaking skill.

In short, the speaking strategies give good contribution for improving students' speaking skill. So, the speaking strategies are very important to have for English learners, especially in learning speaking as one of foundation and consideration to become successful English learners.

B. Suggestion

Based on the result of the research findings, the researcher would like to give some suggestions for the following people:

1. For English lectures

Since learning strategies are very important for language learners, and not all of them automatically know which strategies work best for them, lecturers should develop strategy training and experiment with different strategies in order to lead more effective learning. Strategy is able to be taught, so the lecturer should also teach students strategies for the fact that students who are taught the strategies underlying their learning are more highly motivated than those who are not. For the reason that students are different and lecturers must teach them all, lecturers should take on some responsibility for the students' own learning.

2. For the students

The students are hoped to be more creative in developing learning strategies and understand which ones are suitable for their needs. They can share their strategies toward other students and vice versa they can adopt the other students' strategies. In addition, they are hoped to make use of time as well as possible to always learn.

3. For other researcher

For other researcher who wants to conduct a research about learning strategy, the result of this study can be used as additional reference for further research with different discussion domain of students' learning.