

Chapter 5: Conclusion

This chapter presents the conclusion of the research and recommendation based on the result of the research. The conclusion illustrates the summary of the research. Also, the recommendation consists of the suggestion for further researcher.

Overview of key findings

This research is devoted to investigate the types of learning strategy in speaking English. Relying on the qualitative approach, this research found several things that answer the research question.

After analyzing the data which were obtained from interviews, there are three strategies affects the students' skill in speaking English such as, Metacognitive strategy, cognitive strategy, and socio-affective strategy. Based on data analysis in the previous chapter about learning strategy in speaking English, it is concluded that cognitive strategy affects the students' skill in speaking English. Cognitive strategies enable students learning by using all their processes. Those learning strategies were repetition, resourcing, grouping, translation, inferencing, deduction, summarizing, note taking, keyword method, and elaboration strategies. In this study, the students usually used repetition, because, these strategies help them to practice and notice their mistake in acquiring knowledge. This strategy can improve students in speaking English, because they need more practice to improve their speaking English.

Meanwhile, cognitive strategies enable students to find out and produce new language in many different meaning (Oxford, 1990). This strategy mean the learning strategy that involve the direct manipulation of the students learning by using all processes. According to the data findings, the students used the learning strategies that provided in cognitive strategies

in the class. Those learning strategies were repetition, resourcing, grouping, translation, inferencing, deduction, summarizing, note-taking, keyword method, and elaboration. In this learning strategy, the students usually used repetition, resourcing and translation. For this reason, those strategies help the students to practice and notice their mistake in acquiring knowledge.

In addition, a metacognitive strategies is strategy that help students to managing the learning process overall. These strategies applied by the students to plan for learning and thinking about the learning process, monitoring production, and comprehension as well as evaluation after the completion of an activity. Based on this research, the students applied the learning strategies that had been provided. There were five strategies that consist of self-management, self-monitoring, self-evaluation, directed attention, and organizational planning. Each strategy has different meanings and function in the learning process. For instance, self-management and organizational planning strategies were used for the student's preparation to attend the class. This strategy helps students to be well prepared before the class began in the order they will understand with the materials. Also, directed attention was applied by students to order the students to organize their ideas and concept of the material in order the students can handle their tasks. Moreover, the other learning strategies were self-evaluation and self-monitoring strategies. The students used those strategies to evaluate and increase their presentation related to the materials in front of the classroom.

Moreover, based on the data findings, the most learning strategies that were used most by students in metacognitive strategies is self-monitoring. It is because this strategy helps students to manage their knowledge and behaviors. According to Xiang (2004), by using self-monitoring strategy assists students to improve their skill through some feedback from lecturer and others.

Socio-affective strategies enable students to manage their attitudes, emotions, and motivation toward the learning process. These were strategies help students to interact with many people. Socio-affective strategies can assist the students in interacting with other people around them while they questioning for clarification and cooperation. Moreover, questioning for clarification help students in asking verification and asking for the correction, while cooperation strategies help students to cooperate with their friends to solve a problem in a learning activity.

Additionally, the most strategies used by students in socio-affective strategies is cooperation. It is because cooperation help students to cooperate with their friends to solve a problem in the learning activity.

For example, students can gathering and organizing materials, arranging a study space and schedule, monitoring mistakes, and evaluating task success, and the success of any type of learning strategy.

Implications

For some students, speaking English is not easy to be learned and mastered. The students must find the best way or learning strategies to help them understanding the materials. It is important for students to know that there are many kinds of learning strategies that can be used by student during the learning process. Regarding the problems faced by students as described in the previous part, there were some suggestions presented for the students, lecturer and future researcher, as follows:

First, for students, this research is designed to help students to gain information related to learning strategies that they may use in speaking English fluently. Students may choose the learning strategies that can support them to improve their speaking skills.

Second, this research suggests for the lecturer to be aware that learning strategies are important for students to achieve a learning goal. It is necessary for the lecturer to realize that students have different skills to catch and understand a lesson, so that they may use various learning strategies to acquire knowledge. For this reason, the lecturers should find the best technique of teaching in order to make the students more active in the classroom. Lecturers need to emphasis on designing classroom tasks which engage learners meaningfully so that they can have the opportunity to practice using the language they are learning (Abid, 2018)

Third, this research suggests for the next researchers to conduct research related to learning strategies with different theories in different skills, such as writing, listening, and reading. The future researchers will know that there were more than one learning strategies from different experts that can improve students' skills. In addition, it will be interesting for the next researcher to compare the learning strategies.

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