

Chapter Five

Conclusion and Recommendations

Chapter five presents conclusion and recommendations. This chapter is divided into two sections. The first section is the conclusion in which the researcher summarizes the recent study from all chapters. The second section is recommendations. The researcher gives recommendations for students, teachers, and others based on the results of this study.

Conclusion

This section presents the summary of the results of this study. The results were gained as there are two research questions needed to answer. The first research question is about strategies used by the students in learning speaking English, and the second research question is about the most frequent strategies used by students in learning speaking English. In order to answer these questions, the researcher used the questionnaire and analysed the gathered data using descriptive statistics in SPSS program. The researcher divided first research questions about strategies used by students in learning speaking into six categories namely metacognitive strategies, cognitive strategies, compensation strategies, affective strategies, social strategies and memory strategies. The results showed that in metacognitive strategies, there are 9 items. The strategy which has the highest mean score was statement 19 “I try to find out how to be a better learner of English” which has mean 4.63. According to the categories, that strategy belongs to ‘always’ category. Furthermore, there are 10 items in cognitive strategies that can be seen from the total mean score item 26 “I practice the sound

of English” which has the highest mean score 4.43, and that strategy belongs to ‘always’ categories’. Then, there are 6 items and 17 items in compensation strategies “I try to guess what the other person will say next in English”. This strategy has the highest mean of all which was 4.33, and based on the categories belong to ‘always’ categories. Moreover, there are 6 items in affective strategies. The one who has the highest mean score was item 32 “I encourage myself to speak English even when I am afraid of making mistake” which has the mean score 4.40. Based on the categories, that strategy belongs to ‘always’ categories. Besides that, there are 6 items and items 34 in social strategies “if I do not understand something in English, I ask the other person to slow down or say it again”. That strategy has the highest mean score which was 4.37. Based on the categories, that strategy belongs to ‘always’ categories. The last, there are 9 items as seen from the total score items 37 in memory strategies “I use new English words in a sentence so I can remember them”. That strategy has the highest mean score which was 4.20. Based on the categories, this score belongs to ‘always’ categories.

Moreover, the second research question is about the most frequent strategies used by students in learning speaking English. In this question, the researcher showed the result based on the highest mean score to the lowest mean score. Then, the researcher has six categories strategy in learning speaking English. Which means that the metacognitive strategies are the most frequent strategies used by students because metacognitive strategies have the highest means score from all categories. The mean score was 4.30. Based on the

categories (see table 6), this score belongs to 'always' categories. However, the strategies which have the lowest mean score were memory strategies. This strategy has the mean score 3.64. Based on the category (see table 6), this score belongs to 'often' category. It concludes that memory strategies are rarely used by students in learning speaking English.

From the result above, it is implied that, the students can apply the appropriate strategies in learning speaking. It means that the strategy can improve students' speaking ability. In addition, the strategies may become students' reference in speaking practice in their real life. Those will help them to overcome the problems and encourage their motivation to gain other strategies.

Recommendations

In this section, the researcher presents the recommendations based on the result of this study. There are several recommendations for students, teachers, and future researchers related to the results of students' strategies in learning speaking English conducted at English education department at one of the universities in Yogyakarta.

Students. As for students, this research provides several strategies for learning speaking. Those strategies can be appropriately applied in language learning. When students would like to practice or learn speaking English in the future, they can take a look at this research. Then, the students are suggested to apply several strategies to solve their difficulties faced when practice speaking English. Furthermore, the students are suggested to improve and can explore more English-speaking skill in order to increase their speaking ability.

Teachers. A teacher is a person who acts as captain in the classroom and the one who leads the class activity. As for the teacher, they are suggested to know the strategies used by students in learning speaking, especially students who have a good speaking in class. Thereby, the teacher can strength such strategies for teaching speaking. In addition, the teacher is suggested to give a feedback to the students when students are making mistake in learning speaking, and help the students to develop their English-speaking skill.

Future researchers. Based on the result of the research, the researcher found that there are many strategies used by students. Hence, the researcher suggested to the future researchers who are interested in doing the same topic about students' strategies in learning speaking to conduct more specific strategies such as only users' direct strategies or indirect strategies, not both of them. Thereby, it is possible for the next researcher to conduct a research in different research design using another technique to get deeper data. For example, they can use qualitative design, so they can explore more about the strategies used by students in learning speaking English.