

Chapter V

Conclusion and Recommendation

In this last chapter, the researcher presents summary of the research finding generally and followed by the recommendation of the future research on speaking strategies.

Conclusions

The main objectives of this study is to investigate the correlation on the most frequent speaking strategies used by EFL learners of EED UMY batch 2015 and their speaking proficiency. For this purpose, speaking strategies questionnaire consisted of 31 items with five-Likert Scale answer were administered to 52 EFL learners. Afterwards, the secondary data have been collected through speaking test providing by the lecturer. The data gathered was analyzed by using Descriptive statistic and Pearson Correlation. The first research question attempts to reveal the speaking strategies employed by EFL learners of EED UMY batch 2015 using the speaking strategies questionnaire. Considerable insight has been gained concerning the use of speaking strategies among EFL learners. Interestingly, this study indicated that the mean average of overall strategies are consistently high more than 3.5 mean value, which means that most of the learners applied both direct and indirect strategies in their learning. This is particularly noticeable in the case of speaking strategies, that the most favored strategies as perceived by EFL learners was social strategies with highest mean value of strategies at value 4.23 as compared differently to the results of the other previous studies in the same

context. Social strategies mainly concern on interaction with people and found to be more familiar among the learners (Li, 2010). It seems that the learners are preferred to involve themselves in the real interaction with other people in order to improve their learning in speaking English such as asking questions for clarifications and corrections, and cooperating with other. Contrary to the result of memory strategies, these strategies are the least mean values among six categories. It is in accordance with previous study by Javid et. Al (2012), Al-Buainan (2010), and Liu (2004) which reported that memory strategies are the least preferred of speaking strategies used by EFL learners in learning speaking.

For the second research question of "What are the speaking proficiency of EFL learners at EED UMY in Listening and Speaking for Academic Purposes class?" The findings revealed that the majority of learners have very good speaking proficiency. The surprising data eventually might be caused learners have more access and chance to learn, use, and practice English as well. It is noticeably accomplished by Skandari, Behjat, and Kargar (2015) that applying learning strategies in speaking or communication could be advantageous for learners to improve their speaking skill.

The other aim of this study is to scrutinize the correlation on the most frequent speaking strategies used by EFL learners and their speaking proficiency. The results presents the value of coefficient correlation in Pearson Product Moment (r) = 0.016. Therefore, it can be inferred that the correlation on both variables was considerably very low or very weak and significant correlation. It can be concluded that the social strategies used by EFL learners of EED UMY

batch 2015 are associated with their speaking proficiency, which means that they link each other. This result is in line with previous researchers (Javid et.al, 2012; Liu, 2004; Maldonado, 2015; Radwan, 2010). Correlate with Larenaz (2011) that “the importance of knowing speaking strategies can be regarded as a significant issue for improving students’ oral communication skill” (p. 95). It is reasonable to conclude that the hypothesis of H_a was accepted and H_o was rejected.

Recommendation

This section sets out the research implication from overall finding of this research. Significance contributions of this study are indicated to larger population such as for the researcher, learners, lecturers, English Education Department, and other researchers.

For the researcher. The importance of knowing the social strategies can be a superb insight on enriching the researchers’ knowledge of communication and to foster oral communicative skill by applying various strategies that are valuable for the researcher to improve her speaking ability. The researcher can use the finding by encouraging her speaking ability through involving herself to the real social communication and cooperating with others to practice communication the target language.

For learners. The study concluded that the patterns of speaking strategies can be applied autonomously by learners in order to encourage learners’ speaking development. The researcher suggests that learners have to be able to employ the speaking strategies in their learning, hence, the more often use of the speaking strategies, the learners may be more aware of the effectiveness of using the

strategies.

For teachers. By knowing that the speaking strategies have contribution to the speaking proficiency, this study can enhance the language teachers awareness of the advantages of speaking strategies and can provide a broaden insight for the teacher to accommodate the speaking strategies in the class. The teachers can also design exceptional syllabus which can accommodates learners to employ the speaking strategies in the learning process.

Indeed, the researchers suggests that the language teacher should create and plan more activities that cover the various speaking strategies especially in social strategies where learners have more opportunities and chances to cooperate with others in reinforcing their oral communication skill. Therefore, the teachers should be more creative and strategic in building new environment in learning over time. In accordance with Larenaz (2011) that "teachers should take the responsibility of promoting the acknowledgment of speaking strategies in oral communication, reinforcing oral tasks, and classroom oral interaction"(p. 95).

English Education Department. From the results of this study, many various speaking strategies whether direct and indirect are optimally employed by the learners. As the correlational result showed, the increased of speaking strategies used will be followed by the increased of speaking proficiency weakly. Thus, the department should support more facilities like media use for teaching, and ensure all the lecturers to develop teaching methods and techniques that stimulate learners using the speaking strategies as well.

The other researchers. The finding of this study found that the social strategies are dominantly the most frequently used by EFL learners and their speaking proficiency. It is concluded that the result of social strategies are surprisingly different from the other same studies. The area of social strategies become an area worthy of further investigation which need to have an explicit study and empirical data in which beyond the context of this study. Hence, the researcher suggested to the other researchers to conduct deeper studies on how social strategies can affect the learners with different level of speaking proficiency and how indirect strategies might enhance speaking skill.