

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher arranged the conclusion based on the research problems, which were about the strategies used by the tenth-grade students at SMAN 3, Serang, and the extent of the strategies help students on their learning process. This chapter is divided into two parts. The first part discussed the findings of the research. The second part then includes recommendations for students, teachers, and future researchers in relation to this research. From the finding and discussion, the researcher intends to conclude this paper:

1. Almost all of the tenth-grades students at SMAN 3, Serang, have the difficulties in learning English speaking. However, they are aware of the difficulties and use strategies for learning. All students consider learning strategies very important to use while learning English speaking. The researcher provide the SILL questionnaire (Strategy Inventory for Language Learning) version 7.0, developed by R. Oxford in this research. The research results stated that students used all the learning strategies from R. Oxford. The language learning strategy are divided into two kind: direct

strategies and indirect strategies. In direct strategies there are: memory strategies, cognitive strategies, and compensation strategies. In indirect strategies there are: metacognitive strategies, affective strategies, and social strategies.

2. The results of the study stated that learning strategies used by the students was very helpful in their process of learning English speaking. Students' learning process becomes easier and more planned. Students are no longer afraid to make mistakes when speaking English, they know how to overcome the problems they face, and these strategies also affect their English scores.

B. Suggestion

1. Suggestion For English Teacher

According to research findings, teachers should provide more motivation to students in learning English speaking so that students can be more motivated to always apply their strategies in learning English speaking. Teachers should also adjust their teaching strategies to match student learning strategies so that the learning process runs effectively and learning objectives are achieved.

2. For Students

As stated in findings, students should often practice their English speaking skills to get better. When students experience difficulties in the

future, they should adjust their learning strategies to the difficulties they were facing.

3. For the next researcher

The suggestions for further researchers who are interested in the same topic, they can investigate in more detail about how important it is to apply strategies in learning English speaking in high schools or boarding schools who often use English language in their daily activities during English learning.