CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Research in class 11A of Al-Mizan Islamic Boarding School regarding English learning strategies on their self-efficacy in speaking shows that EFL students actively use their learning strategies to help them have confidence in their own abilities when speaking English. The research results were obtained from questionnaires and interviews with students.

The results of the questionnaires on the findings of this research show that the most strategy used by the EFL students is metacognitive strategy. Which then followed by cognitive strategy, social strategy, affective strategy, compensation strategy, and memory strategy. Meanwhile, EFL students' self-efficacy results show a high level of self-efficacy and a medium level of self-efficacy.

The answers of the questionnaire are also supported by statements from interviews with six students regarding language learning strategies and how they perform in English speaking. Metacognitive are the most used strategies by the EFL students of grade 11 Al-Mizan Islamic Boarding School and then followed with cognitive strategies and social strategies. EFL Students agree that the use of learning strategies for them will make their learning directed, effective, and help them to achieve their learning

goals. By using learning strategies, students can confidently speak English in front of the class.

Using the right learning strategies can boost their self-efficacy in learning speaking so that they can be confident in their own abilities that they can get through any task in their speaking learning activities.

EFL students in Al-Mizan Islamic Boarding School who have a high and medium level of self-efficacy are often use the metacognitive strategies for their English-speaking learning. Self-efficacy will makes EFL students feel that they are able to face the difficulties in their speaking activities. If EFL student's believe their abilities, they will be able do to something that they consider as a challenge. Therefore, EFL students will be motivated in their learning by choosing learning strategies that suit them for enjoyable learning activities.

B. Suggestion

Based on the result of this research, the researcher have some suggestion that are divede into three parts. The first part is suggestion for the students, readers, teachers, and future researcher.

1. For students, the researcher hopes that students will know more about language learning strategies and self-efficacy to apply in their language learning activities, especially speaking. So,

students can carry out more effective learning activities so that language learning goals can be achieved.

2. For readers, this research can help readers understand the concept of language learning strategies and self-efficacy.

3. For teachers, this research can help improve English teaching by choosing teaching strategies with considerations and approaches that are carried out in accordance with students' learning strategies to boost students' self-efficacy. If the learning method is effective and suitable for students, then learning goals can be achieved.

4. For the future researcher, the researchers of this study suggest that this research can be used as a reference on the topic of English learning strategies and student self-efficacy and conduct research on the same topic with more respondents with different language skills.