

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The research on second semester students of English Education Department at Sultan Maulana Hasanuddin Banten concerning of direct and indirect learning strategies on students' speaking skill shows the variety or differences of them. Then, the results of the interview and questioner tell about the varieties of direct and indirect learning strategies in speaking skill.

In detail, in the interview (Table 4.1), items 1 to 6 including direct learning strategies and items 7 to 12 including indirect learning strategies in speaking skill, while in the questionnaire (Table 4.2 to 4.3), statements 1 to 15 including direct learning strategies and statements 16-30 including indirect learning strategies. From the Table 4.1 to 4.3 in chapter IV, it can be concluded that in direct learning strategies the student frequently use memory strategies than

cognitive and compensation strategies on their speaking skill. For the example; Students review English speaking often or several time, watch English language TV program, listen to English song then they trying to speak in English. The students in using memory strategies can creating mental linkages, applying images or sound, reviewing lesson well and employing action in memorizing the language. The use memory strategies are make the students easier to understand the English language in speaking.

While, in indirect learning strategies the students frequently use social strategies than metacognitive and affective strategies. For example; students try to ask questions in English, ask other students or friends to correct them in speaking and try to practice English speaking with them. The students, in using social strategies can ask questions, cooperating and emphasizing with others. Social strategies also can concluded as the learning strategies that facilitate language learning through interaction with other in speaking skill of students.

A. Suggestion

Based on the results of this research, the researcher give some suggestions are as follows:

1. Lecturers

For the lecturers, this research can help and enhance their English teaching process, especially in teaching speaking skills for the future. So, the lecturers should more consider strategy, approach, model and technique that commonly use in the classroom and if necessary. The lecturers should reflect their own teaching whether there is a chance for students in using Direct and Indirect Learning Strategies in lesson plan of teachers because, in this case the teacher is required can find out the needs of students in English speaking skill.

2. Students

For the students, this research should make them more creative to find out which one is an appropriate direct and indirect learning strategy in order to get a good speaking skill in English.

3. Readers

For the readers, this research should help the readers to improve their knowledge about English teaching and direct or indirect learning strategies.

4. Other Researchers

For other researchers, this research is should make other researchers reviewing further, sharp, critical and comprehensive which closest related to this research and it is conducted in order to the teaching and learning get good qualities.