

## Chapter V

### Conclusion and Suggestions

This final chapter presents conclusion of this current research findings. Based on this current research investigation, some suggestions for both students and teachers and for future research were also presented.

#### 5.1 Conclusion

The present study was aimed at investigating the University EFL students' strategies in learning English speaking skills. The first objective of this study was to reveal the variety of the students' strategies used to learn English speaking skills. The second objective was to find out the ways the students' strategies were applied in learning speaking skills.

Regarding the variety of students' strategies, it was found that the students used memory, cognitive, compensation, metacognitive, affective and social strategies which are important for the English speaking skills acquisition with various frequencies of use. The frequently used strategies were the strategies which involved active use of English and directly helped the students to overcome their speaking skills inadequacy. It was further revealed that the differences in frequencies of use were influenced by the differences in the students' motivations, attitudes, point of views and learning styles.

Concerning the strategies applications, it was found that the students use their strategies in various ways. The strategies selection and applications were varied depending on the requirements of the specific speaking skills. The students selected and employed appropriate strategies for the given tasks and monitored the strategies effectiveness. The students either used a cluster of

strategies or a single strategy for the tasks completion. The strategies used were applied in a relevant, systematic way which fit the skills requirements.

## 5.2 Suggestions

In the light of this current research' findings there are some suggestions which are proposed for both the students and the teachers. First, the students should be more aware of and should be directed to control the negative affective which may block the students from establishing strategies for the speaking skills development. Second, the teachers should be aware of their students' strategies and characteristics so that the teachers can guide the students to use effective strategies and design interesting, interactive and challenging learning activities which provide the students with ample opportunities to practice their English and require the students to continuously use their English. Third, the students should be more creative and consistent in developing and using their strategies and be more alert on the potency of their strategies and their language abilities.

This study has managed to yield information about the university EFL students' learning strategies use for speaking skills learning using questionnaire and self-observation interviews. However, for future studies, it is recommended to involve a larger sample to obtain a wider picture of the students' strategies. Thus, the real condition of the students' strategies can be thoroughly analyzed. It is also recommended to conduct an investigation on the strategies which are used by the students from various disciplines who learn English. The information will be useful to understand strategies suitable for different types of students in various language learning contexts.