

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion of the current study. Going further suggestions are also presented.

5.1. Conclusion

There is numerous research found investigating language learning strategies used by learners. However, only few studies have been done related to specific skill in learning English, especially in learning speaking. Moreover the majority of the research found in speaking skill area is focused more on the communication strategies, the strategies in speaking, rather than in the strategies in learning speaking.

This study tries to fill the gap by finding what language learning strategies are used by learners in learning speaking and what are the differences found in the language learning strategies by the high achievers and low achievers in English speaking. The participants involved were twelfth grade learners in an exemplary class in one of senior high schools in Cimahi.

The findings show that in learning speaking the overall language learning strategies were sometimes used or in medium level of usage. Compensation strategies were found as the most frequently used strategies by the learners. On Yuli Rachmawati, 2013

Language learning strategies

Used by learners in learning speaking

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the other hand, both memory strategies and affective strategies were the least frequently used strategies.

As the specific character of compensation strategies that were used to overcome limitations and problems, this finding suggests that the learners investigated often found limitations and problems in speaking. Meanwhile, memory strategies as the least frequently used ones reflect that the learners are not young learners anymore as they have gone beyond the basic level of learning, namely memorizing. Similarly affective strategies as the least frequently used ones demonstrate that these learners did not count affective factors as essential strategy to use in learning speaking.

In terms of individual strategy used by the overall learners, the strategies used the most are adjusting the message, paying attention, switching to the mother tongue, and delaying speech production to focus on listening. These strategies were in high level of use or 'usually used'. On contrary writing a language learning diary concerning events and feelings was the least frequently used strategies by the learners.

Several differences have been found in language learning strategies used by the high achievers and low achievers in speaking. These differences are shown in terms of the frequency of use, the strategy category, and the variety of strategy. Generally the high achievers showed harder attempt in learning speaking compared to the low achievers.

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The high achievers were basically dominant in all six categories of strategy. They were more dominant in indirect strategies while the low ones were more dominant in direct strategies (M=3,08). Concerning the most frequently used strategies by both categories of learner, the high achievers used social strategies while their counterpart used metacognitive strategies. The high achievers also used more various strategies than their counterpart to memorize vocabularies, relearn materials from school, practice their knowledge and skills in speaking as well as taking care of emotional feelings and problems.

5.2. Suggestions

The findings of the present study offer several pedagogical implications to consider. There are several things to think about in attempts of better learning to acquire English speaking skill.

First of all it is important to make learners aware of what they can do in learning, particularly in learning to speak English. Thus they can utilize various strategies to combine, choose, and sequence. By being familiar with lots of strategies, they can better search for suitable strategies to be used.

Secondly, though the use of language learning strategies is influenced by a variety of learners' factors, it is worth to note what successful learners have done in their learning so that they can obtain good learning outcomes. By knowing what they do in learning speaking, learners can set priorities to try these strategies.

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Next, teachers are suggested to be more aware of the presence of these strategies. Moreover they should help, facilitate, and guide students in the utilization of these strategies. Language learning strategies are able to be changed and modified by strategy training because these strategies are teachable.

Not only making learners aware of the strategies, teachers should also pay attention to learners' use of strategies. It is found that the higher achievers in speaking show harder attempt in learning. Hence, the frequency of strategy use is as much important as the choice itself. Therefore basically, increasing the frequency of strategies is indeed important.

The current study also offers suggestions for further study. As the present study only focuses on the learning speaking, a comprehensive study for each language skill, not only in speaking, but also in listening, reading, and writing is considered to give valuable information especially for learners and teachers.

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