

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two parts. The first part is the conclusion of the study based on the preceding findings and analysis of the study. The second one is the suggestions aimed to address to IELTS instructors and future researchers who have the same interest to conduct the similar study.

5.1 Conclusions

This study investigated students learning strategies that were used by the participants of an EAP course on IELTS preparation. Based on the findings and discussion in the previous chapter, conclusions can be drawn. The finding for the first research question is that the EAP course participants used socioaffective strategies (87.21%) the most in learning speaking for IELTS. The second highest strategy that they used is metacognitive strategies (83%) and the least one is cognitive strategies (79%). As for the second research question, the study found that socioaffective strategy is perceived as the most effective in learning speaking for IELTS by the participants. This is in line with the fact that most of the participants who used socioaffective strategies of cooperation and clarification obtained better scores in IELTS speaking test, even though some of them do not

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have enough score to pass the criteria on entering their desired overseas university (minimum 6.0).

From the findings, it can also be seen that socioaffective strategies seem to be quite helpful in adult students' language learning, especially in preparing for the speaking test in IELTS. An obvious assumption of the test is that to get the appropriate score, the participants must be willing to communicate fluently. A participant who was unwilling and or unable to speak might prevent him from achieving a 6.0 band score, which requires him to be willing to speak at length and using a range of connectives and discourse markers. Those interviewees who are introvert and confessed to "I am not a person who likes much of a talk," are the examples of reluctant speakers, that is, achieved low speaking score (5.0). On the other hand, those interviewees, who are extrovert and have the courage to take risk, achieved higher speaking score (6.0).

5.2 Suggestions

Although this is a study of learning strategies in one particular language center, its implication could be extended beyond this specific context. Based on the findings of this study, which is not to be generalized with other settings, it is recommended that a language center concerning on IELTS preparation should have more sessions on speaking practice and IELTS practice tests besides giving the IELTS speaking materials or speaking tips and tricks. It is also a good idea to

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have few sessions with the native English speaker instructors on free topic discussion activities to build the course participants' confidence in speaking English.

For the researchers who have the same interest to conduct the similar study, it is suggested to do the research on a relatively longer EAP course program for IELTS, in order to see whether they have the same or different speaking learning strategies and some similar most effective speaking learning strategies as perceived by the participants. It is also suggested to apply suitable teaching speaking techniques to minimize the participants' problems in their preparation course facing Speaking exam for IELTS and to improve their speaking skill.