

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter presents some conclusions concerning the result of the study discussed in the previous chapter. This chapter also gives some suggestions which can be used by English Department students to improve their speaking ability.

#### **A. Conclusions**

##### **1. The Good Speakers' Speaking Learning Strategies in Their Own Learning (self-study)**

Based on the research finding and discussion, it can be seen that the good speakers have some ways in improving their speaking ability. Those ways are appropriate with the O'Malley's theory.

###### **a. Meta-cognitive Strategies**

From this strategy usually the good speakers prepare the material, do self-talk activity, do listening activities as daily routines, and Plan the activity in the class from the assignment.

###### **b. Cognitive strategies**

In cognitive strategies usually the good speakers do some activities such as often repeat new words, look for additional material from internet, books and ask friend, listening to music, listening to speech, watching English news,

watching movie, searching the unknown word in the dictionary and underlining the new vocab then write it in a note.

c. Socio-affective Strategies

In socio-affective strategies, the good speakers usually do these activities, have conversations to friends and practice speaking through social media.

## 2. The Good Speakers' Speaking Learning Strategies in the Classroom

There are ways that have been done by good speakers to improve their speaking ability. Those ways are, as follows:

a. Meta-cognitive Strategies

In meta-cognitive strategies, the good speakers usually do these activities, make a concept first, take the point of the known material, paying attention in detail for unknown material, make the expression, consult to friend about the performance in the class, ask friend and lecturer to measure the use of grammar and expression, see the electronic dictionary to measure the pronunciation and vocab, and ask friend and listen to the lecturer's suggestions.

b. Cognitive Strategies

In cognitive strategies, the good speakers usually do these activities speak directly, grouping the material to make it

easier to learn, make note about the core material and new vocab, don't think about the grammatical rules, divert to a vocab that has the same meaning, combine several words, incorporate the understood concepts to extend the knowledge of speaking material, see the similarity of new vocab to the English directly, use the new vocab when remember it, keep use the old vocab when forget the new vocab, combine the old concept with the new concept, sometimes still use the concept of Indonesian, and guessing the unknown vocab from the context.

c. Socio-affective Strategies

In socio-affective strategies, the good speakers usually do this activity ask friend and lecturer about unknown material they have learned.

## **B. Suggestions**

The researcher gives some suggestions to the students of English Department of STAIN Kediri and the next researcher.

The researcher suggests the students to have high motivation in learning English, especially in improving speaking ability. There are many ways can be used by the students to improve the ability of speaking, such as some strategies which usually used by the good speakers. The researcher hopes the other students of English

Department can follow them. So, after graduated from STAIN Kediri they are not only better in mastering the theory of English but also be able to speak English fluently.

The researcher suggests to the next researchers in order to be more creative and more sensitive about the problem around them. This research hasn't able to give big contribution for the development of English Department of STAIN Kediri. Hopefully, the next researchers make the research wider and develop the kinds of strategies that really appropriate for learning speaking skill.