

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher draws the conclusion based on the data analysis. Beside that, the researcher would like to propose some suggestions for the learning strategies that is used to develop speaking skills; listening, speaking, reading, and writing skills.

A. Conclusion

Based on the analysis of the data findings, the researcher concludes that the students apply almost all of those strategies proposed by the O'Malley and Chamot; meta-cognitive strategies, cognitive strategies and socio-affective strategies to develop their four English skills.

Actually, some strategies they applied in their learning were good ways in learning. All of them have different action and the attention in their learning activity. The first subject used the learning strategy consciously, prepared the materials before the class begun, confidence and had full concentration with high attention. The second subject used the learning strategy curiously, full concentration and high attention, whereas the third subject used the learning strategy with low attention and full concentration in learning. Although they use the same learning strategies, but they have different in the action and concentration in using the learning strategies.

In developing listening skill, the students use various types of meta-cognitive strategies, they are: Directive-attention, self monitoring, delayed production and the last is self evaluation. The students also use various type of cognitive learning strategies. The most of affective learning strategies that are used by the students in the English class is repetition. In here, the students can imitate a language model, including overt practice and silent rehearsal. From imitating the native speakers, the students can follow them and they are as the model language for the students. The student's practices like the native speakers. So, the students use some learning strategies to facilitate their learning in the four English skills, in order to be an active mental process that should exist. Another hand, the students used of social affective strategy: cooperation and question for clarification in order to get fluent in developing the four skills of English.

The Social affective strategies that are used by the student during the English class are: cooperation and question for clarification. Self-talk items being next in suggestive of the anxiety experienced by the students about performing the English tasks, which could be related to their being at the stage of adolescence. By doing this kind of strategies can encourage the students ability and braveness in presenting the four English skills in front of the class.

In developing speaking skill, the students use various types of meta-cognitive strategies, they are: selective attention, functional planning, and self monitoring. The students also use various type of cognitive learning

strategies. The most of cognitive strategy, the students use repetition, resourcing, note taking, and deduction in developing their English skills. While in the social affective strategy, the students use cooperation and question for clarification. They apply those kinds of strategy in order to enhance and developing their four English skills ability during the English class.

In developing reading skill, the students use various types of meta-cognitive strategies, they are: selective attention, self management, self monitoring, and self evaluation. The students also use various type of cognitive learning strategies, repetition and deduction. The students only apply one social affective strategy, that is question for clarification.

In developing writing skill, the students use various types of meta-cognitive strategies, they are: selective attention, self monitoring, and self evaluation. In the cognitive strategy the students apply some strategies, they are: repetition, resourcing, imagery, and elaboration. The student only applies cooperation for the social affective strategy.

The dominant learning strategy used by high achiever students are: cognitive strategy, meta cognitive strategy, and socio-affective strategy. By applying those strategies, the students become easier to understand and mastering the English four skills. In listening skill, the students apply meta-cognitive strategy, the students dominant in applying directive attention, self monitoring, delayed production, and self evaluation, Cognitive strategy:

repetition, resourcing, note taking, and deduction. While in social affective strategy, they apply cooperation and question for clarification.

In speaking skill, the students apply selective attention, functional planning, and self monitoring for the meta-cognitive strategy. For the cognitive strategy, the students apply repetition, resourcing, note taking, and deduction. In social affective strategy the students apply cooperation and question for clarification.

In reading skills, the students apply meta-cognitive strategy: selective attention, self management, self monitoring, and self evaluation. Cognitive strategy: repetition and deduction. While in social affective strategy, the students only use the question for clarification.

In developing writing skill, the students use selective attention, self monitoring, and self evaluation for the meta-cognitive strategy. They also use repetition, resourcing, imagery, and elaboration in cognitive strategy. While for the social affective strategy, the students only use cooperation.

B. Pedagogical Implication

The finding derived from the current study may suggest some Pedagogical Implications. Since it is very crucial for the students, to understand the importance of using language learning strategies in the language learning. Hence, the teacher should deliver this message to their students and also recommend increasing students communicative awareness about the factors that determine appropriate strategy selection through certain

doing the tasks, such as audio or video tape, in order to train the learners not for perfection but for communication.

According to the result of this study, some students showed that they do not really use these strategies for their English learning even though they know the strategies are available. But, some students report that they even do not know there are strategies for developing the four English skills. Consequently, teachers should help students cultivate and raise their awareness of language learning strategies. Once, students are aware of advantages of using strategies in learning the four English skills. They will be willing to and appropriately employ these strategies to facilitate their listening, speaking, reading and writing skills.

C. Suggestion

Obtaining a valuable experience from this research, the researcher would like to propose some suggestion that can be used as a reference for other dealing with the research done.

The findings of this study suggested some implications for the teaching of the four English skills; listening, speaking, reading, and writing skills for the 8th graders. It is clear from the results of the two hypotheses that the experimental group subjects' English ability has improved. Therefore, this study will suggest the following with regard to the developing of the four English skills; listening, speaking, reading, and writing skills.

1. For the Teacher

Social-affective learning strategies are very important in achieving students' tasks in English class. Those learning strategies lead students who have a poor ability in achieving second language fluently even though with limited vocabulary. Besides the social-affective strategies, there are cognitive and meta-cognitive learning strategies that should become the important consideration for the teacher in teaching English.

To increase the four English skills proficiency, the syllabus of English curriculum should emphasize the productive skills of developing English. In dealing with a large number of students in the classrooms. Pairwork and group work should be recommended in classroom instruction for all subject areas. Teachers should establish learning environment to compensate for the authentic atmosphere in language learning using pair work and group work, which help in carrying out the learning process to be successful. Besides, the teacher should learn how to enhance their ability in teaching English and to be creative to apply various techniques in teaching English in order that the students are interested in learning English and expose students to the natural use of English with native speakers, so that they can observe and acquire the verbal and nonverbal the four English skills.

The teachers should encourage shy students to participate orally by using different activities of information gap that depend on project team work and should provide motives for the students who keep active at class and for the students who present a summary of the English programs they watched at home such as the news related to weather. The last, that the teachers should give every student equal opportunities to express themselves, especially pay attention to those introverted students.

2. For the Future Researcher

The researcher hopes that the result of this research will be useful for the other researcher who is interested in doing such kind of research on learning strategies especially for developing the students' the four English skills ability. Furthermore, to analyze the other aspect that influence the students ability in English class.

The researcher also realize that there are so many weaknesses and limitation in this research. The minimum of the sources and appliances that are used by the researcher. The researcher hopes that for the future researcher can use higher technology appliances, such as video recorder. Although it is adequate in a research, the researcher suggest to the future researcher to use the device that can record the students' activities during the English class. It is hoped that the students recording can help the future researcher to know deeper about the quality of the students in order to develop their English, especially in the English class.

The last that the researcher hopes that this research can be useful as the reference for the future researcher who wants to conduct the research in developing the four English skills.

3. For the Students

In this research, shows that the students' ability increases step by step. The researcher can see it from the result of this research. The students are willing to present their tasks in front of the class.

It is hoped that the students become more active and pay more attention toward the teacher. The students also have to build their self-confidence to develop their English skills and have to encourage asking to the teacher about the lesson. They have to study in-group regularly and try to look up the dictionary many times. Besides, the students should pay more attention into the learning strategies that can turn the mood of the students from negative to positive. Because by doing that, the students can enhance and learn deeper in the English class.

To have a good result in the four English skill activities, the students need to extensively practice English in their daily activities with her or his friend. Besides, the students should prepare themselves especially before joining the class and must pay attention to the lesson and teacher's explanation related to the material. The students should be more active in the class and should expand their ability by participating in different daily situations.

They can also find opportunities to cooperate and engage in collaboration with their friends in the English class. In the researcher's thought, the students can prepare well about what they are going to present in front of the class. When they have no preparation to present their tasks in front of the class, they cannot present their tasks fluently.