

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

This study focuses on language learning strategies used by Britzone English Club students in their speaking activities and describing how language learning strategies used by students in their speaking activities. The learning strategies that the writer used in this study are by Oxford (1990). He distributed six types of language learning strategies such as; memory, cognitive, compensation, metacognitive, affective, and social. To get more general and objective data, the writer observe and interview the students in their speaking activities. The data are collected base on Strategy Inventory for Language Learning (SILL) by Oxford (1990) related to speaking.

Based on the findings and discussions, the writer describes two conclusions. First, the writer focuses on Strategy Inventory for Language Learning (SILL) by Oxford (1990) which was gained the data through classroom observation. The language learning strategies divided into six types are memory, cognitive, compensation, metacognitive, affective, and social. Second, the writer discuss about how language learning strategies used by students in their speaking activities.

This study found the dominant learning strategies that used by Britzone English Club students in their speaking activities is metacognitive strategies. Metacognitive strategies help students to manage the learning speaking process. It

is often used by students in learning speaking so that can influence students' speaking skill.

Based on percentage of language learning strategies that is used by Britzone English Club students in their speaking activities, it was found that memory (4%), cognitive (14%), compensation (13%), metacognitive (30%), affective (13%), and social (26%).

5.2 Recommendation

The writer gives suggestion for learners in learning speaking English. Language learning strategies can help manage the process of learning. It is beneficial for using the effective strategies in learning speaking so that the learners are be able to solve difficulties problem in speaking. The learners could improve their learning strategies that have been found by them and could adjust their learning style with the learning strategies.

Also the writer gives suggestions for lecturers, to support the learners to use learning strategies, and to encourage the learners to apply the learning strategies in speaking activities.