

V. CONCLUSION AND SUGGESTION

This chapter provides the conclusion and suggestions drawn from the description and the discussion of the result presented in chapter four in relation to the problems formulated in the first chapter

5.1 Conclusion

Based on the research of data analysis and discussion, the researcher made some conclusions as follows:

1. The researcher found that field independent student grade RSBI 8.2 and RSBI 8.3 SMP N 2 Bandar Lampung mostly use compensatory strategy in performing speaking. There are 25 students out of 36 students in field independent group use that strategy. The researcher predicts that student in researched class like to guess the words they do not know. It is one of way in **compensatory strategy**. This strategy proves that this way can upgrade their achievement in speaking skill. The other way of compensatory strategy are switching to the mother tongue , getting help , using mime or gesture , avoiding communication partially or totally , adjusting or approximating , coining words and using a circumlocution or synonym. Some that way must help student effectively to attain better speaking achievement than others.
2. There is significant correlation between learning strategy which mostly used by field independent student in speaking with their speaking achievement. This can be seen that there is significant correlation between those two

variables from the significant two tailed of analysis Pearson Product Moment correlation. The significance was Sig. 2 tailed $< \alpha$ (0.05), it is 0.018 by the correlation coefficient 0.460.

5.2 Suggestion

The researcher had found the new recommendation for most teachers in order to guide their student learning speaking through proper learning strategies. Though there is no single learning strategy that could be applied exactly by student then make them automatically reach better achievement in speaking. All learning strategies must be developed in balance to support each other. Generally, the researcher proposes some suggestion for English teacher as follows:

1. The English teacher were recommended they should pay attention on student's cognitive style that was field independent and field dependent in teaching speaking since there was different characteristic between field independent student and field dependent in their achievement, certainly speaking achievement.
2. Teacher could encourage their students to apply **compensatory strategy** since this strategy could effectively help student to learn speaking. Teacher could support student to use the other strategies even if that strategies is commonly helpful.
3. Each student has different learning strategies to reach certain skill, especially speaking. There were some learning strategies that actually related to their character and behavior of learning English skill. Student could focus on the certain learning strategies, but it cannot be employed alone. This must be

combined with other strategies. Compensatory strategies must be one of good strategy that should be applied by student even teacher. This has been proved in this research. Although, there is no single strategy that can conduct maximally if it is never combined with other strategy.

4. This result of research could be addressed both teacher and student in order to make the strategy of attaining English skill running well. A good student must explore their appropriate strategy based on their personal characteristic. Each student has uniqueness. The student must maximally develop their ability then that efforts are supported by proper strategy in reaching better achievement.