

V. CONCLUSION AND SUGGESTIONS

In this chapter, the researcher comes to the conclusion and suggestions of this research.

5.1 Conclusion

As stated by some studies that learning strategies are the factor that can influence students in acquire language. It means that the students should use some strategies in order to achieve their goal in target language.

Based on the result of the data analysis and discussion, there is significant difference of speaking achievement among high and low frequency students in learning strategies, the following conclusions are:

1. Learning Strategies have an important role in the students' speaking achievement. From 29 students who were categorized as the high frequency users, there were 13 students who used cognitive strategies in speaking. It can be concluded that almost high frequency users of the second year students of SMA Muhammadiyah 2 Bandar Lampung used Cognitive strategies in speaking ability. And there was significant difference of speaking among high and low frequency user in using

cognitive where F_{value} was higher than F_{table} ($19.445 > 2.763$) The average score of high frequency users in cognitive strategies is 83.46. It means that mostly students have an organization when they are speaking. They always rehearse by drilling what they got in their brain. Many of students use the learning strategies in speaking ability. That is the reason why their speaking ability becomes better.

2. The average score of students in speaking English is 75.44. It means that the students have good ability in speaking. The data show that the students are good at pronunciation, fluency and comprehensibility. The researcher and the teacher were easy to understand their general meaning because the students were good in pronouncing and had good fluency. Their conversation also became comprehensive as well.
3. There is a significant difference of speaking ability among high frequency users and low frequency user at the second year students of SMA Muhammadiyah 2 Bandar Lampung. It can be seen from the result of the hypothesis testing which shows that F_{value} was higher than F_{table} ($74.32 > 2.763$) at .000 level of significant. It means that H_0 was rejected or there was a significant difference among high, medium and low strategy user of learning strategies in speaking ability. The result shows that if the students got high score in learning strategies, they automatically got high score in speaking ability. The more they use learning strategies, the better their speaking achievement will be.
4. There are significant difference between the 3 elements of learning strategies used in speaking and students' speaking ability. The results

show that there is significant difference of speaking ability among high and low frequency users of cognitive strategies between cognitive strategies and speaking ability $F_{\text{value}} 19.44$ ($19.44 > 2.763$) at .000 level of significant. There is a significant difference of speaking ability among high and low frequency users of meatcognitive strategies $F_{\text{value}} 24.96$ ($24.96 > 2.763$) at .000 level of significant, and there is significant difference of speaking ability among high and low frequency user of social strategies $F_{\text{value}} 20.43$ ($20.43 > 2.763$) at .000 level of significant.

5. High frequency strategy users use strategies in speaking ability that it can make their speaking achievement become well. Learning strategy is more effective to help the students improve their English speaking ability than the low learning strategies at the second year of SMA Muhammadiyah 2 Bandar Lampung. By having high or medium learning strategies, the students will be easier to reach the target learning when they use the learning strategies when the learning process is going on.

5.2 Suggestions

Based on the conclusions, the researcher proposes some suggestions as follows:

1. For the teachers, besides teaching the material about speaking, they also should be aware of the students' learning strategies. The different culture and English is not as the mother-tongue make students get difficulties in speaking English. Teacher should practice use English in the class, because it makes the student express their idea which is in their mind. For example, the teachers use English while they are teaching. One other way

of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and..." (Harmer, 1984). It makes the learners have a chance to improve their linguistic aspect like pronunciation, fluency, and comprehensibility).

2. For students, in order to reach the target language they have to apply some strategies in their speaking achievement. Students do not have to be shy while they are speaking. They should have a motivation and confidence to enable speaks English. They do not have to be afraid of making mistakes or got grammar errors in speaking. Therefore, they should apply those learning strategies. The more they use some strategies in speaking ability, the better their speaking achievement will be. Moreover, the students should mingle with other people and work together in their environment.
3. For other researchers who are going to conduct any similar researchers. This researcher focused in learning strategies. Other researchers can analyze learning strategies in four different skills, such as listening, reading, and writing. It can be used as a source of reference. There still must be any mistakes occurred in it.