

## **CHAPTER V**

### **CLOSURE**

In this chapter, the researcher wants to offer conclusions and suggestions. The research question is addressed in the conclusion, which is supported by the chapter's findings and discussion. These suggestions highlight the value of the research provided to the stakeholders listed in Chapter I.

#### **A. Conclusion**

##### **1. Students' Use of Compensation Strategies in Learning English**

In this study, the researcher found that some students used compensation strategies to learn speaking skills in the classroom. Although students used not all types of compensation strategies, almost all class XII of senior high school majoring in social science (IPS) at Madrasah Aliyah Pertasi Kencana Nahdlatul Ulama (MAPK NU) Haruyan used compensation strategies in the learning process according to their needs. There are several types of compensation strategies used by students during the language learning process, such as; Intelligent Guess, which consists of two kinds, namely Using Linguistic Clues and Using Non-Linguistic Clues, then, Overcoming Limitations in Speaking and Writing, which consists of several types namely Getting Help, Switching Back to Mother Tongue, Coining Word, Using Mime and Body Movement/Gesture. The students used various compensation strategies when facing difficulties in communicating, even though what they did happened spontaneously.

##### **2. Students' Purposes in Using Compensation Strategies in Learning English**

Based on the observation and interview from students' questioners, it can be concluded that almost all students use compensation strategies in the learning process to make it easier for them to communicate, and they use compensation strategies to deal with problems when speaking, such as some examples that a researcher in the discussion of the previous discovery has found.

## **B. Suggestions**

Based on the study results, the researcher's suggestions are addressed to all class XII social studies students at Madrasah Aliyah Pertasi Kencana Nahdlatul Ulama (MAPK NU) Haruyan, an English teacher who teach, and researchers who want to conduct similar research. In addition, the researcher also hopes that this research can be used to implement all types of English learning strategies that are not only focused on one type of strategy, namely "Compensation strategy," but on other types of learning strategies that can support language learning, especially the types of strategies related to speaking skills.

### **1. Students of class XII of senior high school majoring in Social Science (IPS)**

With this research, students are expected to be able to know the types of compensation strategies that can be used in learning processes because compensation strategies can help students who have difficulty communicating with others. Therefore, it is necessary for students to know and even learn this strategy.

## 2. English Teacher

Teachers should inform students about language learning strategies before learning begins, especially those related to speaking skills because it can improve the quality of students' communication when speaking and communicating with interlocutors. For example, explaining what compensation strategies are and their types, and the purpose of these strategies, which are intended to facilitate communication and overcome difficulties.

## 3. Future Researchers

This study focused on students using the "Compensation Strategy" language learning strategy. It is suggested that future researchers analyze the types of compensation strategies that are suitable for use in the learning process following the basics of the students studied so that other types of compensation strategies can be developed and applied by students both in communicating during the learning process and their daily communication.