

## **CHAPTER V**

### **CLOSURE**

This chapter comprises two parts, which include the conclusions drawn from the results and the subsequent discussions, as well as suggestions for further research.

#### **A. Conclusion**

Learning strategies have a significant impact in students' success in speaking. The research findings showed that students utilized all six learning strategies provided by Oxford, including Memory, Cognitive, Compensation, Metacognitive, Affective, and Social strategies.

Research findings have shown a significant correlation between the learning strategies employed by students and their proficiency in spoken language among the students of X class at SMAN 3 Banjarmasin. The researcher concluded that learning strategies have significant effects and demonstrate a robust correlation with fluent speech. Students who demonstrate a comprehensive mastery of many learning strategies, such as memory, cognitive, compensation, metacognitive, affective, and social strategies, are more likely to obtain a high score in speaking. The correlation coefficient ( $r_{xy}$ ) between student learning strategies and their speaking fluency is 1, showing a highly significant positive correlation.

## **B. Suggestion**

### 1. For Teachers

Teachers should cultivate innovation to bolster students' motivation to study by offering advice, guidance, controls, and incentives for learning. Enhancing students' motivation to utilize effective learning strategies and providing them with comprehensive instruction to become proficient in the specific learning strategies required for English language acquisition.

### 2. For Students

Students should prioritize developing effective learning strategies to overcome the limitations and challenges associated with learning English, particularly in regards to their speaking proficiency. Students should cultivate an awareness of the goal of learning by attentively focusing on the teacher's explanations and recognizing the significance of teachings.

### 3. For Future Researchers

This study will probably that as an extra point of reference for future researchers investigating the correlation between student learning strategies and their speaking fluency.