

CHAPTER IV

CONCLUSION AND SUGGESTION

This chapter cover all findings in chapter two, and three. The researcher specifically divides this chapter into two sub-chapters, namely conclusion and suggestion. First, conclusion is the result based on the discussion and interpretation of research findings which include chapter two and three respectively. Second, suggestion is mentioned to teacher, students, and future researcher who are interested to conduct similar research area about the EFL autonomous learners in learning speaking in the 21st century.

4.1. Conclusion

Based on the data collected from the interview, and document, the findings of chapter two and three, the researcher draws the following conclusions based on the findings and discussion, as follow:

- 1) There were three strategies with several indicators in each strategy of the autonomous learner in learning speaking in the 21st century that had been used by students such as Meta-cognitive Strategy (Planning, Monitoring, Evaluating), Cognitive Strategy (Practicing, Receiving and Sending Messages, Analyzing, and Creating structures for input and output). Last was Social strategy (Asking questions, Cooperating with others, and Emphasizing with others). Most of the student's answers explained what they were doing to increase their speaking skill by themselves. The students realized that speaking in the class will be different from the environment language and should be fun. All participants agreed to base their learning goals on other people's success in improving their speaking abilities. They should always be aware of these issues to set objectives.

- 2) The student then categorized the implementation of the autonomous learner's in learning to speak in the twenty-first century into three performances. First, they used different online media or platforms to practice their speaking skills, including Youtube, Instagram, the BBC app, Tandem, and Google translate. Second, they applied self practice and self assessment beyond the classroom, such as by recording and look at previous semester. Finally, they conducted a social practice and social evaluation. To improve their speaking skills, they always ask or receive comments from others, such as close friends, coaches, or others.

4.2 Suggestions

The researcher hopes that this research can give benefit either for teacher or students. But, the researcher realized that this research still has a lot of flaws, either from the explanation or content. Based on the result in this research, the researcher would like to propose some suggestions in relation to research findings:

4.2.1 Teacher

- 1) It is better for teacher to always give motivation to the students in order can make them more confidence and do not feel shy or afraid in speaking skill
- 2) It is better for teacher to help students find more ways to reduce the obstacle that felt by students.
- 3) It is better for the teacher to help students to suggest some media technology and activities beyond the classroom in learning English especially in speaking skill.
- 4) It is better for teacher to find more solution and effort to make students feel comfortable and enjoy in learning English especially in speaking skill.

4.2.2 Students

- 1) Students should be more confidence and motivated in learning and speaking English.
- 2) Students should maximize the opportunity to learning and practice English especially in speaking skill beyond the classroom.
- 3) Students should take advantage of technology that available in the 21st century.

4.2.3 Future Researcher

- 1) The researcher hopes, for the future researchers, that they can complete this research with the deeper explanation and content.

