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CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

This study aimed to explore the learning strategies used by sixth-semester students of the English Study Program at the Islamic University of Indragiri Tembilahan in enhancing their English speaking fluency. Using a case study design, data were collected through interviews and questionnaires, and analyzed through both qualitative (Miles and Huberman model) and quantitative (Likert-scale mean analysis) approaches.

The findings revealed that students employed various learning strategies categorized into cognitive, metacognitive, and socioaffective domains. From the interview data, it was found that students used various cognitive strategies such as *practicing*, *rehearsal* and *inferencing* to strengthen their fluency through repetition and exposure. Metacognitive strategies like *monitoring*, *self-evaluation* and *selective attention* were also common, showing that students are aware of their performance and often reflect on their speaking experiences. Socioaffective strategies such as *asking question and clarification*, *self-encouragement*, and *lowering anxiety* played an important role in helping students manage their emotions and gain support from peers.

The questionnaire data supported these findings. Several strategies particularly *selective attention*, *organization*, *paying attention*, and *lowering anxiety* achieved the highest average scores, indicating frequent and consistent



use. Moreover, the analysis of dominant strategies showed that most students leaned towards metacognitive and socioaffective strategies, highlighting the importance of self-regulation and emotional control in developing speaking fluency.

In the end, students at the sixth semester level do not depend on one single strategy but instead combine various approaches tailored to their individual needs and contexts. Their success in developing fluency is shaped by practice, reflection, and emotional readiness, suggesting that speaking fluency is not merely the result of repeated language use, but a dynamic process involving cognitive engagement and affective resilience.

B. suggestion

Based on the findings and conclusions, several suggestions can be offered for students, lecturers, and future researchers:

1. For Students

Students are encouraged to continue using a variety of learning strategies and to become more aware of their effectiveness. Specifically, planning an underused metacognitive strategy should be strengthened by setting speaking goals and preparing structured outlines before practice or presentation.

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2. For Lecturers

Lecturers should support students not only in practicing speaking, but also in developing metacognitive and socioaffective strategies. This can be done by incorporating reflection activities, peer feedback, speaking journals, and anxiety-reduction techniques into the classroom. Emphasizing strategy-based instruction may help learners become more autonomous and confident speakers.

3. For Future Researchers

Future studies are encouraged to investigate the effectiveness of specific strategies in different contexts (e.g., debate, storytelling, interviews), or to explore the role of digital tools and learning environments in facilitating speaking fluency. Further quantitative research with larger samples may also enhance the generalizability of the findings.