**CHAPTER IV**

**RESEARCH FINDINGS AND DISCUSSION**

This chapter is devoted to the presentation of the findingsand discussion of the study. Before presents the findings of the study, in this part the description of the subject selection and subjects’ profile are presented. Although the descriptions of the subjects are not the needed data, they are important to picture out how the subjects view about English.

1. **The Subjects Selection**

The data in this study were collected by using interview and observation. The researcher observes students’ learning strategies in learning speaking at MAN 2 Tulungagung. The subjects in this research were the students who were good in speaking proficiency. Therefore, the researcher could not take them randomly.

In this process, firstly, the researcher discussed with English teachers in MAN 2 Tulungagung about the students to be used as subjects in this study. Then, the English teachers nominated some students who were good speaking proficiency. Their good English proficiency were indicated by their scores (see table 3.1 page 29). The scores were gotten from the English teachers files. The researcher also asked the students in MAN 2 Tulungagung who were good speaking proficiency. Finally, the researcher got some students who were nominated by their good scores in English, their English teachers and their friends.

1. **Descriptions of the Subjects**

The presentation of the data findings in this part, related to the students’ learning strategies in learning speaking at MAN 2 Tulungagung. Those could be gotten from the subjects (selection subjects and English teachers), and informants (subjects’ friends). Before the researcher presented the data findings in this research, the researcher presented the subjects’ profil. The researcher also used initials (S1 - S8) as continuing to address subject 1 - subject 8.

This part is devoted to present the description of the subjects with their response toward the warming up question.

1. Subject 1 (S1)

Yudha is a student of XI/ Science 1 class and he was in the same class with other subjects (Luthfi, Aditya, Ali, and Dwi). He stated that “speaking English is good. I like speaking English because it is global language, and I think English actually is the foreign language because I as a students of Global Class, especially I must understanding about all of the problem especially in the words”.

From the result of interview with S1, the researcher got some information that he likes speaking English since he was in Junior High School. At the school, he active to speak English in every thursday to saturday. According to his English teachers, his scores of English lesson are always good, and according to his friends, he is good in speaking English.

b. Subjects 2 (S2)

The second subject is Luthfi. He is a student of XI/ Science 1 class. He stated that “In my opinion, English like daily language, although the material is difficult, if I can learn or understand well, I will be. Her English teacher (Mrs. Erni) said that “Luthfi is active and energetic student. Usually in daily activity, he often greet English teachers and his friends use English language.” According to another English teachers (Mr. Dodik) and his friends, Luthfi is smart student.

Through that interview, the researcher got some information that S2 has good in speaking proficiency. He is also student which is high spirit. Meanwhile, he energic student and active to speak English in daily activities.

1. Subject 3 (S3)

The third subject is Aditya. He is a student of XI/ Science 1 class. He stated that I like speaking English because English is important. I think English is difficult because there are many structures and new vocabulary words. But it was fun. His English teachers (Mrs. Erni and Mr. Dodik) said that “Aditya is good in speaking English. He can give responds when her teachers asks him. Meanwhile, according to his friends, he is active inside and outside the classroom”.

From the result of interview with S3, the researcher got some information that he likes speaking English because English is important. He is smart student and he always learns English seriously. He is also active using English language inside and outside the classroom.

1. Subject 4 (S4)

The fourth subject is Ali. He is a student of XI/ Science 1 class. He said that “I like speaking English bacause it can give advantages for students, so, by learning speaking, I can speak English well”. His English teachers and his friends say that his speaking English is good, because he has good confidence and his scores of English lesson are always good. His friends states “Ali Ahmad is good in since he was in junior high school”.

Through that interview, the researcher got some information that S4 has positive opinion about speaking English. And he has confidence when speaking English. Meanwhile, according to English teachers and his friends, his speaking English is good. He is active in organization and his achievement in school is also good.

1. Subject 5 (S5)

The fifth subject is Dwi. She is a student of XI/ Science 1 class. She said that “I like speaking English because English is important. In speaking, it is also important to be prepared mentally”. Her English teachers (Mrs. Erni and Mr. Dodik) said that Dwi is good in speaking English and she is active in learning process. Her friends also said that she is not only active in organization, but also she is active inside the classroom.

From the result of interview with S5, the researcher got some information that she is good in speaking. She is motivated to learn English because according to her, English is international language that can give many advantages for students.

1. Subject 6 (S6)

The sixth subject is Aisyah. She is a student of XI/ Science 2 class and she was in the same class with other subjects (Citra and Muham). Her English teachers (Mr. Dodik and Mrs. Erni) said that, she is good in speaking. Aisyah said that, "I like speaking, because since kindergarten my parents always taught me to speaking English. And in my opinion, English is the language that is important in life. Moreover, the insights become more widespread, and I can talk to strangers. So, I can communicate well with others on the other city or state”. According to her friends, her scores English lesson are good and she is active speaking English in daily activity.

Through that interview, the researcher got some information that S6 has habit to using English language in daily activities. Meanwhile, she has positive opinion about learning English. Then, she is also smart student and she has high confidence to speak English.

1. Subject 7 (S7)

The seventh subject is Citra. She is a student of XI/ Science 2 class. Citra likes speaking English since he was in Junior high School. She stated that English is the world's window. I like speaking English because it is global language. I as a student of Global Class, especially I must understanding about language. In every thursday to saturday, I always speaking English and I think English is fun. For those, I and my friends can compete. According to her English teachers (Mrs. Erni and Mr. Dodik), Citra is good in speaking English, and her friends states that, “Citra is active speaking English bacause she is confidence”.

From the result of interview with S7, the researcher got some information that she is good in speaking English, and she is also active speaking English bacause she is confidence. According to her, English is fun. Therefore, she is always speaking English in every thursday to saturday following the schedule of Global class.

1. Subject 8 (S8)

The last subject is Muham. He is a student of XI/ Science 2 class. Muham likes speaking English since he was in Junior High School. Before he is school at MAN 2 Tulungagung, he had course in BEC (Pare) for 6 months. Incidentally Muhams’ house is Pare, so it near with his home. The first person who always gave him the support is his parents. He stated that “speaking English is important to communicate with other people in the world. I like speaking English because speaking is easy to be understood, and I always improve my English in everyday and everytime. I think I must understanding about all of the problem especially in the words”. According to his English teachers (Mrs. Erni and Mr. Dodik), his scores of English lesson are always good, and according to his friends, Muham is active and energetic student. He is also good in speaking English.

Through that interview, the researcher got some information that he likes speaking English since he was in Junior High School. He likes speaking English because speaking is easy to be understood, and he always improve his English in everyday and everytime. Besides, his scores always good, and according to his friends, he is active and energetic student. His speaking English is also good.

Another subject needs to be described in this research are English teachers. The first subject’s name is Mr. Dodik. He is an English teacher in the second grade of XI/ Science class. He often uses various method in teaching English in order to make his students in order to is not bored. According to him, there are many aspects to support his students’ success in speaking. First, policy of school, such as; building new classes, providing complete facilities in the classes, such as; LCD, and speaker sound. Second, roles of teacher, such as; the use new methods, such as; fun English classroom (Student Day) in which the teachers give feedback and instruction to students to look for new themes as materials in internet. Those practices make his students become more active and the lessons are not bored.

Meanwhile, the next subject’s name is Mrs. Erni. She is an English teacher in the second grade of XI/ Science class. She is creative English teacher. She said that, “the teachers at MAN 2 Tulungagung was trained by lecturers of STAIN Tulungagung to facilitate the students in learning English, in term of how to teach effectively. Through the training, the teachers’ performance in teaching learning process was more qualified”. In the class, she always tries to make her students not afraid to speak English. She takes suitable themes with the world of her students. She also give motivation to her students through watching short movies, sing songs by using familiar vocabularies. And she creates fun environment to study. In this environment, she apply the choosen methods appropriately to stimulate her students learn effectively.

According to Mr. Dodik and Mrs. Erni, the eight subjects in this research are good students. “The eight students are the best eight of the second grade level in this school. Although, they have different characteristics, but all of them are good in speaking proficiency”.

Depended on the some sources and method in collecting the data, finally the researcher got some data about students’ learning strategies in speaking at MAN 2 Tulungagung the researcher as the description below.

1. **Research Findings**

Based on the result of interview, and observation to the subjects of the study, the followings were presented the findings of the study. In this part, it was divided into two the findings :

1. **The Students’ Learning Strategies to Improve their Speaking Proficiency**

This part explaines the research findings which the researcher found in the field. It related to the students’ learning strategies in speaking at MAN 2 Tulungagung. After the researcher observed the students’ learning strategies in speaking, the researcher got some data. To improve speaking proficiency means improving vocabulary, grammar, and pronunciation. Those three language components constributive speaking proficiency. The results of the research findings are presented in the descriptions below.

The result of the interview with all subjects related to preparation for speaking or oral presentation, they usually accustomed to train pronunciation before oral presentation. Moreover, the S5 believed that mental was also important to be prepared. Meanwhile, for S1, S3, S4 and S5, they prepared speaking or oral presentation by choosing the theme and write what would be spoken. Then, they memorized and practiced it before oral presentation. Another effort was done by S6. She said: “I am just looking for new words in dictionary and then I wrote it and memorize it”. It means that she could express her mind and feeling.

Different with other subjects, S7 and S8 thought that learning speaking is to communicate. They were not afraid if they made mistake. They enjoyed speaking English. However, they did not have special preparation for speaking or oral presentation. Moreover S8 said: “Basically, I am not afraid, and I enjoy speaking English. If I will do oral presentation, the most important thing is to know the theme. And I did not feel nervous to perform speaking because I have known how to express it spontaneously”.

The researcher also found other strategies employed by all subjects related to efforts that would help them to be better in speaking. Based on their admission, they tried to increase their vocabulary by finding the meaning of words, making notes, memorizing and applying new vocabularies. It would help them to express their mind. Furthermore, they trained their pronunciation in order to be more accurate in speaking English.

Regarding to this case, S2 said: “I study pronunciation, vocabularies, and I apply the learned vocabularies to be used in speaking”. Moreover, concerning to this case, S3, S5 and S7 also tried to increase vocabulary by making notes and memorizing the words before going to sleep, and they keep on practicing and deadening nervous.

The result of interview with all subjects related to activities to do which could motivate them to speak English, the researcher found that they were accustomed to speak English to communicate with their friends or teachers in daily activity. Beside that, some programs available at school support them to improve their speaking. One of them was the established English area. Therefore, it demanded the students to use English to communicate with other people.

Meanwhile, the results of interview with all subjects related to their way to learn new vocabulary, the subjects employed some ways. First, they found the meaning of words by looking up dictionary, then memorized and made notes of it. Furthermore, concerning to this case, S8 said: “I usually make note or small book used to write every new vocabulary, then memorize it and applies it in a sentence or in speaking. Those way help me to remember it”. To apply new vocabularies which the subject have been known to daily activity was a good practice. He could understand when it used. However, this is important to apply the new language without worrying about how it must be used. From time to time he would know the appropriate used of those words.

Related to special trick in learning and memorizing vocabulary, all of the subjects memorize vocabulary by learning it before they went to sleep. This way, according to them was meaningful to help their retention to remember it. Another activity to keep the retention in memorizing vocabulary was all subjects made note of vocabulary, and they could open and use it any time. Different from other students, S2, S3, and S7 provided some words per day and they learn before they went to sleep. The next day, they added new vocabulary. It was done continuously.

Related to this case, S2 said: “I learn vocabularies by providing 4 words per day. I write vocabularies in the small book, then, Iglue it at room wall.I learn vocabularies beforegoing to sleep”. It was interesting that they knew their capacity in memorizing words. By learning step by step, they could increase their vocabularies as much as they could.

The result of the interview with all subjects related to learning grammar, they had grammar books and sharing with other friends or teacher. Then they chosed one that they understood well. They stated that by learning grammar, they were able to construct in good sentences.

Furthermore, concerning to this case, S6 said “I have a lot of grammar books, so I can share with the teacher or friends”. Meanwhile, S7 said “I always write one by one of tenses in a paper and I glue it at room wall in order to make easy to know and remember the use of tenses. For example, if I know that the simple past tense is used to describe things that happened in the past which have finished, and I know that the present perfect tense is used to describe experience, I can make a sentence that includes both of them”.

In order to make the readers easier to understand the description above, the researcher presented the students’ learning strategies to improve their speaking proficiency in the table form as below. The following is the summary of subjects learning stategies to improve their speaking proficiency.

**Table 4.1 The Summary of Subjects’ Learning Strategies to Improve their Speaking**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **No** | **Learning Strategies** | **S1** | **S2** | **S3** | **S4** | **S5** | **S6** | **S7** | **S8** |
| 1. | finding the meaning of new vocabulary by looking up dictionary | √ | √ | √ | √ | √ | √ | √ | √ |
| 2. | making notes of new vocabulary | √ | √ | √ | √ | √ | √ | √ | √ |
| 3. | providing some of new vocabularies per day |  | √ | √ |  |  |  | √ | √ |
| 4. | memorizing the words before going to sleep | √ | √ | √ | √ | √ | √ | √ | √ |
| 5. | applying new vocabulary to daily activity | √ | √ | √ | √ | √ | √ | √ | √ |
| 6. | having grammar books and write one by one of tenses in a paper then glue it at room wall | √ | √ | √ | √ | √ | √ | √ | √ |
| 7. | sharing with other friends or teacher about grammar |  |  | √ |  |  | √ |  |  |
| 8. | accustoming to train pronunciation includes imitating the pronunciation of words | √ | √ | √ | √ | √ | √ | √ | √ |
| 9. | understanding of the theme that will be spoken | √ |  | √ | √ | √ |  |  |  |
| 10. | writing what will be spoken |  |  | √ | √ |  |  |  |  |
| 11. | controlling of emotion include deadening nervous and enjoy |  |  | √ |  | √ |  | √ |  |
| 12. | keeping on to practice wherever they are | √ | √ | √ | √ | √ | √ | √ | √ |

**2) The Contribution of Learning Strategies Employed Toward the Students’ Speaking Proficiency**

In order to become a successful language learners, especially in learning speaking, the students needed to have some learning strategies. The students had various strategies in learning speaking. Because they had different characteristics. They used various strategies that were suitable and effective for them. It was expected to give contribution in their speaking proficiency. In order they can enrich their speaking and have good retention in learning speaking. The data related to the contribution in speaking learning strategies for students’ speaking proficiency were taken from conducting interview with the subjects.

All of the subjects stated that their learning strategies could give many advantages for them. For example, memorizing the words, making notes, and finding the meaning of new vocabulary made them easier to prepared before oral presentation. As stated by S2, “By memorizing the words, making notes, and finding the meaning of new vocabulary, they made me easier to learn vocabulary to prepared before oral presentation”. Another contribution was the strategies could increase their vocabulary. It could be done by providing some of new vocabularies per day and memorizing it before going to sleep, and applying new vocabulary to daily activity. Through these activities, students found a lot of vocabularies that they never heared before and it made students to not easily forget the vocabularies that they had learned. So, those activities were contributive to make good retention to use it in daily activities. Therefore, it made good practice in their speaking. As stated by S3 and S7, “By having grammar books, we could grammar mastery in more joyful ways. Some activities, such as write one by one of tenses in a paper, then glue it at room wall or sharing with other friends or teacher. From those, not only we got grammar mastery, but also applies it in a sentense or in speaking. Then, learning strategy liked accustoming to train pronunciation before oral speaking made students to pronounce words correctly and speaking fluently”.

The other strategies, such as understanding the theme that would be spoken, writing what would be spoken, controlling of emotion include deadening nervous, and keeping on to practice wherever they were made students becames more confidence to speaking English. In other words, those activities were contributive to make good retention in improving their speaking proficiency.

From the explanation above, the researcher got the point that all of the learning strategies in speaking such as: finding the meaning of new vocabulary by looking up dictionary, making notes of new vocabulary, memorizing the words before going to sleep, providing some of new vocabularies per day, applying new vocabulary to daily activity, having grammar books and write one by one of tenses in a paper then glue it at room wall, sharing with oter friends or teacher about grammar, accustoming to train pronunciation includes imitating the pronunciation of words, understanding of the theme that will be spoken, writing what will be spoken, controlling of emotion include deadening nervous and enjoy, keeping on to practice were very useful for them. Those not only could increase their speaking proficiency, but also increased their component language, such as grammar, vocabulary, and pronunciation.

Finding the meaning of new vocabulary by looking up dictionary, making notes of new vocabulary, memorizing the words before going to sleep, providing some of new vocabularies per day, applying new vocabulary to daily activities were contributive to help the students enrich their vocabularies. Then, strategies employed were having grammar books and write one by one of tenses in a paper then glue it at room wall and sharing with other friends or teacher . These activities were contributive in improving students’ grammar mastery. The next strategy employed was accustoming to train pronunciation includes imitating the pronunciation of words were contributive to help the students improve their pronunciation.

Morever, the other strategies such as : understanding the theme that would be spoken, writing what would be spoken, controlling of emotion include deadening nervous and enjoy, and keeping on to practice wherever they were contributive to improve speaking proficiency and help the students prepare before they speaking English.

**E. Discussion on the Findings**

The presented in research findings above that the data are collected from the eight students as the subjects of the study. From those data gotten, the researcher know that the students who are good speaking proficiency employ the kinds of learning strategies. They find their own strategies in learning speaking. Rubin and Thompson (1982) (cited in Nunan, 1991:209) the students who can find their own way in learning, categorized as good language learners. They suggest that “good” language learner has some characteristics,as follows:

1. find their own way in learning
2. creative and experiment with language
3. make their own opportunities and find strategies for getting practice in using the language inside and outside the classroom
4. Make errors work in order to learn and communication
5. use linguistics knowledge, including knowledge of the their first language in mastering a second language
6. Learn to make intelligent guesses

Therefore, it can be said that the students who have varieties of learning strategies are qualified become good language learners.

From the subjects the learning strategies employed are found. There are kinds of strategies that students use to improve their speaking proficiency. All of the subjects employed some strategies. The first strategy is finding the meaning of new words by looking up dictionary, then memorizing the words before going to sleep, making notes of new vocabulary, and also providing some of new vocabularies per day, then applying it to daily activities. This activities are useful for the students to enrich their vocabularies. The next strategy is having grammar books, write one by one of tenses in paper then glue it at room wall and sharing with other friends or teacher. By applying this strategies, they have good grammar mastery. Then, the students also accustoming to train pronunciation includes imitating pronunciation of words. This strategy is useful for students before they oral presentation. Therefore, it will make they speak fluently. Another strategies are understanding of the theme that will be spoken, then writing what will be spoken. They not only controlling of emotion include deadening nervous and enjoy, but also keeping on to practice wherever they are. It is possible that they can practice to speak in English satisfactorily. It means they have ability to speak English with various vocabularies with good grammar and pronunciation.

Based on the theory of the kinds of learning strategies explained in the chapter ll above, the researcher gets the point that the students’ learning strategies above are relevant to the students who can find teir learning strategies and they give contributions to their learning will be effective in their learning. In this sense, they can create their own learning that is suited with their need to improve their speaking proficiency. These strategies include in the five kinds of Stern’s learning strategies. They are management and planning strategies, cognitive strategies, communicative experiential strategis, interpersonal strategies, and affective strategies.

Management and planning strategies are related to learners’ intention to direct his own learning. A learner can take charge of the development of his own program when he is helped by teacher whose role is that of an advisor and resource person. Having grammar books and write one by one of tenses in a paper then glue it at room wall, understanding of the theme that will be spoken, writing what will be spoken and providing new vocabulary per day are the strategies include in this management and planning strategies.

Whereas cognitive strategies used in learning or problem solving that require direct analysis, transformation, or synthesis of learning material.Finding the meaning of new vocabulary by looking up dictionary, making notes of new vocabulary, memorizing the words before going to sleep and applying new vocabulary to daily activities are categorized in this strategies. Communicative experiential strategies involve the ways in which learners sharing with other friends or teacher in their learning about grammar. Interpersonal strategies used in learning to monitor their own development and evaluate their own performance. The strategies which is categorize in this strategies are controlling of emotion include deadening nervous, and keeping on to practice wherever they are.

Meanwhile, affective strategies describe evident that good language learners employ distinct affective strategies. Learning training can help students to face up the emotional difficulties and to overcome them by drawing attention to the potential frustrations. The accustoming to train pronunciation includes imitating the pronunciation of word is categorized in this stratey.

The strategies that students use are very useful in their learning speaking. By using learning strategies they choose by themselves, it make them easier and more enjoyable in learning speaking. It helps them improve their speaking. Without their learning strategies, they can not improve their speaking proficiency. From the discussion above, we can see that students’ learning strategies in learning speaking is very important for language learners. They use various strategies that help them improve their speaking in easier, and enjoyable ways. All of their learning strategies are very contributive to improve their speaking proficiency.