CHAPTER V

DISCUSSION

After writing the data exposure and findings data generated by researchers from interviews, observation and documentation, then the next researcher will analyze the data that has been collected. This chapter presents in the research. This chapter present the discussion on the findings using theories to clarify the findings. The discussion focuses on the salient findings of each of formulated research questions in chapter I. Speaking English means studying about using English to communicate. To achieve speaking it need a strategy that is consistent with what we are learning. The most strategy used by students of English and Melayu program EMPRO are: movie night, reading circle, speech battle and debate, and English area.

A. Discussion on strategies employed by students of English and Melayu program (EMPRO) to improve their speaking in term of vocabulary, pronunciation, grammar, fluency and accuracy at Darussalam school Tanjongmas Narathiwat Thailand

Based on the findings of the study during the observation and interview at Darussalam school about the students speaking learning strategies. The researcher found that good language learners speak English fluently and in general the students have no difficulties in speaking, but sometimes they find some problems in speaking so they use certain strategies

to solve their problems. The researcher found that students of English and Melayu program have similar strategies in learning speaking but they used strategies difference way in improve their speaking. The student's learning strategies are in line with the idea stated by O' Malley (1990, p.1) who explain that learning strategies is special thought or behaviors that individuals use to help them comprehend learn or retain new information. Students of English and Melayu program EMPRO always practice their speaking skill not only inside class but also outside class (student's dormitory). The researcher would like to discuss the strategies that used by student of English and Melayu program EMPRO to improve their speaking skill.

There are many types of learning strategies according to some expert. Every expert has own types based on their experience, it can been seen by their point of view when they talked about learning strategies. O'Malley and Chamot (1990:44-45) divide language learning strategies into three main subcategories, namely Meta-cognitive strategies, Cognitive strategies and Socio-affective strategies. Then according to Oxford (1990) there are six types of learning strategies and they are divided into direct and indirect strategies. The strategies used directly in dealing with a new language are called direct strategies. The three groups that belong to the direct strategies are memory, cognitive, and compensation. The indirect strategies are used general management of learning. The three groups belong to the indirect strategies are meta-cognitive, affective, and social strategies. Below is the discussion.

1. Cognitive strategies

Generally, many types of learning strategies that usually employed by the students of English and Melayu program. The characteristics of learning strategy that students of English and Melayu program such as: sharing with the their teacher and friends, cooperating with others (their friends), using visual and (movies nigh), reading (reading circle), memorizing, making some notes, and doing good preparation about the materials and perform (speech battle and debate). All of the characteristics above were the general character that had by students of EMPRO in Darussalam. In fact, the students not only have one type of learning strategy but they also collaborated some types of learning strategy.

From the observation and interview that had been conducted by the researcher, the researcher found some facts that one subject not only used learning strategy as the one way but he/she used learning strategy more one to improve their speaking. For the example S1 and S2 they have characteristics of learning strategy such as: translated speech text through dictionary, practiced again and again to remember speech, learning grammar through friends and teacher at school, classify words with the same meaning and learn the root of word to memorize the word. These characteristics of learning strategy is suited with Alberta (2009: 47) cognitive language strategies include using different techniques for remembering new words and phrases, deducing grammar rules, applying previously learners rule, guessing at the meaning of unknown words and

using a variety of ways to organize new information and link the new information to previously learned language. Then Weinstein and Mayer (1986) suggest that these strategies can be subsumed under three broad groupings: rehearsal, organization, and elaboration processes Cognitive strategies may be limited in application to the specific type of task in the learning activity. Why the researcher said that (S1) and (S2) have cognitive strategies, because they used resourcing, repetition, transfer, and grouping suitable with cognitive strategies.

The characteristics of learning strategy that had students of English and Melayu program such as: resourcing, repetition, transfer, and grouping. The benefits of taking it help students easier in memorizing vocabularies. Then repetition is imitating a language model, including overt practice and silent rehearsal. The benefits of repetition is students will make students more fluency when they communicate with other. Cognitive strategies include using previous knowledge to help solve new problems.

2. Socio-strategies

Generally, the students of English and Melayu program EMPRO almost have similar types of learning strategy such as: ask to the other people (teacher and friends) to correct their grammar and pronunciation , always speak English in the class and out class (dormitory) to make their English more fluency and accuracy, help each other in learning, and preparing well, From the characteristics above, it showed that the students of English and Melayu program EMPRO have some types of speaking

learning strategy such as: cognitive strategy and socio strategies. (S2) she also combined with other types of learning strategy that was social strategies. It is in line with the idea stated by (Oxford, 1990: 145) who explain that Social Strategies enable the learners to get in touch with other people when they learning. It can be done by asking questions, cooperating with others, empathizing with others. Asking questions enable learners too get deep information and understanding for the target language. Cooperating with others means cooperating learning. It can encourage the learner's spirit by competing with others. Empathizing with others enable the learners to empathize with another person trough learning about the culture and aware of other's thought and feelings. Strategies that must be used when the students interact with other people. Because language is a social behavior in which language communication occurs between individuals and other people. With this social strategy, it encourages learners to increase their ability to develop understanding, thoughts, and feelings of others.

The students of English not only used cognitive strategies in learning speaking English. Socio strategies is the ways for in improve their speaking. Social strategies enable the learners to get in touch with other people when they learning. It can be done by asking questions, cooperating with others, empathizing with others. The benefits of this strategies is asking questions, an Asking question from which learners gain great benefit. Asking questions helps learners get closer to the intended meaning and thus aids their understanding. It also helps learners encourage their conversation partners

to provide larger quantities of "input" in the target language and indicates interest and involvement.

3. Affective Strategies

To master speaking is not easy. It's needs to great plan and strategies. As researcher explain before the students of English and Melayu program EMPRO not only used one strategy but they used more then one. For the example (S1), (S3) they have characteristics of learning strategy such as: not give up when in when it fails, always positive and have confidence. It is in line with the idea stated by Oxford (1990: 140) who stated that affective strategies here refer to the emotion, attitude, motivation sand values of the learners when they learn new language. It enables learner to control their emotion when learning language.

The affective side of the learners is probably one of the very biggest influence on language learning success of failure. Negative feelings can stunt progress, even for the rare learner who fully understands all the technical aspects of how to learn a new language. On the other hand, positive emotions and attitudes can make language learning far more effective and enjoyable.

The last strategies are affective strategies. characteristics of learning strategy that had students of English and Melayu program such as: prepared and trained as good as possible, not give up when in when it fails, always positive and have confidence, they always think the next time must better, and always discussed with teacher when they got problem. It is in line with

the idea stated by Oxford (1990: 140) who stated that affective strategies here refer to the emotion, attitude, motivation sand values of the learners when they learn new language. So, the benefits of affective strategies is learner able learner to control their emotion, attitude, motivations and values of the learners when they learn new language. Affective side of the learners is probably one of the very biggest influence on language learning success of failure. On the other hand, positive emotions and attitudes can make language learning far more effective and enjoyable.