

## **CHAPTER V**

### **DISCUSSION**

This part presents the discussion of the research findings. The discussion focuses on the salient findings based on the formulated research question. As stated in the previous part that the study is intended to investigate the activities carried out independently by non-English students of IAIN Tulungagung in improving their ability to speak English.

In general the subjects of the study believe that English skill, especially speaking, is important for non-English department students to learn. For the non-English students, in this case FEBI's students, speaking skill in English is useful for them for it is needed to support them in their workplace. This belief is based on the fact that English takes important roles not only in education sector but also in the field of work. When they, later, enter the world of work, considering that English is an international language which does not rule out that they will use it in the work place. In the job field, if one's English is poor, even though with brilliant business ideas, he or she may still find him or herself languishing at the bottom of the management LADDER. One's productivity will drop over a period of time since he or she will find difficulty in expressing his or her brilliant ideas. Those who can speak good English will probably usurp one's ideas and get the credit for all the hard work he or she did to get the idea working. (Meenu & Prabhat, 2014). The statement explicitly shows that being proficient in English is potentially required for those who deal with field of job.

The findings show that the subjects do various activities to improve their speaking skill. Those activities are done not only in the classroom setting but out of classroom as well. Most of their activities are conducted out of the teacher's control. It indicates that the subject improve their English independently. Independent learning done by the subjects is good practice. In this context, they can enlarge opportunities to understand and to practice in using English. This is in accordance with Sandra's (2008) statement saying that independent study is a system that gives the opportunity to the learners to learn something independently by using printed and tape recorded learning materials that have been prepared previously. The term independent strictly means that the control of time and place in learning is fully arranged by the learners.

The findings reveal that there are various activities employed by the subjects to improve their ability in speaking English, they are listening to music, reading and watching movies. These three activities indicate that the subjects use different learning sources or materials in learning English, they are printed and non-printed learning sources..

Listening to music is an activity that the subjects often do and it is a fun activity to do. Many aspects of speaking can be improved by doing this activity. From listening to music, students can practice their ability to pronounce every word and also they can add new vocabulary in English. With music, which seems to be the most natural and relaxed doorway into any language, the rhythm permits the listener to transcend the confines of the lyrics and enjoy the feeling of the song and glimpse the culture. And learning the lyrics takes the experience to a whole

other level (Justin: 2012). In this way, students can relax listening to music as well as improve their ability to speak English.

The second discussion relates to the next activity carried out by the students, namely reading aloud. This activity is not a reading activity in general that is only read silently with the aim of knowing the content of a reading. However, this reading activity is reading aloud which aims to understand how each word is pronounced, and what the word means. Very much in accordance with AnI (2015) reading in the head doesn't exercise your vocal organs (lips, tongue, and throat). Reading out loud does. It exercises the same vocal organs that you exercise when speaking to someone. Fundamentally, that's the main reason reading out loud improves your fluency. Hence, it is important for students to practice reading aloud and understand every word that is said.

The last activity is watching movies. In this activity, students do not only watch movies, but they also learn how each word in the movie was pronounced and understand the meaning of sentences uttered by the characters. Students can also find sentences that can be used daily and practice them. This is why watching movies in English are an excellent way to understand and analyze a day to day conversation. Watching movies is a great way to understand the way conversational English is used in different cultures. This is a useful way to learn how to speak English fluently (Joe.R:2018). In this way, students can enjoy watching movie as well as improve their ability to speak English.

From the previous discussions, the researcher got the point that FEBI's student had their own strategies to improve their speaking skill. They all do the

same activities, which are activities they often do before they finally realize that these activities can help them to improve their ability to speak in English.

The researchers found activities carried out independently by non-English students to improve their speaking skills in English. Those activities were (a) Listening to music, (b) Reading aloud, (c) Watching movies.