

CHAPTER IV

RESEARCH FINDING

This chapter deals with the findings which are related to the formulated question which has been decided by the researcher. It shows the data and it is divided into the description of the research, and findings. . 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.

A. Descriptions of the Subjects

The presentation of the data findings in this part, related to the students' learning strategies in speaking proficiency at Modern Islamic Boarding School of Darul Hikmah Tulungagung. Those could be gotten from the subjects (selection students and English teacher). The subjects of this research used initials S1-S4 as continuing to address subject 1-4. This part is developed to present the description of the subjects with their response toward the warming up question.

1. Subject 1 (S1)

A students Modern Islamic Boarding School. She like speaking English. She stated that speaking English is good. *"I like speaking English*

because it is global language, and 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 she likes speaking English since she was in Junior High School. At the everywhere she is active to speak English in every day. According to his English teachers, his scores of English lesson are always good.

2. Subject 2 (S2)

The second subject is a student of Modern Islamic Boarding School. His speaking proficiency is also good. She strated that “ *I like speaking English because English is important. I think English is difficult because there are many structures and new vocabulary words, but, commonly I found new vocabulary by looking up dictionary*”. Her English teacher said “*She is good speaking English. She active inside and outside classroom*”.

From the result of interview with S2, the researcher got some information that she likes speaking English because English is important. She is smart student and she is also active using English language inside and outside the classroom.

3. Subject 3 (S3)

The third subject is a student of Modern Islamic Boarding School. She like speaking because English is important. She stated 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*”.

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 S3 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.

4. Subject 4 (S4)

The fourth subject is a student of Modern Islamic Boarding School. She likes speaking English since she was in Junior High School. She stated that English is the world's window. " I like speaking English because English is fun. I always speaking English and I think English is fun. For those, I and my friends can compete". According to her English teacher she is active speaking English because she is confidence.

From the result of interview with S4, the researcher got some information that she is good in speaking English, and she is also active speaking English because she is confidence. According to her, English is fun. Therefore, she is always speaking English in every day.

Another subject needs to be described in this research are English teacher. She uses various method in teaching English in order to make her students in order to is not bored. According to his, there are many aspects to support his students, success in speaking, First, here policy of Modern Islamic Boarding School,such as : all of the students should used English in everywhere they are. Second the teacher give motivation to her students

through watching short movies, sing songs by using familiar vocabularies and the teacher apply the methods appropriately to stimulate her students learn effectively.

According to the teacher, the fourth subject in this research are good students. "The fourth students are the best fourth grade level in this Modern Islamic Boarding 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 Modern Islamic Boarding School of Darul Hikmah Tulungagung.

B. Data Findings

Based on the result of interview 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 Student's Learning Strategies to Improve their Speaking Proficiency

This part explains the research findings which the researcher found in the field. It related to the students' learning strategies in speaking at Modern Islamic Boarding School of Darul Hikmah Tulungagung. After the researcher interview the students' learning strategies in speaking, the researcher got some data. To improve speaking proficiency means improving vocabulary, grammar, and pronunciation. 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 in boarding school or program of speaking English, they usually accustomed to train pronunciation before oral presentation in whenever they are. Moreover S1, S2 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 S3. 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, S4 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. She 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. Moreover, concerning to this case, S2, S3 and S4 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 Boarding school especially in daily activity. Besides that, all of the programs available at boarding school support them to improve their speaking. All of the teachers in there practicing English wherever they are. 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, S4 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. She 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 she would know the appropriate used of those words.

Related to strategy used 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 and S4 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, I glue it at room wall. I learn vocabularies before going 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 chose one that they understood well. They stated that by learning grammar, they were able to construct in good sentences.

Furthermore, concerning to this case, S3 said *“I have a lot of grammar books, so I can share with the teacher or friends”*. Meanwhile, S4 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.*

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 summary of the students' learning strategy is presented in the following table :

Table 4.1 The Students' Strategy to Improve Their Speaking

No	Learning Strategies	S1	S2	S3	S4
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. 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 heard 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 S2 and S4, *“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. 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 becomes more confidence to speaking English.

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 other 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.

Moreover, 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.