

CHAPTER IV

RESEARCH FINDING

This chapter focuses on the presentation of the findings of the study based on the formulation of the research question.

A. Research Findings

Based on the result of observation and interview to the subjects of the study, the following were presented the finding of the study to answer the research question number one and number two.

1. Finding on Learning Strategy Employed by the Twelve Grade of Acceleration Students of MAN Trenggalek to Improve Their Speaking Proficiency.

This session exposed the research findings which are found in the field. It is related to learning strategy employed by the twelve grades of acceleration students to improve their speaking proficiency. After the researcher queried the students' learning strategy for speaking, the researcher got some data. To improve their speaking proficiency, they focus on preparation, grammar, vocabulary, pronunciation, fluency and accuracy, practice, intonation and stress, motivation and mental. Those components are attributive to speaking proficiency. The result of the research findings are presented in the following description.

Related to preparation employed by all the subjects, they did some following activities. Firstly, the researcher found that they prepared themselves theme or topic before practicing speaking because it makes them to speak easier. After they understand their theme or topic, they can develop their speaking constantly especially sentences include main idea about the theme. S1 before doing speaking practice, she should prepare herself and prepare the theme by making a note then she develops the sentences. S1 said, “Before practicing in speaking, I always determine the theme and making a note. After I understand the theme, automatically I can develop the sentence”.

Secondly, the researcher also found learning strategy employed by the twelve grade of acceleration students about grammar. They also considered grammar while they were practicing their speaking practice. They were sharing with their friends and teacher related to grammar. Practically, they pay attention in grammar if they wanted to speak fluently. Whereas S3 and S5 said that they should understand about tenses and mastered especially three simple tenses. So, they knew what the suitable tenses that must be used when they told the last experience or planning in the future. Sometimes they were not aware if there were many wrong grammars in speaking practice but their teacher always gave correction, as stated by S3 “I always consider about grammar, especially three simple tenses. If I could master those sentences I will be easier to do speaking practice. Sometimes, there are many wrong grammars that I am not aware but my teacher always gives me corrections”.

Thirdly, S4 said” I always look up dictionary when I find new vocab or difficult word to get the meaning. Besides, I always imitate on how to pronounce it”. On the other hand, S2 said “I make note before I open dictionary, so I know how to pronounce correctly”. Based on those two subjects’ statement above, the researcher found other strategies employed by all the subjects to improve their speaking. They always look up dictionary book or electronic dictionary in internet to increase their vocabulary, understand the meaning and imitate on how to pronounce well. Those strategies could make them easy to improve their speaking practice.

Meanwhile, S1 said, “I like to listen to the music while looking at the lyric enjoyably, so I can find the new vocab and I can pronounce it”. Moreover, S5 said “I usually listen to the music and try to articulate it. I usually listen it when I go to sleep”. From the result of interviewing S1 and S5 related to vocabulary and pronunciation above, the researcher found that they liked to listen English music and looking at the lyric. These activities supported them to understand vocabularies and on how they pronounce well. Listening to the music by looking at the lyric is one way to improve their speaking although they get little vocab and pronunciation.

Different with S2 and S4 statements about pronunciation, S2 and S4 said that they learned with an expert tutor when they want to join an English competition like Speech English contest and English Olympiad. They asked an expert tutor to check and correct their speaking practice. As it was stated by S2, “I usually try with my expert tutor when I want to join an English competition. She

gives me correction and evaluation about my weaknesses in my speaking practice. I also learn from the motivation program in YouTube”. From those strategies, she can evaluate her weaknesses in speaking and develops her speaking to be better. She can also get a new vocab in learning from other performance for example in YouTube. They try to imitate the pronunciation as it was practiced in the program of YouTube. In addition, S5 and S4 say that they always look up the dictionary, they also have a target to memorize the new vocabulary in a week as stated by S5” I always have a target to memorize new vocabulary, because we know that we will join the national examination where there will be many strange words that I may not understand. So, I should memorize new vocab in a week”. Moreover, S4 said “In English subject I have a target that I should add the new vocab in a week. I did not how much target it but it depends on the vocab that I found”.

Fourthly, related to the special practice, from all of the subjects’ statements they have a different way to improve their speaking. S1 practices with their friends in Islamic cottage. She also practice in the class with their friends and ask her English teacher when she did not understand about material. As stated by S1 “I usually practice with my friends when I am in Islamic cottage. I make a joke in English. In the class, I share with my friends when I found the problem in speaking. Besides, I also make a short conversation and sometimes I also speak with English teacher to ask the question when I do not understand about the material”. Different with S1, the other subjects also share with their friends and make a little conversation in the class. Moreover, they practiced speaking in their house by commonly perform in front of the mirror and recording their voice. They

looked at their face because they wanted to know their expressions when they did a speaking practice. By listening to their voice after doing speaking practice helped them correct and evaluated the weakness. As stated by S3 “when I was at home I usually practice speaking in front of mirror while recording my voice. So, I know my weakness and I can correct it by myself.”

Besides, they always try to do speaking practice in a week. If there was an English subject, they learnt it a night before. If they wanted to join the competition or they had speaking test, they often learnt every day. They learnt in the class when there was English subject. They learnt English subject once or twice in a week at home as stated by S2 and S3 “I try to speak once or twice in a week if any English subject”. Moreover S4 stated “if I want to join the competition I often to try speak every day”. Meanwhile S5 said “if I want to do the speaking test I also practice everyday”.

Fifthly, the result of the interview related to motivation of the subjects. Their motivations were they wanted to have a good ability in speaking and mastering the speaking skill, because according to them, in modern Era English was needed and very important for all of the aspects. The researcher summarized their motivation based on the results of interviews. They did not know what occupation that they would get and they did not know whether they would stay in their country or live in out of country. So, they believed that improving English language was very important especially in speaking skill, in order to create the communication with another people in or out of the country. As stated by S5 “ I should master speaking in modern era. I want to become expert people by

mastering English language”. Moreover, S4 had a great motivation, she had eagerness to imitative the teacher’s performance in speaking and she wanted to study overseas by S4 said “I having eagerness to imitate my teacher’s performance in speaking because her speaking is easy to be understood. She also always motivates me, and I have a planning to continue my study overseas”.

Sixthly, the result of interviewing with all subjects related to mental and confidence to help them to be better in speaking skills. They have their basis to be brave in expressing the idea. If they have bravery, they can perform maximally and they know the weakness that should be improved. It was useful for them in speaking practice as stated by S2 “the bravery is basis on how we will be confident. If we have confidence, we will ignore about the mistake in expressing idea. The important thing is we will be able to be confidence without paying attention on our mistakes during the process”.

Seventhly, the researcher also found other strategy employed by all the subjects related to expression. Based on the statement stated by S4 who said “expression in our speaking influenced the success of what we will deliver”. They said that expression was important aspect that influenced what they delivered in speaking. they realized that expression helped people understand their ideas.

Another aspect was the result of interview with all subjects related to intonation and stress. Based on their answer through interview, they said that intonation and stess were also the significant aspect to be considered in speaking. According to them, with intonation and stress, people would understand their

meaning directly. When they spoke with low intonation and stress, people would may assume that they were sad or they had some problems. In contrast, when the spoke in a high intonation and stress, people might assume that they are angry. S5 said “Intonation and stress are significant aspect in our speaking, for example when we tell something to someone, we should give stress to the main idea in order to the other could accept what we deliver. Without giving stress and clear intonation, our speaking will be flat”.

The last result of interview with all subjects related to fluency and accuracy. They understood that expression, intonation, stress, fluency and accuracy had relation each other. If one of them was lost it could influence their speaking. S1 said that fluency and accuracy were very important, she illustrated someone who is reciting Holy Qur’an in which it be good and correct. S2 said that fluency and accuracy were needed when people are talking, because people speak with purposes.

The finding on the subjects’ learning strategies employed to improve their speaking proficiency are summarized in the Table 4.1 below:

Table 4.1 The Summary of the Learning strategy Employed by the Acceleration Students to Improve their Speaking Proficiency.

no	Aspect	Learning strategy	S1	S2	S3	S4	S5	
1.	Preparation	<ul style="list-style-type: none"> • preparing theme or topic before practicing speaking 		✓	✓	✓	✓	✓
2.	Grammar	<ul style="list-style-type: none"> • Sharing with friends and teacher about grammar. • Paying attention in grammar if they want to speak fluently • Mastering three simple tenses. 		✓	✓	✓	✓	✓
3.	Vocabulary & Pronunciation	<ul style="list-style-type: none"> • Listing a note to be found their meaning. • Finding a new vocabulary in dictionary and always imitating how to pronounce it. • Listening to English music while looking at lyric, and founding the new vocab and try to pronoun well. • Learning with expert tutor when joining English competition. • Learning from other performance for example in YouTube • Memorizing new vocab in a week. 		✓	✓	✓	✓	✓
4.	Practice	<ul style="list-style-type: none"> • Practicing speaking with friends in or out of the class. • Making a short conversation with teacher. • Performing speaking in front of the mirror and recording their voice. • Practicing speaking once or twice in a week if any English subject. • Practicing speaking a lot before join the competition. 		✓	✓	✓	✓	✓
5.	Motivation	<ul style="list-style-type: none"> • Having eagerness to imitate the teacher's performance in speaking and wanted to study overseas. 				✓		

6.	Mental/ confidence	<ul style="list-style-type: none"> • Maintaining selves-confidence in practicing speaking. 	✓	✓	✓	✓	✓
7.	Expression	<ul style="list-style-type: none"> • Paying attention expression in practicing speaking. 	✓	✓	✓	✓	✓
8.	Intonation & stress	<ul style="list-style-type: none"> • Keeping intonation and stress in practicing speaking regularly. 	✓	✓	✓	✓	✓
9.	Fluency & accuracy	<ul style="list-style-type: none"> • Maintaining fluency and accuracy because it can influence their speaking. 	✓	✓	✓	✓	✓

2. Finding on the contributions of the Employed Learning Strategy to improve their Speaking Proficiency

Learning strategies employed by the acceleration students were various. Those strategies had an aim to support successful language learning. Related to successful language learning, the students required some learning strategies especially in learning speaking. Through learning speaking, every student needed various strategies, because every student had different characteristics. They used learning strategies which were effective for them, so it could improve and maintain their speaking proficiency. Related to improving their speaking proficiency, the researcher would like to present the data related to the contribution of speaking learning strategy for the acceleration students.

Firstly, by employing the learning strategy, the subjects felt that they were more successful in language learning. They stated that learning strategy made them easier to speak English in some activities. By preparing theme or topic before practicing speaking, it helped them developed their language. Hence, those activities lead them to have sufficient preparation before practicing their speaking.

The next contribution was the strategies could improve their grammar. By improving grammar through sharing with their friends and mastering especially three simple tenses, they could speak fluently. Grammar helped them knew the rule of constructing sentences.

Another contribution was the strategies could increase their vocabularies and pronunciation. By doing following activities such us looking up dictionary,

listening to an English music while looking at its lyrics lyric, finding new vocab and having a target to master new vocabularies in a week, it helped them to get lot of vocabularies that they never hear before. Vocabulary helped the students to explore their ideas. Moreover activities of learning with an expert tutor and learning from other's performance for example in YouTube helped them get correction about their weaknesses and it made them enjoy learning. They get feedback and correction clearly so that they know the part should be improved. They also understand how to speak correctly, because learning with expert tutor made students focus and it supported them to study more seriously.

Fourthly, other strategies such as practicing with their friends and asking her English teacher when she did not understand about material lead them to get output and feedback from their friends. They can practice freely to express their ideas. They help perform more confident, so that they enjoyed delivering their idea. Other activities were practicing speaking in their house by commonly looking at the mirror and recording when they trained themselves to practice speaking. In other words, those activities helped them have a good expression based on their topic in speaking. They also got the correction by themselves before being corrected by others.

Another learning strategies related to motivation were they wanted to be good speakers and mastering the speaking skill. They thought that in modern era English is needed and it is very important in all aspects. One of the subjects had eagerness to imitate the teacher's performance in speaking and she wanted to study abroad. Those motivations lead them to be more enthusiasm for learning so

that they could achieve their target of learning successful. With the motivation can help them to plan their future.

Sixthly, another contribution of employing learning strategies was the strategies could increase their mental and selves-confidence. They had bravery in expressing idea. When they had bravery, they could perform their language maximally and they knew the weakness that should be improved. Having selves-confidence lead them to be able to speak in front of the public. Through paid attention the expression, it was contributive to deliver idea. They realized that expression helped people understand their idea.

Finally, other aspects related to intonation, stress, fluency and accuracy were contributive in delivering the meaning. When they speak with low intonation and stress, people would assume that they were sad or they had some problems. In contrast, when they spoke in a high intonation and stress, people might assume that the conveyed ideas were very important. Those aspects lead them to emphasize certain word so every important word would easy to remember consequently they could utter them correctly and they were understandable.

Table 4.2 The Summary of the Contribution of the Learning Strategy to Improve their Speaking Proficiency

no	Aspect	Learning strategy	Contribution
1.	Preparation	<ul style="list-style-type: none"> • preparing theme or topic before practicing speaking. 	lead them to have sufficient preparation before practicing their speaking.
2.	Grammar	<ul style="list-style-type: none"> • Sharing with friends and teacher about grammar. • Mastering three simple tenses. 	helped them knew the rule of constructing sentences.
3.	Vocabulary & Pronunciation	<ul style="list-style-type: none"> • Listing the note to be found the meaning • Looking up dictionary. • Listening to English music while looking at lyric • Learning with expert tutor • Learning from other's performance for example in YouTube • Memorizing new vocab in a week. 	<ul style="list-style-type: none"> • helped them to get lot of vocabularies that they never hear before and help students to explore their idea • helped them get correction about their weaknesses. They get feedback and correction clearly so that they know the part should be improved. They also understand how to speaking correctly, because learning with expert tutor made students focus and it supported them to study more seriously.
4.	Practice	<ul style="list-style-type: none"> • Practicing speaking with friends and asking English teacher when did not understand about material. • Making a short conversation and practice with teacher. • performing speaking in front of the mirror and recording their voice. 	<ul style="list-style-type: none"> • Lead them to get output and feedback from their friends. Helped perform more confidence so that they enjoyed delivering their idea. • Helped them have a good expression based on their topic in speaking. They also get the correction by themselves before being corrected by others.
5.	Motivation	<ul style="list-style-type: none"> • Imitate the teacher's performance in speaking. 	It enables them to more enthusiasm for learning so that achieve the successful. With the motivation can help them to plan their future.

6.	Mental/ confidence	<ul style="list-style-type: none"> • Increase their mental and selves confidence in practicing speaking 	Lead them can be used to speak in front of the public.
7.	Expression	<ul style="list-style-type: none"> • Paid attention the expression in speaking practice. 	Helped people understand their idea
8.	Intonation & stress Fluency & accuracy	<ul style="list-style-type: none"> • Keeping intonation and stress in practicing speaking regularly • Maintaining fluency and accuracy because it can influence their speaking. 	Lead them to emphasise certain word so every important word would easy to remember consequently they could utter them correctly and they were understandable.