

CHAPTER V

DISCUSSION

This chapter presents the discussion of the findings using related theories to clarify the findings. The discussion is focusing on the salient findings of each of the formulated research question.

A. Discussion

1. The Discussion of the Employed Learning Strategies by the Subjects of the Research

This part discusses the researcher's theoretical proportion grounded on the findings of the study accompanied by justifications from the points of view of curricular demands and theoretical insights. It is presented in unity. From the findings that researcher has found, it is obvious why learning strategy is important in learning. Particularly, in learning language, learning strategy is crucial for developing communicative competence.

Based on the findings of the research related to the employed learning strategies by the learners, it is identified that the learners who are successful in their learning and have relatively high score, they employ various learning strategies. They could employ their own strategies which are appropriate with their characteristics. The learners are aware of the process of their own learning and they employ appropriate learning strategies to control their own learning. The students' efforts are in line with the idea stated by Rubin and Thompson (1983) as cited in Nunan (1999:58) suggest that good language learners as following: a) find their own way and taking charge of their learning, b) organize information about the language, c) are creative developing a feel for the language by experimenting with its grammar and word, d) make their

own opportunities for practice in using the language inside and outside the classroom, e) live to learn with uncertainty by not getting flustered and by continuing to talk or listen without understanding every word.

From the employed learning strategies by the subjects, there are various strategies that employed by the learners in learning English. The first strategy is practicing with friends or cooperating with peers, asking clarification to the English teacher toward their pronunciation and the grammar. That is suitable with Slavn and Stahl theory (2008) stated that cooperative learning there is an available interaction among the member of a group and they can reach the results which are suitable with the goals.

The second strategy is looking at the dictionary book or electronic dictionary in internet suited with Edwards' theory (2006:71) stated that use the dictionary to look up the meaning of the word that you find while reading for pleasure and for school. Understanding the meaning, hearing on how to pronounce well and try to imitate it. That suitable with Browns' theory (2003:141) stated that imitative is the types of speaking performance which the ability to simply parrot back or imitate a word or phrase or possibly sentence.

The third strategy is cooperating with peers or studying in group suited with Pemberton's theory (1996) stated that one characteristic of good language learners is learners work together in small cooperative group.

The fourth strategy is placing new word into context or guessing meaning through the context suited with Stern and Todesco theory (1975) stated that good language learners determined that such learners consistently used certain types of learning strategies, such as guessing meaning from the context.

One of things that characterize good language learner is their ability to find opportunities to activate their language outside of the classroom. The characteristic stated by Pemberton et al (1996) and Gardner and Miller (1996) following principle: 1) learners practice skill they will need outside of the classroom, 2) learners are actively involved in using the language they are learning and in learning through doing, 3) learners develop strategies to become better language learners, 4) learners work together in small cooperative group, 5) learners develop skills in self-assessment and self-evaluation, 6) learners learn how to take their language into the real world beyond the classroom.

From the learning strategies are employed by the subject related to activate their language outside of the classroom are listening to English song while looking at the lyric, founding new vocabularies and trying to pronounce well, learning from the internet source like Youtube, practicing speaking with friends, practicing speaking at home by looking at the mirror and having target to memorize the new vocabularies each day that are suitable with Harmer theory (2001:4) stated that vocabulary is one of the most obvious components of language and one of first things applied linguists turned their attention.

All subjects employ more than one learning strategies or they applied various learning strategies. Student 1 employed memory, cognitive and metacognitive strategies. Student 2 employed memory, cognitive and affective strategies. Student 3 employed memory, cognitive, metacognitive and affective strategies. And student 4 employed cognitive, compensation, affective and social strategies. The various learning strategies that have been employed by all subjects help them improving their English and it suited with Fedderholdt theory (1997) which stated that the language the language learner capable of using a wide variety of language learning

strategies appropriately can improve his/her language skills in a better way. And the theory of O'Malley (1985) also stated that successful language learners have reported to use more and wider range of learning strategies than less-successful learners.

2. The Discussion of the Learners' Perception of their Learning Strategies toward their Achievement

From the description of the results in the previous section it can be theorized that learning strategies of the students are very useful and helpful in learning English as foreign language. Learning strategies are believed to be responsible for successful language acquisition and a significant determinant of ultimate success in language learning. Thus, in learning English as foreign language, good language learning strategies are important as well. They are important for learners. Learners need to know how to learn. Learning strategies are deliberate action taken by language learners to make learning more effective.

The theory that appears in learning strategies of the students will be discussed in detail in the following discussion.

The first is learners may become more self reliant and better able to learn independently. Good EFL learning strategies should be recognized and used by EFL learners because by recognizing as well as using good EFL learning strategies, EFL learners may become more self reliant and better able to learn independently. The learners may gain success in EFL learning accordingly. It is in accordance with Brown (2001) who states that one of the factors contributing to the success of foreign language learning is "the role of the learner in the process" that is recognizing and using good language learning strategies. Those who play their role well by using good learning strategies may gain success while those who do not use

them may gain less success. When language learners have recognized the good language learning strategies, they can implement the strategies either in or outside classroom. All in all, those arguments emphasizing the urgency of learning strategies that learning strategies have to be recognized and, especially, used. Strategies with regard to learning according to Oxford (1990: 1) are specific actions done by learners to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations.

The second is that some language learners are more successful than others. Successful learners employed more than one strategies or they employed various strategies. That suited with Gardner and Miller (1996) principles for good language learners that learners developed various strategies to become better language learners. Researcher has all observed that some students approach the language learning task in more successful than others in learning a second and foreign language. The learning strategy literature said that some of this success can be attributed to particular sets of cognitive and metacognitive behaviors which learners engage in. It is assumed that successful learners will differ to some extents in the particular sets of cognitive processes and behaviors which they use to enable them to be successful. For example, given the same learning environment, the same target language, the same native language, and the same language level, some learners will be more analytic in their approach to the learning task while others will be more intuitive

The third is that self direction promotes learning both inside and outside the classroom suited with Wenden's theory (1991) that Language learning strategies allow learners to become more self-directed. Learners' utilizing these strategies assists them to regulate or control their own learning, because these strategies tell

learners how to learn. Students who use effective strategies are better able to work outside the classroom by themselves, once the teacher is not around to direct them or provide them with input. It can be said that it is essential for students to be able to control their learning process so that they can learn outside the classroom when they are on their own. If students are dependent on teachers to shape language to suit them and to provide them with proper input, they cannot begin to take charge of their own learning when the teacher is not there.

The fourth is that the students become the best judge of how to approach the learning task after training. Once students develop an ability to evaluate their own learning process, they become the best judge of how to approach the learning task. The fact is that teachers cannot follow the learning path of each of their students because much of it is not readily accessible to the teacher. Hence, teachers are of necessity limited in their efforts to track such cognitive paths. So, since teachers may find it difficult to determine how each student learns best, students must be taught to help themselves.

The fifth is that the students can make learning consciously suited with Griffith theory (2004) stated that the use of language learning strategies is often conscious. Griffith suggests that language learning strategies must be at least partially conscious. However, it is also possible to become automatic. In fact the strategies that are used by some learners are employed instinctively, unthinkingly, and uncritically. Hence strategies that are used often by learners can become something done automatically. Furthermore there are still possibilities that learners are unaware that they are doing certain strategies to help them to learn. They just do it without much thinking about it.

Consciousness rising is not incidental to learning. It can be said that making learning decisions conscious can lead both poorer and better to improve the obtaining, storing, retrieving and using of information, that is, can lead them to learn better. Not all learners do their best by approaching the learning task through an intuitive, subconscious, natural process. For example, although cognates may be deliberately used in language texts, if they are not explained many students never see the relationship of these cognates to words in their own language. Once the student's attention is drawn to the relationship, the same student may learn several hundred words in a very short time. Hence, some kinds of conscious intervention are assumed to be helpful in the process of learning

The sixth is that the students understand learning process includes both explicit and implicit knowledge. Research into learning strategies revealed that both explicit and implicit knowledge can contribute to learning (the process of obtaining or getting, storing, retrieving, and using information). A number of researchers support a model of learning in which the process of learning is not limited to information gotten in an unconscious manner. Cohen (1981 cited in Wenden and Rubin, 1987) said: "... I believe that information gotten consciously can subsequently be put into subconscious or made automatic". For some learners and for some tasks, it is assumed that conscious attention to the learning process is the first step to making language automatic.

The seventh is that successful strategies can be used to good effect by less effective learners. Once the strategies of good language learners are identified, they can be made available and, where useful, used by less successful learners to enable them to learn a second/foreign language more effectively. Teacher can promote strategy uses. Once the range of possible learner strategies is identified, one

important role of the teacher would be to provide an environment which facilitates the identification by students of those strategies which work best for them. Another role of the teacher would be to suggest alternative strategies for organizing and storing information and to encourage students to consider which strategies work best for them. This task would be an important part of the teacher's role.

The eighth is that students are being active in language learning. Most learning theorists would agree that learning is best achieved when the students play an active role in the process. Being active means that students cannot just be given information, rather they must have opportunities to internalize information in ways which are meaningful to them. Being active also means that students are faced to problem solving activities. If the students are involved in the activities, they are required to find ways to internalize material for them. Language learning, like other learning activities, involves problem solving which requires that students be active in order to internalize information.

The ninth is that the success of learner training in other subjects is applicable to language learning. Research conducted by Brown and Palinscar (1982 cited in Wenden and Rubin, 1987) indicated that evidence is accumulating to suggest that an ideal training package would consist of both practice in the use of task appropriate strategies, instruction concerning the significance of those activities and instruction concerning the monitoring and controlling of strategy use. Since similar kinds of strategies are being isolated for language learning, it is assumed that similar kinds of learning training would be effective in this task.

The tenth is that the students have critical skill in communicating. Morrison and Low (1983) argue that human language use depends on both creative and critical faculties. Further, they said that the creative faculty operates beyond the back edge

of consciousness and is therefore essentially unruly. The critical faculty, which is essentially our awareness or language, gives lease to the creative faculty, keeps it in check and possibly learns from it.