

CHAPTER IV

FINDING

This part presents the research findings. Before presenting the findings of the study, the description of the selected subject and their profile were presented. Although the description of the subjects is not the needed data, they are important to picture out how the subjects view about English.

A. The subjects selection

The data in this study were collected by using observation, interview, and documentation. The researcher investigated students' strategies in learning speaking at STAIN Tulungagung. The subjects of this research were the students who were good in speaking. So, the researcher could not take them randomly. In order to get these subjects, researcher did pre-observation.

In this process, firstly, the researcher discussed with English lecturer in STAIN Tulungagung about students to be used as subjects in this study. Then, the English lecturer nominated some students who were good in speaking. Their good performances in speaking were indicated by scores taken from lecturer's files. Not only from the English lecturer, the researcher also asked students in STAIN Tulungagung to come to the students who were good in speaking. From these steps, researcher found out some students who were nominated by their English lecturer and their friends. After getting some students' name, the researcher took the criteria of competition that students ever join, that was debate competition that

ever held in State University of Malang. Finally, the researcher got the selected subjects for this research. The researcher then began to conduct a research about students' speaking strategies at STAIN Tulungagung.

B. The Description of the Subjects

The presentation of data findings in this part is related to the students' strategies in learning speaking at STAIN Tulungagung. Those were gotten from the subjects (selected students, and their English lecturer), and informants (subjects' friends). Before the researcher presented the data findings, in this research, firstly, the researcher presented the subjects' profile.

a. Subject 1 (S1)

S1 is a student in STAIN Tulungagung taking English Department. She is now in semester 6 in class D. She was graduated from SMKN 1 Boyolangu. She has joint English Students Association since the first semester of her study in STAIN Tulungagung. She is now the treasurer of that organization after one year became the member of Education Division. She is also the member of debate club (Eternal Ion) in campus. She was very keen of English since she was in Elementary school. She likes reading very much. She always has time to study every morning after waking up and in the night before going to sleep. According to her lecturer and her friends, she is diligent and active student. She is friendly towards her friends and is clever. From her Junior High School until Senior High School she joint English course. She has a high motivation in learning language. In year 2012 she was sent to be the representative in debate competition in State University of Malang. Her goal is to be a good teacher.

b. Subject 2 (S2)

S2 is the student of STAIN Tulungagung taking English Department. He is S1's classmate. He was graduated from SMK Islam Durenan. According to his lecturer and friends, he is active inside and outside of class. He is also friendly toward his friends. This year, he joint English course as the tutor. He is now the vice of chief in English Students Association and becomes the one who is responsible to the Eternal Ion (debate club of ESA). A year ago, he was the member of Journalistic Division in ESA. He likes to study anything alone rather than together with his friends. He also likes studying language by watching video or native voice. He has a high intention in learning any languages. He learns chunks of language as wholes to help him perform beyond his language. He is now learning French beside English as foreign language. His goal is to be eligible in many languages.

c. Subject 3 (S3)

S3 is the student of English Department in STAIN Tulungagung. She is from class 6A. She was graduated from SMAN 1 Trenggalek. Her hobbies are reading *fanfic*, watching Korean video, and writing. She has many activities inside and outside of campus. She always gets into situation where English is being used and makes her own opportunities to practice language inside and outside of classroom. In campus, she joins English Students Association with two years taking journalistic division. She also joins debate club and also one of a board in ma'had since 2011. In ma'had, she and some friends become the trainers of other students living at ma'had. Before is asked to live in ma'had, she built English

course at home. Now, she joins the same course with S2 as the trainer. As her friends said, she is clever and very cheerful students. She is also friendly toward her friends. She is an easy going girl that she will do the task after having good mood. As her hobby is writing, she wants her writing is published one day.

C. Research Finding

Based on the result of observation, documentation, and interview to the subjects of the study, the followings are presented the findings of the study. In this part the findings are divided into two:

1. Students' speaking learning strategies

In this part are explained the findings which the researcher found in the field. They are related to the students' speaking strategies at STAIN Tulungagung. After investigating students' speaking learning strategies, finally the researcher got some data. Below are presented the descriptions of the result of the research findings.

*S1, S2 and S3 learnt and practiced English components such as grammar, vocabulary, and its pronunciation to support the accuracy of their speaking. They learnt grammar by reading books and answering the questions from there. Besides, they joint an English course or study club dealt with grammar and pronunciation. S1 easily memorized the vocabulary, similar words, idioms, etc. when they were applied. So, it was easier to understand trough the context. S3 liked reading *fanfic* which was written in English by native. *Fanfic* is fans fiction that one of the characters in the story is the person she likes, so she enjoyed reading it. From there, she got varieties of English, and expression. Then, she*

looked for the meaning of difficult words after reading it. S1 and S3 wrote the new language they found in any paper they found. S3 wrote down the new language she got in the form of continued story. She made a story book which was used English language. It helped her in memorizing the language she got. S2 tried to keep in touch with English. As what S1 and S3 did, he also liked watching movie. *Spongebob* cartoon gave benefits for him through the simple conversation in the daily communication as like greeting, and leave taking. To improve his pronunciation skill, S2 were reading text, recording it, and then hearing it. From this, he could clarify how many mistakes he made. Then, he could correct it by stimulating it, repeating it twice or three times. They checked the pronunciation trough Oxford and Cambridge dictionary application from computer or book-formed dictionaries. By using this strategy, they could compare how the patterns of first language were different from those in second language. In addition, they could recall the information of how such language were pronounced, correctly written and later they could speak or communicated accurately beside understandably.

Another strategy employed by S1, S2 and S3 was *they tried to correlate the new information with the other concepts in memory when they were speaking*. The concept could be observed from the language they used were grammatically well arranged, beside it was understandable. Then, about something problem, they related the last information in mind with the new one. It could be seen well when they had to speak about one topic, without any preparation previously as the

researcher has observed. They realized that, and when were asked the purpose they said that it was to make conversation on going.

S1, S2 and S3 *used various activities to get various language inputs*. The activities were such as; watching English movie, listening to English music and reading any English books. By watching English movie, they could investigate many. For example, they knew the pronunciation and the intonation of the language. They also could investigate what and how language was usually used in daily communication. They learnt different styles of speech to vary their language according to the formality of the situation. As S2 said “I recommend you to watch Spongebob cartoon. It is good source when we are learning English, because the character is very simple and understandable”. What he meant was the language used were simple, even the film had some episodes for different level of learners. For S3, she liked watching Korean movie, but the subtitle was using English. So, she tried to understand language by the subtitle and translate it in mind by herself. By listening to music they could also get and investigate many. They not only listen but also write the lyrics. From having the lyrics, they could practice the pronunciation well. “Sometimes I downloaded the lyrics and then practiced it” as what S2 said. If they did not know the language, they looked for its meaning from dictionary, so they had new language inputs. In addition, by reading books, they could train their understanding of English automatically without translating and to have some new language.

The other strategy done was *making speaking outline*. The three subjects did not need any outline or preparation to speak in case for daily communication.

They made a look naturally, as like speaking towards their friends or other people. In presentation, it was no need to make outline, yet the topic is difficult. But S3 said that “While I am the moderator or presenter I never make any note or draft, I just make some draft but in my mind, since I am too lazy to write draft in some paper. But I think it is not effective since we just memorize what we are going to say, there must be something that we miss and we forget”. The condition would be different when they were in debate activity. Making outline was a must. “We have to prepare the idea that we want to deliver in order to build our arguments” as S1 said. They were *googling*, reading any newspapers or sharing and discussing with others. Besides sharing with their friend in one group, they also made outline for themselves. S2, S3 tended to think alone and needed to focus before sharing to the other friends, while S1, she preferred to share meanwhile she thought. They searched for the material and also judge down the note in order to make their speaking were more structured.

The strategy done by S1, S2, and S3 was *they identified their lack in language*. As it was explained above that they had no difficulties in speaking in front of their friends, yet it would be different for S1 speaking toward unknown people and for them speaking in front of adjudicators in debate time. She also sometimes found difficulties speaking in debate as she said “When I cannot master or do not know the topic, it will be quite difficult for me to deliver my arguments, so I stuck in a moment when I’m speaking”. S2 said that due to he was being adjudicated, so it was a must giving the best performance. The problem of him was also in the matters that he did not have laptop to support or search the

matters. But he could overcome it by reading newspaper and often by going to *warnet*. S3 also said the same. She sometimes found difficulties in improving matters, since sometimes she wanted to say something but because of running of any words or loosing idea that she had prepared she would say “ee..ee”. From this strategy, they could understand in what field their lack was, and then it would be easy for them looking for the other way to cope with it. As S3 done, she knew her lack from comparing her ability with others. It could be her friends, lectures or native speakers. They also knew their lack from having practicing speaking in any occasion. To overcome the lack, if it dealt with pronunciation or intonation, they studied it from dictionaries or videos. Then, they practiced the pronunciation repeatedly, made a longer language sequence or applying it in daily communication. If it dealt with matters of debate or subjects in class, they would read as much as possible, share knowledge, or go to internet. If it dealt with grammar, they had already books to become their friends. Yet S2 used the facilities given by campus that was a computer in ESA office which he often learnt the electric dictionaries, e-book or videos from it. This also had been observed by the researcher. For S1, the learning time should be scheduled. She had special time to learn in early morning after getting up and at night before sleeping. While S2 and S3 maintained their attention during took execution.

Another strategy they used was S1, S2 and S3 *took ones who are good in speaking to be model or ones successful in learning language to be followed their suggestions*. For example, S3 liked to hear singers the way they pronounced English, since she liked listening to music. She also compared her language with

others as like her friends or lectures. S2 when he was watching movie, he observed how the native used language, for example the pronunciation or the interaction, and what language they used for example the expression, or idioms. “The model of mine is the native itself”, he said. S1 would do any suggestion given by her lectures or teachers for improving her speaking skill, and since she was in education department, she also considered the lecturer to be sample of good teacher. She always checked English she got through dictionaries. They were also close to lectures, and friends who were in higher level for sharing any knowledge and experience or asking some information. The experience was related to both having relation to courses or not as what the researcher had observed. At that time, they often used English as the language mediator.

The next strategy used by S1, S2, and S3 was *they checked and verified their friends' performance*. They sometimes said “Do you mean like this....” and “What do you mean?” They also corrected what the other friend said if it was not true. By using this strategy, they tried to make themselves understand what the other people saying. So, they could respond in the best way. And vice versa, they also asked for correction of their speaking toward the people they speaking to if their speaking seemed not quite understandable. S2 argued that if it was necessary, he would do that, but if the people he was speaking to seemed not to be care of her or his speaking, he would not do that.

The next strategy in learning speaking done by them was *they tried to manage their language produced*. The three subjects always spoke in proper way including their pronunciation, structure or matters to be in line. They tried to

maximize use of anything they had already known. Doubled with practicing, their way in managing themselves made their speaking was organized and fluent. It was what the researcher has observed. Yet, they considered that errors are something natural to make since they are learners- learners of second language. “The main point is we have to be brave in speaking and not to be afraid in making any errors whether in grammar or in pronunciation, or lack of certain vocabulary, it is okay to say in Bahasa Indonesia”, as S3 said. “When I am having difficulty, I have to mix them, but in very small cases or portion”, S2 argued. From this strategy, they tried to always be careful of using language. Yet in certain cases, it was no matter to use Bahasa Indonesia.

The next strategy was *they tried to manage their psychological matters*. For always having good condition and mood, S1 and S3 sometimes took a deep breath or prayed, trying to be relaxed. It was also done to reduce their nervous when speaking in debate. “We also need to take a breath for a moment to think what we are *gonna* say and when we lost some idea and we do not know what we want to say, of course we’ve to post a while and continue our speaking” as S1 said. S3 tried to encourage herself to be able to do a task. She also managed her mood by writing story or something she could not say. “I have to handle my psychological matters. Before going to presentation, I’ve to prepare my material well” S2 added. From this strategy, they managed themselves to always have good condition.

Another strategy done by S3 was *she wrote a language learning diary or note*. She wrote what she got from today’s class or from wherever. For example,

when she got new words or phrase, she listed them in books or sometimes any papers she found. She moreover made story book to apply what language she got. She used English in writing the story. This strategy was also done by S2 and S1. “Some notes are important when we are learning language, idioms, expression, gambits. I always write down something that I improper in that”, S2 said. “Learning notes will make me easier when I learn it at home; I can open up my book” as S1 explained. It has also observed by the researcher.

The other strategy employ by the three subjects was *they worked directly in the language rather than translate it from the first language*. In writing outline of speaking activity especially debate, they did not write in the first language then translate it. Yet, the three subjects directly used English. They did that because it was easier. Something they had already prepared hoped to be the same with what they were going to say. Besides, it also saved time. S2 said that in in case building time -the preparation time of debate- using the first language was sometimes necessary to maintain the understanding of the members in one team. So, she used both Indonesian and English to make clear and more understandable.

Another strategy used by the three subjects was *they plugged into English community*. This strategy was done by joining some English programs, speaking activities and courses. From here, they tried to make their own opportunities for getting practice in understanding and using language inside and outside of classroom. S1 since she was in Junior and Senior High School, she was active joining an English course. She got many language inputs from that course. Then, after becoming student in STAIN, she moved and joint English Students

Association. There, she joined many of English programs, such as study club, debate club in which she always improved her capability especially in speaking. “I joined speaking activity, but it is more specific in debate. So through the activity, I think I can improve it. Although the time in practicing doesn’t take any long time, I think it works for me. Debate gives me motivation and benefits”, she explained. While S2 and S3 never took English course when they were in Junior and Senior High School, but S2 ever joined English course dealt with pronunciation and grammar when he was in semester five, while S1 and S3 also joined grammar course when they were semester 5. The three subjects joined English Students Association and its programs, with the same purposes; to learn and improve their capability. In that community, they had more chance in speaking English. “My biggest problem is when I must keep my communication. My spoken language, I have to try all over time. You know right here, I have little bit chance to speak even if we are in the English department. My speaking chance is the only me myself and also I’m having debate practice on Saturday”, S2 explained. “Debate gets you to have a good speaking because in debating the first thing to do is you have to be good in speaking. While you are debating so you are ready to speak”, he added. “By practicing in debating, we will get used in speaking and it will be easy if we are speaking to other people or friends. It is sometimes difficult to organize idea, but since in debating we are trying to organize idea, that we are going to deliver, it gives impact to our writing”, S3 said. They could also share their feeling, problems or anything using English in that community. “People when they want to improve their communication skill and other skills, they have to try it

out. They have to at least give more emphasize to their activities relating to the behavior of the language. Perhaps it is practice, some kind of activities to support the language and to keep in touch the language all over time”, S2 explained. From debate, they learnt how to enhance their mentality in speaking and organized the way of thinking to be balance with their speaking. Besides, it improved their critical thinking, because in debate they had to give good analysis, arguments, and solution of some problems. It has been observed by the researcher by joining their activities and looking for their certificates. And since skill needs practice, and to master something means to keep in touch with it, debate gave benefits towards their speaking skill improvement.

2. The contribution of Speaking Learning Strategies for Students' Speaking Skill Improvement

In order to become a successful language learner, especially in speaking, student needed to have some learning strategies. Students had different strategies in learning speaking, because they had different characteristics and interests. They used different strategies that were suitable and effective for them. It was done to come up with and to tackle language. The data related to the contribution in learning speaking for students' speaking skill improvement were taken from conducting interview with the subjects.

According to the subjects, all of their strategies could give many advantages toward their learning in speaking and its improvement. For example is *learning and practicing English components*. From this, they could understand how first language was different from second language and knew how to make

them becomes structured. Then, the components could support the accuracy and variety of their speaking. They used many kinds of dictionaries, it functioned to get variety of information of language that they need. The other was *correlating new information to the other concepts in their mind* and it gave contribution to keep their speaking ongoing. By *applying various activities* such as; watching movie, listening to English music, and reading English books could give various language inputs in enjoyable ways. They *made speaking outline* to make sure what they had prepared could be the same with what they wanted to say, made more organized and fluent. By *knowing their lack*, they would do how to overcome it and consciously directed themselves to be and to do better. By *closing to the person who became successful in language and taking native as a model*, they could raise their motivation and did imitation. The subjects also *checked their friends' performance*, and it trained how subjects could comprehend what the people saying. From *managing their language*, they tried to make sure what they said was right and in proper way. From here, they applied anything about the spoken language carefully. The subjects also *tried to pray, took deep breath, and made laughter*. By doing these, they tried to make a good condition of themselves in thinking and delivering something. They *worked directly of language or did not translate it from the first one*, because it saved time and gave contribution of getting trained and used to English. The subjects When subjects *plugged into English community*, they made their own opportunity in getting knowledge of English and practicing it. They made their own community to produce language.

From the explanation above, the researcher got the point that all of the strategies were very useful for them. Moreover those do not only give contribution in speaking skill, but also the other skills of English (writing, reading and listening skill). Besides, the strategies give contribution toward the increase of English components.