

CHAPTER V

DISCUSSION

As it was presented in the research findings above, the data were collected from the three students as the subjects of the study. From those data taken, the researcher knows that the students who are good in speaking at STAIN Tulungagung employed more than one strategy. They find their own way in speaking, make their own opportunities, and find strategies for getting practice in using the language inside and outside the classroom. Those students according to Thompson (1983) in Nunan (1999: 57) are categorized as good language learners. He states that a good language learner has some characteristics, they (1) find their own way (2) organize information about language (3) are creative and experiment with language (4) make their own opportunities, and find strategies for getting practice in using the language inside and outside the classroom (5) learn to live with uncertainty and develop strategies for making sense of the target language without wanting to understand to every word (6) use mnemonics (rhyme, word associations, and so forth) to recall what has been learned (7) make errors works (8) use linguistic knowledge, including knowledge of their first language in learning a second language (9) let the context (extralinguistic knowledge of the world) help them in comprehension (10) learn to make intelligent guesses (11) learn chunks of language as wholes and formalized routines to help them perform “beyond their language” (12) learn certain production techniques (e.g., techniques for keeping conversation going) (13) learn different styles of speech and writing

and learn to vary their language according to the formality of the situation. So that in other words the students who have varieties in learning strategy, make their own opportunities, and find strategies for getting practice in using the language inside and outside classroom are qualified to become the good language learners.

A. Students' Speaking Learning Strategies

The strategies are included in the three categories raised by a group of collaborators in Toronto that undertake a study of good language learning (Brown, 2000: 125). They are cognitive strategy, metacognitive strategy, and socio-affective strategy. It is also supported by O'malley and Charnot (1990: 138) that types of strategy training are metacognitive, cognitive and socio-affective. Below is the discussion.

1. Cognitive strategies applied by students

Cognitive strategies are operations carried out directly on the material to be learned. It refers to process and behavior which learners use to help them improve their ability to learn or remember something. They are deduction, recombination, imagery, auditory representation, keyword, contextualization, elaboration, transfer, and inferencing. The subjects' strategies of *learning and practicing English components, correlating the new information with the other concepts, using various activities for getting language inputs, writing the language down in the form of story or notes and working directly in L2* are the strategies included into this cognitive strategy.

First, from *learning and practicing English components* such as grammar, vocabularies and the pronunciation means they apply rules to produce or

understand the second language (deduction) and relate new information to visual concepts in memory via familiar, easily retrievable visualizations, phrases, or locations (imagery). They learn and memorize words, similar sound of words and phrase and pronounce them repeatedly means they try to apply rules (deduction), and remember them by identifying a familiar word in the first language that sounds like or otherwise resembles the new word, generating easily recalled images of some relationship between the new word and the familiar word (keyword). Next, they *correlate the new information with the other concepts in memory* when they are speaking (elaboration). By *using various activities for getting language inputs* such as; watching English movie, listening to English music, and reading English books, they could get retention of the sound or similar sound for a word, phrase, or longer language sequence (auditory representation), could guess meanings or predict outcomes (inferencing) and using previously acquired linguistic and/or conceptual knowledge (transfer). They also *write the language down in the form of story or notes* means they place a word or phrase in a meaningful language sequence (contextualization). Also they *work directly in L2 rather than translate it*; from here they place a word or phrase in meaningful sentences (contextualization), relate new information to the other concept in memory (elaboration) and construct meaningful sentences or larger language sequence by combining known elements (recombination).

2. Metacognitive strategies applied by students

Metacognitive strategies make use of knowledge of cognitive processes to regulate the learning process. The strategies involve thinking about the learning

process, planning for learning, monitoring the learning task, and evaluating how well one has learned. Metacognitive strategies describe mental operations used by learners in the self-management of their learning. They are organized into seven major groups. They are; planning, direct intention, selective intention, self-management, self-monitoring, problem-identification, and self-evaluation. The students speaking strategies of *identifying lack of language, taking ones who are good in speaking as a model and ones successful in learning to be followed the suggestions, making speaking outline, checking and verifying their friends' performance or comprehension, managing language produced* are included in this metacognitive strategy.

First, the subjects try to *identify their lack of the language* they concern to-English. By here, they explicitly identify their need in a task or identify an aspect of the task that hinders its successful completion (problem-identification). Secondly they also *take ones who are good in speaking as a model and ones successful in learning to be followed the suggestions*. Using this strategy they check the outcomes of one's own language performance against an internal measure of completeness and accuracy, check one's language repertoire, or ability to perform hand (self-evaluation). Thirdly is *making speaking outline*. They preview the organizing concept or principle of an anticipated learning task, proposing strategies for handling an upcoming task, generating a plan for the parts, sequence, main ideas, or language functions to be used in handling a task (planning), but some prefer to maintain focus and give attention during take execution (direct intention). The other strategy is *checking and verifying their*

friends' performance or comprehension in the course of language task (self-monitoring). The next is they *manage their language* when speaking means they understand the conditions that help them successfully accomplish language task and arranging for the presence of those conditions and controlling their language maximize use of what is already known (self-management).

3. Socio-affective strategies applied by students

Social and affective strategies involve the ways in which learners interact with others and control themselves in order to enhance their learning. Social strategies represent actions taken in relation to self. Social and affective strategies also related to the learner's attitudes toward language as an object of learning. Oxford (1990: 21) list the following strategies: Social strategies involve asking questions, cooperating with others, and empathizing with others, Affective strategies involve lowering anxiety, encouraging ourselves, and taking emotional temperature. The students' strategy of *plugging into English community* is included into social strategy, while the strategy of *managing psychological matters* when speaking is included into this affective strategy.

The students *plug into English community*, by this strategy, they get many. For example they could practice anything they get academically. Especially in speaking, by joining some English programs such as debate club, speaking club, meansthey make their own opportunities for getting practice in using language. From here, explicitly they employ asking for clarifications or verifications and asking for correction that both are included in social strategies of asking question. Secondly, from the community they could cooperate with peers or the proficient

of English that is included in strategy of cooperating with others. Moreover, they could develop their cultural understanding, and becoming aware of other's thought and feeling (empathizing with others). For *managing their psychological matters* they use progressive relaxation, deep breathing or mediation, using music, or pray (lowering anxiety). They also make positive statements, taking risk wisely and rewarding themselves (encouraging themselves). In addition, they try to listen to their body, write a language learning diary, discuss feelings with someone else (taking emotional temperature).

Since skill needs practice, the strategies in social and affective strategies take important roles toward their improvement. Moreover in speaking that they need community for getting practice with the language. Even, from the community they could learn how to build communicative competence that practically involves knowing not only the language code, but also what to say, to whom, and how to say it appropriately in any given situation (Troike, 2007: 25).

B. The Contribution of Speaking Learning Strategies for Students' Speaking Skill Improvement

The strategies that the students use are very useful toward their learning speaking and its improvement. They create their own way and environment that is suitable to their need for improving their speaking skill. By using the strategies chosen by themselves, it makes easier to be done, faster, enjoyable, and more effective. As Oxford (1990) in Nunan (1999: 172) argues that strategies are important for two reasons. In the first place, strategies are tools for active, self-directed involvement, which is essential for developing communicative

competence. Secondly, learners who have developed appropriate learning strategies have greater self-confidence and learn more effectively.

Learning English components such as grammar, vocabulary and its pronunciation, memorizing it, and practicing it help students understand how first language was different from second language, and know how to make statements are more structured. In other words, it supports the accuracy and variety of their speaking. Students are *writing the language down in the form of language diary or notes and story* to keep the language in mind and at time is easy to be said when they are speaking. From it, they also practice their language to be meaningful sentence that helpful in constructing words when speaking. They *correlate information in their mind to the other concept in memory* to make their speaking keeps going and develop ideas. They also *make outline* in certain case as like debate. It is to make sure what they had prepared could be the same with what they would like to deliver, more organized and helpful in increasing fluency and accuracy of information, since they were reading and *googling* to make the good outline one. They *work directly in L2 without translating* was to train their spontaneity in L2 and reduce the usage of L1. Besides, in debate it also helps in saving time when they are in case building time.

Thus, *Learning English components such as grammar, vocabulary and its pronunciation, memorizing it, and practicing it, writing the language down in the form of language diary or notes and story, correlating information in their mind to the other concept, making outline, and working directly in L2 without translating* were contributive toward their speaking skill improvement. They

could have critical thinking, good idea organization and improved vocabularies, fluency and accuracy. Then, these strategies are also contributive to their writing and reading skill.

The other strategies employed were *checking and verifying their friends' performance*. It is to train how students could comprehend somebody's saying. They *manage their language produced* to make sure what they said was right and in proper way. Besides, they try to apply components of language well. They also *watch movie, listen to music, and read books* to keep various inputs of language and expressions in enjoyable ways.

Thus the strategies of *checking and verifying friends' performance, managing language produced, watching movie, listening to music, and reading books* were contributive to students' speaking improvement. Even, it also gives contribution toward students' listening and reading skill also English components (vocabularies, grammar and pronunciation) improvement.

Then, the other strategy is *identifying lack* to overcome the lack itself and direct them to be and to do better. They *take someone who are good speaking to be the model and ones successful in learning language to be followed their suggestions* to raise their motivation and do the right example. Then, they *manage their psychological matters as like praying, taking deep breath, and making laughter* to make good condition in thinking and delivering something. By *plugging into English community* they made their own opportunity to get knowledge and practice speaking in which the key point of skill improvement is to practice it. They also able to manage themselves, language they produce, and

any theories they had when getting practice with the language. Moreover, they could build communicative competence toward people they interact to and cooperate with.

Thus, the above strategies of *identifying lack, taking someone who are good speaking to be the model and ones successful in learning language to be followed their suggestions, managing psychological matters, plugging into English community* are contributive toward students' speaking skill improvement. It also reduces the reluctance of speaking and increases the motivation in learning. So, it is contributive to the improvement of English in general.

From the discussion above, we can see that students' strategies in speaking are very crucial for language learners. Ellis (1997: 77) stated that successful learners use more strategies than unsuccessful learners. Moreover O'malley (1987) in Nunan (1999: 55) that studied the effect of different types of strategy training (metacognitive, cognitive and socioaffective) on different language skills found that the training had a significant effect on speaking, but not listening. By applying the strategies; *learning and practicing English components, correlating new information with the other concepts in memory, doing various activities to get various inputs, identifying lack in language, taking someone who are good speaking to be the model and ones successful in learning language to be followed their suggestions, checking and verifying friends' performance, managing language produced, managing psychological matters, writing language dairy or notes, working directly in L2 and plugging into English community* can overcome reluctance of speaking and increase students' motivation. Those strategies are

contributive in both improving four English skills, especially speaking skill and improving English components.