

CHAPTER IV

RESEARCH FINDING

This chapter presents data presentation and research finding of this research based on the result of interview. It covers the students learning strategy employed by good students in senior high schools.

A. Research Findings

In this data presentation, the researcher presents the data collected from the result of doing interview and observation.

1. Finding on Speaking Learning Strategies Employed by Good Students of Senior High Schools at MAN 1 Tulungagung.

This section exposes the data found in the field. It is related to the speaking learning strategy used by students senior high schools. This research was done at MAN 1 Tulungagung. Based on the result of the interview that had been done for three times, then data can be obtained as follows :

There were three subjects and one informant at MAN 1 Tulungagung consisted of one teacher and three students and they were identified. The researcher write down the symbol as follows (T1), (S1, S2 and S3). The researcher interviewed them at the school. At the first day the researcher only did the interviewed with one subject (S1) and the teacher. Before did the interview, the researcher looked for the English

teacher to get briefing about who were the subject of the research. Before interviewed with the students, the researcher did the interview with the teacher first. From the interviewed the researcher got the information about how to recruit the students who would be the participants of English contest. In this school there were English community that have own class to learn English deeply to prepare when someday there are English contest.

In the beginning, there were many students who joined the class but day per day many students stopped to be the member of English class, and only leaved the students who really wanted to join English class. The cause of students stopped to following English class were many assignment that must did by the students such as : make a story, speech text etc., this problems is one of factor of the students why they didn't continue the English class community.

In English class not only good students who have important role but also teacher's guide have important role to guide the students to learned about English deeply. The English competition that would be compete usually : debate, story telling and speech. So, the guide teachers trained good students to looked for the idea that suitable with the topic of competition, then the teacher also guiding, advising, and directive about the technique how to delivered speaking fluently. As it was stated by T1 who said “ *we are as the guide teacher usually giving the training about how to deliver good speaking, how to looking for good idea in speech and also how to give the motivation to the students in order to giving support*

for them". It indicated that the students who became a member of English class was really good students, because they have been filtered by some selection. Beside that, guide teacher also trained to the participants after school ended, because in every competition needed hard preparation. Usually the teacher should prepare the idea that related with the theme of competition, because the teacher believed that the students only trained in their home it would not be optimum.

According to the teacher explanations, to improve students speaking, precisely last year when English competition held there was native speaker that very assisted to improve speaking skill especially pronunciation, vocabulary, accuracy, fluency and grammar. The native speaker gave big contributions about speaking skill, when the students made errors directly the native corrected them because he was known well about speaking skill. Except from the native speaker, the teacher also gave the contribution to prepare this contest. It can be seen in this excerpt (*see Appendix for completed utterances of interviewing for the excerpt bellows*).

The informant (T1) stated that

" Yes of course, training everyday with the teacher after school ended is very important, because all of the English contest needed well preparation. Moreover for debate contest, it need so many idea to train for giving the positive or negative argument".

In the explanations of interviewed, to made good students successfull on the English contest, teacher's contribution was very

important to prepared well. The teacher's guided would be the references for good students to prepared their English contest, because not only from the students appearance but also teachers contribution was important too. Good students usually have strong character between another students, such as good students who would be the subject of the study also have strong characters. After interviewed the informant (T1), the researcher interviewed subject's friends she also gave additional information about the subject. She said that the subjects were good students especially in English lesson. They were the actives students in their class, they often answered the questions when the teacher gave some questions. Related to the information of their friend, the subjects were the student who has some usual activities such as reading books then listened to the music and watched some hollowood film to improve their speaking. After conducted the interviewed with subject's friend the researcher conducted the interview with the first subject.

The first subject was (S1). She told when she was in second grades of senior high school, she is known by the teacher as ones of good students especially in speaking skill. When there was Aksioma contest especially speech in her school she joined those contest and to be the winner, after that continued to the next level that is regency level and she also to be the first winner. Then she continued again to the next speech contest that was province level, and she was to be the second winner. All of her achievement proved that she was good students. She told that she likes

English especially speaking when she was in elementary school, she ever couldn't speak English and she had a friend who mastered in speaking until she motivated to join English course to improve her English and finally she likes English until right now. Talk about her interest in speaking skill, she told that she likes watching English movie and she is interested with how the native speaker speaks in English. When the native speaker speaks it was different with the text, that is one of the reasons why she likes English especially speaking skill.

Then she also told about one of her motivations why she likes speaking, because she often watched a YouTuber who has good speaking in English and she imitated her pronunciation. Also she likes to differentiate British from American. She rather chooses to hear music and watch films than read some books. It could be seen from her utterance “*Actually I inclined audio and visual rather than read some books*”. In this case, when she joined English contest of course she has many preparations. But she told the main point that she should prepare was self-confidence, because she was the person who has less confidence. Meanwhile, the first thing that she prepared when joining English contest was self-confidence, then the content of English contest such as ideas, pronunciation, grammar etc. To improve her preparation, she also asked for suggestions and shared them with the expert about their problem. Usually she not only consulted to her teacher but also to her family and friends in order to get some advice for their improvement.

Eventhough, she was good students she also got some problem when they learned about English especially speaking even when they joined speech contest. The problem that usually happened about pronunciation. Before she asked to the expert she looked for the correct pronunciation in youtube or google then to convince them directly she consulted to the teacher or her family. After she founded the correct answer she drill to understand those pronunciation.

Then, the second subject (S2). He is ones of good students that ever joined some English contest and to be the winner. He ever joined speech contest in Regency level got the first winner, then he also ever joined speech contest in Islamic Institute of Tulungagung he got the first winner. From their experienced, it can bee seen that he is one of good students. The achievement that he got, caused by his interest in English especially speaking. He told that he was interesting in English speaking because he thought that speaking is easy and funny to learn, then from his family also give the influence because ones of her brother expert in speaking, it could be seen from his utterance “ *hmmmm,, I think speaking is funny and easy to learn, also my brother expert in speaking and I think this is descendent from my family*” so this is one of the reason why he could get good achievement in speaking.

To got a successfull in speaking skill, he did not use the instant way. He told that he has some strategies to improve his speaking like watched hollywood movies, then when he found difficult vocabullary

directly looked for the meaning in the dictionary and memorizing it. To improve his pronunciation usually he shared with his friend. Although, improved his speaking it is not enough to share with his friends only, he also treat spoken English with his native speaker, when he made an error the native speaker would be correct him. It is similar when he joined speech contest, he had some preparation to improve his speaking to get good achievement. The first preparation was prepare the content of speech because he thought content is one of important point. After he prepared the content of the speech he shared with the teacher to get the advises about the content, because usually the content must be original written by him. It can be seen from his utterance “ *so, if there are speech contest usually the content of speech must be original written by me* “. After he consulted with his teacher he memorized the content as the preparation to joined speech contest.

From their explanation above, he was the students that easier to understand something with memorizing method, it can be seen in his utterance “ *hmmm,, to easier understanding something, I like memorizing, I think it is faster*”. Eventhough he was good student in speaking skill, he also had some problem when he learned, he told that he less in grammar and tenses because he thought that grammar has so many tenses that made him confused. Then to solve his problem, he usually asked to his native speaker, teacher and his freinds. Eventhough he has a little problem, he still as a good student that won out some speech contest.

The first day was finished, the researcher continued the interviewed in the following day. In the second day the researcher did an interviewed to the next subject (S3). (S3) also as one of good students in his school, he also ever joined some English contest and got the winner such as to be second winner in debate contest, then he also to be the second winner in story telling contest. Based on his explanations he was interest with English especially in speaking skill. He likes the pronunciation of English speaking and he thought when he learned speaking he was challenged. He was interesting with speaking, he told to improved his speaking included grammar, vocabulary, pronunciation and fluency, he used funny method such as watched movies or listening music. Besides that he also has a strategy that would be improve his speaking that is reading deeply. He thought when he reads deeply he would be more understand and easy to remembered. He also read some English news on his handphone to improve his speaking, because the vocabulary in those news was difficult and he was challenged to learn it.

Based on his explanations he has some preparation to got good achievement when he joined English contest such as debate. The preparation that he did usually learning about debate material, making some note, searching on the internet about how to prepare well to joined debate contets and then apllied them. He also reviewed with her friends about his previous experienced and it would be a reffernces. Beside that to improved her pronunciation he also practiced his debate in front of his

class to measure his pronunciation and his confidence. He told that teacher's contribution also gave big influence towards his speaking improvement. So besides sharing with his friends he also asked for suggestions from his teacher. Even though he was one of the good students he also had a problem when he learned English especially speaking. One of his problems was the different pronunciation between Teacher A and Teacher B and it made him a little bit confused. Because he is a good student he could solve his problem by himself. He usually used an electronic dictionary to check the correct pronunciation because an electronic dictionary could produce correct pronunciation. Then he knew the correct pronunciation and memorized it.

2. Finding on Speaking Learning Strategies Employed by Good Students of Senior High Schools at SMA Katolik “ Santo Thomas Aquino”.

This section exposes the data found in the field. It is related to the speaking learning strategy that used by students senior high schools. This research have been done in SMA Katolik “ Santho Thomas Aquino”. Based on the result of the observation and interview that have been done three times, then data can be obtained as follows :

There were two subjects (S4 and S5) and one informant (T2) who had been observed and interviewed. The researcher observed them in English Extracurricular class started from the begining until the end of the class. Since ongoing the class, (S4) used English language and she was very active and faster to accepted the material. She also has high self confident when she spoke English in front of the class. While, she also helped the other students when class ongoing. On the other hand (S5) more quite and calm than (S4). But, to accepted the material (S5) also the students who has faster and easy to accepted the materials. His pronunciation was very good, his grrammar also good enough, because he could speak English almost correclty.

Then the researcher conducted the interviewed with the subject and the teacher. After conducted the interview, it was known that all the subject have own learning strategies on speaking. When, the researcher interviewed the teacher (T2), there were many explanations that the researcher got by the informant as follows : both of them were good

students because when the teacher gave a materials they accepted faster. They were included the students who has good speaking, it can be seen from their experienced when join English contest. To joined some English contest the teacher directly choosed them as a candidates. Because, he has been known about their ability in English espeacially speaking. The teacher said that both of them (S4 and S5) had high ability. When the teacher gave some materials they were faster to accpeted and almost done correctly.

Joined the English contest and to be the winner were the evidence if they were good students in speaking. But before contest begun, the teacher trained them to prepared the contest. The preparation such as, training good pronunciation, delivering a speech in front of the class, and deciding the content of speech. From the teacher explanations they were different characters with different learning strategies. (S4) was active and charming students, they faster to accepted the material used listening music method. For additional information the researcher conducted the interview with subject's friend (F2). She told that both of subjects were good students in her class, they ever joined some English contest and to be the winner. F2 stated that although the subjects were good student, they had different character. S4 more active than S5, S5 more quite than S4 although they had differentiate they still good students in their school. F2 also stated that both of subjects almost had same usual activities in

learning process such as listened to the music, watched hollywood movies and reading English book.

After conducted the interviewed with the informant (T2) and (F2), the researcher continued to interviewed with the subjects. The first was (S4), she ever joined English contest in PGRI university Blitar and she got second winner. From her experienced it was one of the evidence that she was good students in her scool. She was very interesting with english lesson especially speaking, because she told that speaking was one of materials that often used in her class. Also she tought when she could speak English fluently, when she wanted to go to everywhere it would be easier and no worry. Because she thought that English is an international language, it can be seen from her utterance “ *hmmm, speaking is ones of materials that often used in my class, then when I can speak english I am no worry to go to everywhere*”. Usually to improved her speaking like grammar, pronunciation, fluency and accuracy she did some activities that she thought it would be help to improve her speaking. The activities that usually she did were direct practice with her freinds or her teacher, because she thought when she practiced to speak English it would improved her speaking, and when she made mistake her teacher or friends would correct them.

She was active and good students in her class, she had own learning strategies that she thought it would be easy to accepted the materials. She was students that did not like monotone method when she

studied. She likes listened and watched some hollywood films to improved her english espeacially speaking. When she joined English contest she had some preparation such as , preparing the materials that related to the theme, consulting to the teacher about her preparation. When she joined speech contest she always consult to her teacher about her performance, she delivered her speech in front of her teacher, then when she made a mistake directly her teacher would corrcet her. Beside that she also checked the dictionary, consulted with her friends and watched youtube how to prepared speech well. those prepararation were very help her to improved her speaking.

Eventhough she was good students, she also had any problem when she learned English. One of her problems were she did not understand the meaning and how to pronun some difficult words. To solve her problem she checked the electronic dictionary then wrote it down and memeorized it. When she got problem of pronunciation she also checked it on the youtube and consulted with her teacher.

After the reseracher finished interviewing (S4) then the reseracher continued to interview next subject that was (S5). He was also one of good students in his school especially in speaking skill. He ever joined some English Contest such as story telling at STKIP Tulungagung, besides he also joined a story telling contest at STKIP Blitar. In the contests he got the second winner, this achievement proved that he was he was good students especially in speaking. This success in speaking showed that he

was interested in English especially speaking. He told when he was child, he always leran English with his parents. He also had a passion to expert in English to made a conversation with foreigner. Because Speaking is a complex skill he had some strategies to improve his speaking such as learned grammar and consulted it to his teacher. To learn pronunciation he usually practiced to make a conversation with native speaker and his teacher to get correct pronunciation.

When he learned English he liked to read some books rather than listening something. He thought that reading some books dircetly could improve his English. He could find the meaning of some difficult words on her Electronic dictionary when he read books. Then he wrote it down in his books and memorized it. That was ones of his strategies to improved his speaking. When he joined some English contest like story telling, he had some preparation to reached good achievement. Usually he prepare his mental, his skill, he also invest self confident to him-self and prepare his mood to kept his performance. Then for the contens of speaking, he usually memorize the contentof story telling, consulted with his teacher and friends to got the advises from them. He also practiced in front of his teacher and his friends when he made a mistakes the audiencess would correct them.

Eventhough he is one of good students, he also had some problem when he learned English. One of his problems was miss heard, he was little bit difficult to catched the words or the sentence when the other people

spoke with English. Then to solve his problem he often listened English conversation drilling until he caught what the conversation told about.

3. Finding on Speaking Learning Strategies Employed by Good Students of Senior High Schools at SMAN 1 Tulungagung.

This section exposes the data found in the field. It is related to the speaking learning strategy that used by students senior high schools. This research have been done in SMAN 1 Tulungagung. Based on the result of the interview that have been done three times, then data can be obtained as follows :

There were one subject (S6) and one informant (T3) who had been observed and interviewed. The researcher observed her in the classroom started from the begining until in the end of the class. Since observation, she was kind students, active and faster to accepted the materials. it's proved when her teacher gave some questions to the students, she rise her hand and answer correctly. she spoke English fluently with good pronunciation. when the teacher gave a material she paid attention carefully because she sat in front row, if she didn't understand about her matterials, directly she asked to her teacher.

To support this research, the reseracher conducted the interviewed to her English teacher as the informant (T3). She confirmed the information if (S6) as one of good students in the class. Because when (T3) taught her class about English he could answer correctly. For the

example, when (T3) taught vocabulary (S6) could answer the questions correctly. Then after taught about vocabulaay (T3) continued to teach about grammar. The materials that she taught usually about tenses and modal. The method that (T3) used were exchange between present to the past, past to the past perfect and etc. From all the materials (S6) almost could answer all the questions, (*see Appendix for completed utterances of interviewing for the excerpt bellows*).

The informant (T3) stated that

“ yes, Andin is ones of good students, because when I teach her class for the fisrt time, usually I use the method to introduce the grammar, but it’s not directly about grammar I use to give vocabulary test fisrt. After that I continue to give grammar materials, and minimum I test them using some of tenses such as present continues, simple present, modal, present perfect, simple past and past perfect. If I exchange six or seven basic tenses and they still can do it, it means they have high ability. ones of those students is Andin ”

Then after (T3) gave some test, she also saw the ability of her speaking and reading . The teacher saw how were the students reads some text, how were the articulation, the spelling and the pronunciation of the students when he spoke about English. The teacher also can analyzed which one the students that included good students. From (T3) explanations, she said that every students had different learning strategy. But focus on the (S6) learning strategy, the informant said that she was student who has high ability to accepted the materials. When (T3) gave the formula about some tenses eventhough (S6) didn’t write down on her books she could answer the questions when (T3) gave some questions. But eventhough

(S6) was faster to accepted some materials she also memorizing to understand the materials.

(s6) were the student who has high ability in speaking. From (T3) explanations she was the students who had good understanding in grammar. There were a selection to joined an English contest in her school such as, gave the blank questions about grammar, blank vocabulary that given to the students who wanted to be the participants. Then in speaking skill there were speech selection in front of the teacher and the teacher dicided who were to be the participants of English contest. One of the participant were (S6) it was the evidence that she was good student. To prepared the contest usually the teacher met with (S6) to saw how far the improvement of her preparation, besides that the teacher also added the material that related with the content of English contest. After improved the content of material (T3) also gave practicing about her pronunciation such as, (S6) speech in front of the teacher and there were the audiences from English club class to correct her. When she made an error (T3) and the audiences would correct her.

After finished the interview with the informant (T3), the researcher continued to conduct the interviewed with next informant (F3), she gave additional information about S6. She said that S6 was good student in her school, she was active girl and faster to accepted the material. F3 stated that the subject has usual activities to improved her speaking such as listened to the music, watched movies shared with her friend and her teacher. The last subject that is (S6) she was ten-3 grade. she ever joined speech contest in Hotel Narita and she

got third winner. Before she joined speech contest she must followed writing test and taken best eleven contestant from fifty contestant. Then she allowed in to best eleven and continued the contest until she got third winner. From her achievement, there were her interest in English especially in speaking skill. When she was a child she wanted to had foreigner friend in order she could speak English with them. Nowadays her wishes is creates. She has foreign friends from singapore, philipine, Southeast Asia and America. She usually chat with her foreigner friend to improved and shared her sepaking because she though that native speaker will gave good improvement.

To improved her speaking she also shared with her brother. Her brother is the teacher of International school in jakarta. Her brother went home once a week and they used English speaking when made a coversation. Also in her school there was a native speaker and she tried to always speak English with him, so it made her speaking improve better. She was good students who prever quite condition, because she said it was more easy to accepted the materials when the condition were quite and condusive. While she was the sudent who like listened to music to pervaded the materials easily. Eventhough she was individual student she also like to learned together with her friends, because she could share everything with her friends. Eventhough she was good student she also has litle bit problems when he learned English such as found difficult words, difficult pronunciation and less fluency, but she can solve problem by her self like read a webpet` except shared with her teacher. Webpet is ones of the aplication in the gadget.

When she joined speech contest, she did some preparation to get successful in her contest. For mental preparation she did a meditation in her home to give peace in her soul. To prepare the content she met with her teacher and her native speaker to share about the content of materials, she also practiced a speech in front of her teacher and native speaker to see how far her preparation. When she practiced a speech and then she made an error in pronunciation the native speaker would correct it.

From all the explanations above, it could be concluded that, every subject had different strategies to learn English especially in speaking skill. Some students might use the same learning strategies. The most appropriate learning strategy would help them in their achievement. So, the researcher got the point that all of the learning strategies employed by the subjects were very useful for them.

B. Data Finding

Based on the result of observation and interview to the subjects and informants of the research, the researcher presents the findings of the research. The following are the findings of the research :

1. Finding on the Speaking Learning Strategies Employed by Good Students of Senior High Schools at Tulungagung.

This part presents the research findings found in the field by conducting observation and interview. It related to the students speaking learning strategies. After the researcher investigated the speaking learning strategies in three schools, the researcher got the needed data.

From the result of the observation and interview, the researcher got similar answers among the subjects related to the speaking learning strategies. Based on the students answers, the researcher could get the point that all of them have their own speaking learning strategies. Habitual learning strategies such as sharing with her friends or teacher, using gadget, doing good preparation, and there were a native speaker to help and improve their speaking.

The students state that speaking learning strategies should be suited with what they like, such as shared materials with her friends and teachers, speak English with the expert and native speaker, gadget contribution, reading some books, listening to the music, watching movies, writing down the vocabulary in the book and memorizing. From the explanations above, there were some learning strategies that could make the students having high ability in English especially speaking. The finding on the speaking learning strategies in three Senior High Schools at Tulungagung are summarized in the Table 4.1 below :

Table 4.1 The Summary of the Students Learning Strategies in Three Senior High Schools at Tulungagung.

No.	The Speaking Learning Strategies	Subjects of the Study					
		S1 (MAN)	S2 (MAN)	S3 (MAN)	S4 (SMAK)	S5 (SMAK)	S6 (SMA)
1.	Shared materials with her friends and teacher	√	√	√	√	√	√
2.	Speak English with the expert	√	√	√	√	√	–
3.	Gadget contribution	√	-	√	√	√	–

4.	Reading everything related with the materials	-	√	√	-	√	-
5.	Listening music to easier accepted the materials	√	-	-	√	-	√
6.	Watching movies	√	√	-	√	√	√
7.	Remembering the materials	-	-	√	-	√	-