

## **CHPATER V**

### **DISCUSSION**

This chapter present the discussion on the findings using theories to clarify the findings. The discussion focuses on the salient findings of each of formulated research questions.

#### **A. Discussion on the Speaking Learning Strategies Employed by Good Students of Senior High Schools at Tulungagung. (MAN 1 Tulungagung)**

Based on the findings of the study during the observation and interview at MAN 1 Tulungagung, about the students speaking learning straregies. It is identified that good students in MAN 1 Tulungagung had various and different learning strategies, it can be known from the observation and interview. Each students has different speaking learning strategis based on what they prefer. The student's learning strategies are in line with the idea stated by O' Malley and hamot ( 1990, p.1 ) who explain that learning strategies is special thought or behaviours that individuals use to help them comprehend learn or retain new information. Each person's individual learning strategy as unique as signature because every students have their own characteristic in their learning process. From those explanations above is suited with the ideas of O'Malley that each students has different learning strategies to help them comprehend learn or retain new information.

Generally, many types of learning strategies that usually used by the students of MAN 1 Tulungagung. The characteristics of learning strategy that

had by good students of MAN 1 Tulungagung such as: sharing with the expert, using visual and audio visual (Listening to music and watching movies), sharing with their friends, reading deeply, memorizing, making some notes and doing good preparation about the materials. All of the characteristics above were the general character that had by good students in MAN 1 Tulungagung. In fact, the students not only have one type of learning strategy but also they collaborated some types of learning strategy.

From the observation and interview that had been conducted by the researcher, the researcher found some facts that one subject not only used one learning strategy but also she/he used more than one. For the example (S3) he has characteristics of learning strategy such as : imagery (visual and audio visual), reading deeply, note taking and remembering. These characteristics of learning strategy is suited with Weinstein and Mayer (1996) cognitive strategies can be subsumed under three broad groupings: rehearsal, organization, an elaboration processes ( which may include other strategies that rely at least in part upon knowledge in long term memory such as inferencing, summarizing, deduction, imagery, and transfer). Why the researcher said that (S3) has cognitive strategies, because he used imagery in his learning speaking and it is suitable with cognitive strategies. Except cognitive strategy, (S3) also combined with other types of learning strategy that was social strategies. It is in line with the idea stated by Oxford ( 1990:145) who explain that Social Strategies enable the learners to get in touch with other people when they learning. It can be done by asking questions, cooperating

with others, empathizing with others. From these statement there was a similiarity between the explanations by the expert and the types of (S3) learning strategy.

Generally, the students of MAN 1 Tulungagung almost have similar types of learning strategy such as : imagery ( visual and audio visual ), ask to the other people ( teacher, friends and the experts ), note taking, remembering, preparing well, and reading deeply. From the characteristics above, it showed that the students of MAN 1 Tulungagung have some types of speaking learning strategy such as : cognitive strategy, socio strategies and affective strategy. It suited with Oxford (1990) who explain that Cognitive strategies are essential in learning a new language. Such as, involve manipulation and transformation of the language in some direct way, e.g. through reasoning, analysis, note taking, functional practice in naturalistic settings, formal practice with structures, summarizing or reasoning deductively, enable learners to understand and produce new language by many different means and sounds, etc.,.

Then explain that Social Strategies enable the learners to get in touch with other people when they learning. It can be done by asking questions, cooperating with others, empathizing with others. Asking questions enable learners too get deep information and understanding for the target language. And then explain that affective strategy have the characteristics such as : Using music, discussing your feelings with someone else and note taking. All of the the explanations about types of speaking learning strategies above is suitable

with students speaking learning strategy in MAN 1 Tulungagung. The researcher took the conclusion that good students of MAN 1 Tulungagung not only applied one types of learning strategy but also combined more than one. Learning strategy that usually used in speaking by good students in MAN 1 Tulungagung such as : Cognitive strategy, Affective strategy and Socio srtategy.

**B. Discussion on the Speaking Learning Strategies Employed by Good Students of Senior High Schools at Tulungagung. (SMA Katolik “Santo Thomas Aquino”)**

Based on the findings of the study during the observation and interview at SMA Katolik “Santo Thomas Aquino” about the students speaking learning strategies. It is identified that good students in SMA Katolik “Santo Thomas Aquino” not only have one types of learning strategy but also they combined some types of learning strategy. Language strategy is the way to get new information that used by the students continuously. It is suited with Hismangolu (2000) who explain that language learners are continuously looking for ways of applying strategies to deal with situations in which they face new input and tasks proposed by their instructors. From the explanations above, it can be known that learning strategies is the way of the students to get new information from the source continuously.

In fact, speaking learning strategy of good students in SMA Katolik “ Santo Thomas Aquino” having similarity with good students in MAN 1 Tulungagung. They not only applied one type of learning strategy but also applied more than one. Generally, speaking learning characteristics that have by good students in SMA Katolik “Santo Thomas Aquino” such as : imagery (listening and watching movies), consult with other person, note taking, gadget contribution, remembering, and make a conversation. The

characteristics above suited with ( Tabanlıoğlu, 2003:26 ) who mentioned cognitive strategies and socio strategies. Cognitive strategies are essential in learning a new language. Such as, involve manipulation and transformation of the language in some direct way, e.g. through reasoning, analysis, note taking, functional practice in naturalistic settings, formal practice with structures, summarizing or reasoning deductively, enable learners to understand and produce new language by many different means and sounds, etc,. Then Social Strategies enable the learners to get in touch with other people when they learning. It can be done by asking questions, cooperating with others, empathizing with others. Asking questions enable learners too get deep information and understanding for the target language. Both of types of speaking learning strategies above are suitable with the general characteristics of speaking learning strategy that apply by good student in SMA Katolik “Santo Thomas Aquino”. So, good students in SMA Katolik “Santo Thomas Aquino” generally applied cognitive strategy and social strategy. It can be seen from their usual learning strategy when they joined learning process especially speaking skill.

### **C. Discussion on the Speaking Learning Strategies Employed by Good Students of Senior High Schools at Tulungagung. (SMAN 1 Tulungagung)**

Based on the findings of the study during the observation and interview at SMAN 1 Tulungagung about the students speaking learning strategies. It is identified that good student in SMAN 1 Tulungagung has own learning strategies based on what she like and confident. The student who applied suitable learning strategy it would be give good impact for her, such as she reached good achievement like one of good student at SMAN 1 Tulungagung. Learning strategy is one of strategy that helps (S6) to easier and enjoyable to get new information or knowledge in her learning process. The student's learning strategies are in line with the idea stated by Nunan (1999:55) who explain that ). Language Learning strategies are the mental and communicative procedures the learners deploy to learn a second language. Learning strategy is needed to make learning easier, faster more enjoyable and more effective. These explanations told that learning strategy will help the students to easier and faster to accept the materials and made her to reached good achievement.

When she learned about new information especially speaking skill, she has some strategies to understanding faster about the information. She usually share with other person (her friends, her teacher or her brother who expert in speaking), she prefer to learn in quite condition rather than crowded condition, she use musi to easier accepting new information. she also like to have a meditation. These learning strategies above are in line with Oxford ( 1990:140) that explain affective strategies have some characteristics such as using

progressive relaxation, deep breathing or meditation, using music, and listening to your body. Except affective strategy she combined her speaking learning strategy with social strategy. Based on her explanations she like to share with other person when she learn speaking. It suited with Oxford (1990:40) who explain that Social Strategies enable the learners to get in touch with other people when they learning. It can be done by asking questions, cooperating with others, empathizing with others. Asking questions enable learners too get deep information and understanding for the target language. From these explanations above the researcher take a conclusion that (S6) have two types of speaking learning strategies that is affective strategy and social strategy. Both of them are very usefull to improve her speaking and make her reached good achievement in her learning process.