

CHAPTER IV

FINDINGS AND DISCUSSION

The purpose of this study was to find out the language learning strategies in speaking that were used by English study program learners at one public university in Jambi. This chapter is divided into three sections. The first section discusses participants' demographic information. Second section discusses the major themes of the study related to the two research questions. The last section is related to the discussion of the findings with previous studies.

4.1 Participants' Demographic Information

There were six participants in this research, they were six male. Their names were Student 1, Student 2, Student 3, Student 4, Student 5, and Student 6,. They were sixth semester students of English study program at one of public universities in Jambi.

Student 1 is 20 years old. He thinks speaking English proficiently is very important. He thinks learning English is enjoyable. He learnt English since young age. He wants to be a VJ (Video Jockey) as his future career. He has finished the Speaking subject.

Student 2 is 22 years old. He thinks speaking English proficiently is very important. He thinks learning English is a way of life for him and he enjoying it.

He learnt English since Elementary School. He wants to be a as his future career.

He has finished the Speaking subject

Student 3 is 20 years old. He thinks speaking English proficiently is very important. He thinks learning English is enjoyable. He learnt English since

Elementary School. He wants to be a Lecturer as his future career. He has finished the Speaking subject.

Student 4 is 20 years old. He thinks speaking English proficiently is very important. He thinks learning English is fun. He learnt English since Junior High School. He wants to be a Teacher as his future career. He has finished the Speaking subject.

Student 5 is 20 years old. He thinks speaking English proficiently is very important. He thinks learning English is Enjoyable. He learnt English since young. He wants to be a Teacher as his future career. He has finished the Speaking subject.

Student 6 is 21 years old. He thinks speaking English proficiently is very important. He thinks learning English is Enjoyable and he loves it. He learnt English Junior High School. He wants to be a teacher or lecturer. He has finished the Speaking subject.

4.2 Findings

The purpose of this research were to find out the language learning strategies in speaking that were used by English study program learners at one public university in Jambi. Based on the data analysis, it was found that there were major themes related to learners' learning strategies in Speaking skill, there were eight themes that were used by participants related to speaking skill, There were Imitative, Technical Means, Practicing Alone, Questioning Clarification Communication, Self-Monitoring, Self-Evaluation, and Repetitions based on

Houang (2006) theory that were used in this research.

4.2.1 Learners' strategies in Speaking skill

(1) Imitation and (2) Technical Means, (3) Practicing Alone, and (4) Questioning Clarification, and (5) Self-Monitoring, and (6) Self-Evaluation, and

(7) Self-Evaluation, and (8) Repetitions.

4.2.1.1 Imitative

Imitative is observing the teacher, native speaker or the models then imitating. They stated;

Question (a) : “yes, to improve my speaking skill, I often copy my teacher

(lecturer), just the hard or new vocabulary” [Student 1]

“mmm yes, but mmm im not very often, I think” [student 2]

“haha I dont know, maybe yes” [Student 3]

“yes, aaa because aaa they are my teachers (lecturer)”

[Student 4]

“of course, im not good to speak, aaa I want to be better”

[Student 5]

“yes, often” [Student 6]

From the statemets above, showed that one of their strategies to improve their speaking skill is by imitate their teacher so they can be a better speaker than before.

Question (b) : “yes, very often” [Student 1]

“mmm yes, not very much” [Student 2]

“yes, im copy from the movie I watched” [Student 3]

“aaa no, I think” [Student 5]

“mmm I dont know, i never meet a native” [Student 5]

“im not sure, aaa maybe from movies” [Student 6]

From the statements above, showed that most of them imitating native speaker to improve their speaking skill, even some of them got a hard time to find the native speaker, they improvised by using medias.

4.2.1.2 Technical Means

Technical Means is using the technical means like tape recorder, video, ... to learn, store or practice the language., they stated:

Question (a) : “yes, I very often watch movie, its fun” [Student 1]

“sure, I like watching movie” [Student 2]

“yes, mmm but not very often” [Student 3]

“yes, because mmm ada subtitlenya, jadi mudah untuk belajar
(there are subtitles, so its easier to practice) [Student

4]

“yes, very like it” [Student 5]

“yes, of course man” [Student 6]

From the statements above, all of the participants using videos/movies is much more enjoyable so they can improve their speaking skill much easier.

Question (b) : “yes, because aaa its fun too” [Student 1]

“I think so” [Student 2]

“yes, I like music aaa and always listening to music I like”
[Student 3]

“love it, aaa and... it help me so much” [Student 4]

“aaa anytime... anymore” [Student 5]

“yes, aaa I play guitar in my aaa bedroom, and... aaa I sing
song... songs english songs” [Student 6]

From the statements above, all participants are enjoying the use of Technical Means technique by using videos or musics to improve their speaking skill.

4.2.1.3 Practicing Alone

Practicing Alone is talking to self, answering to self-question, and creating situation to practice in your own. they stated:

Question (a) : “uh no, I think not” [Student 1]

“huh? no, really” [Student 2]

“maybe... wait... no no” [Student 3]

“aaa sometime, in my bedroom... uuh nanya sendiri, jawab sendiri (ask and answer it myself) [Student 4]

“mmm no, no never mmm [Student 5]

“sometimes, aaa when I driving” [Student 6]

From the statements above, two participants are using Practicing Alone technique to improve their speaking skill, and three participants are not using this technique to improve their speaking skill.

4.2.1.4 Questioning Clarification

Questioning Clarification is asking a teacher, native speaker, etc... for repetition, paraphrasing, explanation or example.

they stated:

Question (a) : “yes, sometime volume not strong enough” [Student 1]

“no, I dont know haha” [Student 2]

“yes, aaa because cannot hear it” [Student 3]

“no, never” [Student 4]

“yes, maybe... uuh maybe” [Student 5]

“no, aaa i ask my friend [Student 6]

From the statemets above, three participants asking for repetition from their teacher if they hear something unclear to improve their speaking skill.

Question (b) : “yes, anytime” [Student 1]

“yes, when... aaa katanya asing ditelinga (the word sounds unfamiliar to my ears)” [Student 2]

“yes, to know the meaning” [Student 3]

“yes, always” [Student 4]

“yes, for the asing (unfamiliar) word” [Student 5]

“of course... aaa yes” [Student 6]

From the statemets above, all participants asking for explanation to their teacher, and two of them asking explanation to their teacher if they hear new words/unfamiliar words from their teacher to improve their speaking skill.

Question (c) : “yes.... I ask” [Student 1]

“yes... but sometime I open my dictionary” [Student 2]

“yes, I ask for synonym” [Student 3]

“of course, ... so I can understand” [Student 4]

“yes, very often...” [Student 5]

“sure, if there is unclear word... aaa I ask” [Student 6]

From the statemets above, all participants asking for example about an unclear word/words their hear to their teacher, in order to improve their speaking skill.

4.2.1.5 Communication

Communication is creating opportunities to practice the language by making conversation with native speaker or foreigner or those who speak English. They stated;

Question (a) : “sometimes... uh but i cannot find it” [Student 1]

“yes, I play online game, aaa I speak to them” [Student 2]

“I dont know, aaa... im afraid” [student 3]

“yes, where are they?” [Student 4]

“ah, my english not good... aaa no [Student 5]

“yes, I like to try” [Student 6]

From the statemets above, most of the participants are eager to communicate with native speaker but cannot find the native speaker is the problem for the participants, and one of the participants are using medias to communicate with

native speakers to improve his speaking skill.

4.2.1.6 Self Monitoring

Self Monitoring is correcting your speech for accuracy or appropriateness to context. They stated;

Question (a) : “yes always haha” [Student 1]

“sure, I do that” [Student 2]

“yeah, but... mmm I change word (synonym) [Student 3]

“I think yes” [student 4]

“aaa... yes... always” [Student 5]

“of course, so they can understand” [Student 6]

From the statemets above, all participants are correcting their speech if they said something inappropriate so the speaker the participants speak against understand. They using this technique to improve their speaking skill.

4.2.1.7 Self Evaluation

Self Evaluation is always checking learning outcome against internal standard. They stated;

Question (a) : “i dont know... maybe be Bennedict Cumberbatch
(British actor)” [Student 1]

“yes, I have” [Student 2]

“... aaa maybe my lecturer” [Student 3]

“aaa.. I dont know” [Student 4]

“... uh no” [Student 5]

“my dad, he can speak english” [Student 6]

From the statemets above, most of the participants have thier own role model to follow, by having a role model for them to imitate, the participants can improve their speaking skill.

4.2.1.8 Repetition

According to Houang (2006) Repetition is Repeating a language model including over practice and silent rehearsal or repeating the name of items, or object that had been heard. They stated;

Question (a) : “yes... for new word” [Student 1]

“sometimes... yes” [Student 2]

“yes, I do” [Student 3]

“aaa very often” [Student 4]

“yes, always” [Student 5]

“of course... sometimes” [Student 6]

From the statements above, all the participants are using Repetition technique to improve their speaking skill, and the participants using this technique very often.

4.2.9 Sixth semester students' learning strategies in speaking at English study program

In order to answer the research question, then the researcher would like to divide the data based on theme and sub-theme from the six participants. There are some similarities and also some differences in the use of speaking learning strategies to improve their speaking skills. Generally, the similarities and differences between the participants in the use of speaking learning strategies are presented in the table below.

Table 4.2. Theme and Sub-theme differences in the use of speaking learning strategies

Themes	Sub-themes
Imitative	
Question (a)	Student 1, Student 2, Student 3,
Question (b)	Student 4, Student 5, Student 6 Student 1, Student 4, Student 6
Technical Means	
Question (a)	Student 1, Student 2, Student 3,
Question (b)	Student 4, Student 5, Student 6 Student 1, Student 2, Student 3, Student 4, Student 5, Student 6

Practicing Alone	
Question (a)	Student 4, Student 6
Questioning Clarification	
Question (a)	Student 1, Student 3, Student 5
Question (b)	Student 1, Student 2, Student 3, Student 4, Student 5, Student 6
Question (c)	Student 1, Student 2, Student 3, Student 4, Student 5, student 6
Communication	
Question (a)	Student 1, Student 2, student 4, Student 6
Self Monitoring	
Question (a)	Student 1, Student 2, Student 3, Student 4, Student 5, Student 6
Self Evaluation	
Question (a)	Student 1, Student 2, Student 3, student 6
Repetition	
Question (a)	Student 1, Student 2, student 3, Student 4, Student 5, Student 6

Based on table above, in imitative technique question (a) all participants stated that they're imitate the way their teacher speak to improve their speaking skill, in imitative technique question (b) only three from six participants that were imitate native speaker to improve their speaking skill.

In Technical Means technique question (a) all participants are using movies/videos to improve their speaking skill, most of the reasons are because the participants are enjoying practicing using movies/videos, in Technical Means question (b) all participants also enjoying music to improve their speaking skill. From two questions about Technical Means, all participants are using this this technique to improve their speaking skill.

In Practicing Alone technique, only two participants that were using this technique, four of the participants stated that they're were not using this technique to improve their speaking skill.

In Questioning Clarification technique question (a) they were three students that ask for repetition if they hear something unclear to improve their speaking skill, in Questioning Clarification technique question (b) all participants were asking for explanation if they hear something unclear to improve their speaking skill to the speaker, in Question Clarification technique (c) all participants were asking about example of a word to the speaker such as synonym of the word to improve their speaking skill.

In Communitaion technique question (a) four participants were using this technique, but some of the participants got a hard time finding the native speaker to speak with.

In Self Monitoring technique question (a) all participants stated that they were using this technique to imidiately correctiong their speech in order to make the speaker they are speak agains understand what they meant to improve their speaking skill.

In Self Evaluation technique question (a) four students stated that they have their own role model to improve their speaking skill.

In Repetition technique question (a) all participants stated that they are using this technique to improve their speaking skill.

4.3 Discussion

The purposes of this research were to find out the Speaking learning strategies that were used by English study program learners at one public university in Jambi. Within this study, there were many data from the participants' answer that found to enrich the finding of this research but the researcher related those data to the research questions of this research and divided those data into some themes.

Based on the data analysis, it was found that there were eight major themes related to learners' speaking learning strategies in listening skill. The findings above showed the learners' speaking learning strategies in each technique, and in this section the researcher

Presented the differences in speaking learning strategies In Imitative technique, most of the participants were using this technique to improve their speaking in order to improve their speaking skill, in Technical Means technique all participants are enjoying this technique to improve their speaking skill, in practicing alone just two participants were using this technique, in Questioning Clarification technique most of participants were using this technique to improve their speaking skill, in Communication technique most participants are eager to speak to native speaker in order to improve their speaking skill, in Self Monitoring technique all participants are using this technique to improve their speaking skill, in Self Evaluation technique, most of the participants were using this technique to improve their speaking skill, in Repetition technique all participants were using this

the technique to improve their speaking skill.

In conclusion, the participants seem to use the enjoyable strategies to improve their speaking skill such as Technical Means, Repetition and imitative strategy.

