

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter describes the findings of the strategies applied by the learner in learning speaking. This chapter is divided into three parts. The first part is description of the place and the learners, the second part is the findings, and the last part in discussions.

A. Description of the Place and the Learner

Neptune Hotel School is the D1 program school in hospitality industry, the school provides a brilliant education about hotel and cruise ship. The campus is located in Banjarmlati Kediri, East-Java, Indonesia. The lecturers are mostly from professional hoteliers and cruise ship personnel who is retired. Most of lecturers who work in Neptune has experience working abroad. The English Lecturer has an international and national education background and lived in England for sometimes. Each lecturer responsible for teaching according to their expertise. There are many subjects that the students must learn such as : housekeeping, bakery, restaurant ect. The students must learn English since they will work abroad and work with many people from the world. Neptune has many facilities to support teaching learning process, a big kitchen with complete utilities for practice cooking and baking, and completed bedroom for practicing housekeeping.

The researcher did Preliminary Study, researcher a students who always got “A” in speaking and chose her to be the subjects of this research.

The subject is Abel. She was born in Sidoarjo, 3 March 2000. She's from blitar east java. She was chosen to be a master of ceremony in a big event of Neptune. The event was Table manner in Hotel PurnamaBatu East java.

Her English is very good at speaking. It can be seen from her score and her performance. Her scores are always very good. She also active in class to use English in her conversation. Because of her speaking competence, the researcher wants to know and explore what actually makes her success especially on speaking capability.

Some experts stated that a success of learning can be influenced from some factors, and one of them is her learning strategies. There are two kinds of strategies: direct and indirect strategies. Direct strategies are divided into: memory strategy, cognitive strategy, and compensation strategy. While, indirect strategies are; metacognitive strategy, affective strategy, and social strategy. So, there are six learning strategies that may be used on speaking.

The subject of this research is the student of Neptune hotel school in Kediri.

Since Abel semester one she has interested in all the subjects. And her favorite subject is pronunciation and speaking Finally she learns more about speaking that can be implemented to the students as the researcher.

As long as she learns in Neptune, she always got good score than other learners in every subject especially in English.

Based on her experience and knowledge in this school the learner included as the good learner, she always got a good score; she was respectful in front of the teacher and friends. She also helped her friends if they got some difficulties in

learning materials in order that her friends can understand the materials easily and never give up in learning.

Because of the reason above why the researcher choose Abel as the object. Not only because she active in English but the lecturer who teach her recommend her to be the object of research.

B. Data Description

In this point, the researcher showed about the research findings got from two ways those are questionnaire, and observation. Those are used to find most the frequent learning strategies used by high achievers on speaking, and why she used them more than the other learning strategies. There are the descriptions of how Abel applied each type of learning strategies in learning English language especially speaking, these data was get during observation and also from the questionnaire:

1. Memory Strategies

Memory strategies includes in direct strategies, such as, creating mental linkages, applying images and sounds, reviewing well, and employing action. Resti applied memory strategies in this learning such as representing sound in memory and also reviewing well. In representing sound of memory she often makes the relevancy among Indonesian words into English language that has any resemblance sounds with difference meaning. And she applied reviewing well trough speaking by using or enriching certain vocabularies and reviewed it many times. In any certain time to make easy the words to be able to pronounced.

2. Cognitive strategies

Cognitive strategies are included in direct strategies it is involve in summarizing or reasoning deductively, practicing, receiving and sending message, analyzing and reasoning. And creating structure for input and output. The cognitive learning strategies that were applied by Abel in her learning included repeating she sometimes learn to uses certain vocabularies and repeat it many times, and automatically the words naturally have been pronounced.

She also applied using formal practicing with sounds and writing system. And she rarely record her own voice to remember her own certain vocabularies and compare it to the native speaker. And sometimes Abel stand in front of the mirror so she can look up into herself to pronounce words or vocabularies.

And she applied rarely translating many vocabularies or sentences in English language into Indonesia indirect way. (literal translation). She also rarely translates a vocabulary or sentences in English language into Indonesian language depend on the context.

She often applied using transferring in translating a vocabulary or sentences in English language into Indonesian language depend on the context.

3. Compensation strategies

Compensation strategies includes in indirect strategies, such as guessing intelligently and overcoming limitations in speaking and writing. She rarely used facial expression to show her purpose or maybe when she's got any difficulties inside the conversations.

She rarely applied getting help in translating sentences that isn't familiar in English language in the middle of the conversations.

4. Metacognitive strategies

Metacognitive strategies are involves in indirect strategies, and it is includes monitoring, planning and evaluating. Abel's very often to pay attention either use the language structure, pronounce nor the use of vocabularies in the right way in English language.

On the planning on language task Resti's often to prepare the vocabulary that will be use in a certain topic. And she also very often learns a matter include to the certain topic that will be use in a certain talks.

In self monitoring Abel's due often to pay attention to the problems that she's got on having conversation. And she very often or always rectify fault when she made it during conversation or talking.

5. Affective strategies

Affective strategies are included in indirect strategies and it's includes using music, taking risk wisely, rewarding yourself.

On using music Abel's very often to use the music to alleviate the strained situation so can speaks English in a good way.

Taking risk wisely at the very first time in learning English she tries not to be afraid to a fault in a conversation. Further when Abel's learn English at the

very first time she is often tries not to be random to communicate although she's got any trouble.

And for the rewarding yourself Abel's often to admiring talks in enjoy conditions.

6. Social strategies

Social strategies involve into indirect strategies and it's containing on asking for correction, cooperating peers, becoming aware of others thoughts and feelings.

On asking for correction she's seldom to ask her fault that she made talking in English language of the structure language that she's been used. She also seldom asks fault that she made talking in memorizing English language. further Abel's also seldom to ask fault that she made talking in English language also the vocabularies.

In cooperating peers Abel's seldom to looking for a friend or a partner to communicate in English language outside and inside the class.

In becoming aware of others thoughts and feelings she's seldom to looking for a friend or a partner to communicate in English language either inside or outside the class.

It can be found from questionnaire given to subject. It is more detail explanation about the learner's result of questionnaire.

In Cognitive strategies Abel chose questions number 3 that have 3 score, number 4 that have score 2, 5 and 6 she chose questions that have 3 score and the totally score are 6. And question number 7 and 8 that have score 4 so the total are

8. And the amount total are 19so, the writer could count the percentage of questionnaire.

Then about Compensation strategies she chose questions number 9, 10, 11 that have score 6. So, the writer could count the percentage of questionnaire. That was:

Metacognitive strategies she chose questions number 12 that have score 5 and number 13 have score 4 and for number 14 that have score 5, and for number 15 that score 4 and the last for number 16 that have score 5 and the totally score are 23. So, the writer could count the percentage of questionnaire. That was:

In questions about affective strategies she chose questions number 17 that have score 5, 18 that have score 3, 19 and 20 that has score 4 and the total are 6, the totally score are 16. So, the writer could count the percentage of questionnaire. That was:

Then the last about social strategies she chose questions number 21, 22 up to 24 that has score 3 then the totally score are 12. So, the writer could count the percentage of questionnaire.

1. The most frequent strategies

Strategies that often used by Abel is Metacognitive, it can be seen on the table above.

Based on chart above it can be shown that a percentage score of subjects' answer to the questionnaire represent in each strategy.

The highest average that Abel used is Metacognitive Strategy with a value of 92%. The second sequence is occupied by Memory Strategy with a value of 90%. The third with same percentage 80% are occupied Compensation and affective strategies, and Social strategy. The next sequence is occupied by Cognitive strategy with a value 62%. And the last occupied by social strategies with the value 60%.

C. Interpretation and Discussion

The writer interprets what he found based on the theory and discuss it. She discusses about what learning strategies are used, what is the most frequently used, and why the subjects used it most frequently.

Based on the result of data, the researcher interprets that there are six learning strategies on Speaking used by Abel. They are Memory Strategies, Cognitive Strategy, Compensation Strategy, Metacognitive Strategy, Affective Strategy, and Social Strategy.

1. The most frequent strategies

Based on the research, Abel used Metacognitive Strategy as the most frequent strategy.

It is same with Hedge (2000), who stated that a competent speaker knows how to make use of speaking strategies to express what they want to say because they lack the resources to do so successfully. It means that Abel as a competent speaker, have Metacognitive Strategy as a strategy that used in many times.

Metacognitive strategies based on Oxford's (1990) metacognitive strategies allow learners to control their own cognition. Which coordinate the learning process by using functions such as centering, arranging, planning, and evaluating.

2. Reason of using the most frequent strategies

Abel speaks English when in the campus especially with lecturer and with her friends in the class. In speaking she also have some problem that is often faced. Have problem that sometimes she think deeply on the grammatical so, it makes lost concentration what going to says. Abeloften solves the problem in speaking by using Metacognitive Strategy. That is by planning and evaluating. She neither solves the problem by change the words such as the synonym nor change the structure of the sentences.