

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

#### 4. 1. Findings

The data are obtained from two instruments. They are classroom observation and interview. This study observed the Britzone English Club students in their speaking activities. There were ten to twenty students are age 20 until 30 years old in every classes. In Britzone, there are three different classes each week. First, Comprehensive Learning Program (CLP) on Tuesday has the aim of improving the four basic skills in English; reading, writing, speaking, and listening. Second, Britzone Speaking Academy (BSA) on Wednesday has the aim of improving speaking skills specifically. It will help the students to practice their speaking skills by debating, presenting, public speaking, giving speech, and having interview sessions. Third, Britzone Fun Day (BFD) on Saturday is the class where the students can learn English in a fun way with the topics that are not really complex, and the students are also encouraged to voluntarily conduct the class with anything topic they are interested in. It usually holds a game, sharing session, and group discussion. The time allocation are 2 hours each class.

This study found that the dominance learning strategies which are used by Britzone English Club students in their speaking activities is metacognitive strategies. Metacognitive strategies often used by students in learning speaking in every class so that can influence students' speaking skill. It is known based on the observation and the interview conducted by the writer at Britzone classes.

#### 4. 1. 1. Types of Language Learning Strategies Used by Britzone English Club Students in Their Speaking Activities

The writer focused on Strategy Inventory for Language Learning (SILL) by Oxford (1990) which was gained the data through classroom observation. The language learning strategies were divided into six types; memory, cognitive, compensation, metacognitive, affective, and social.

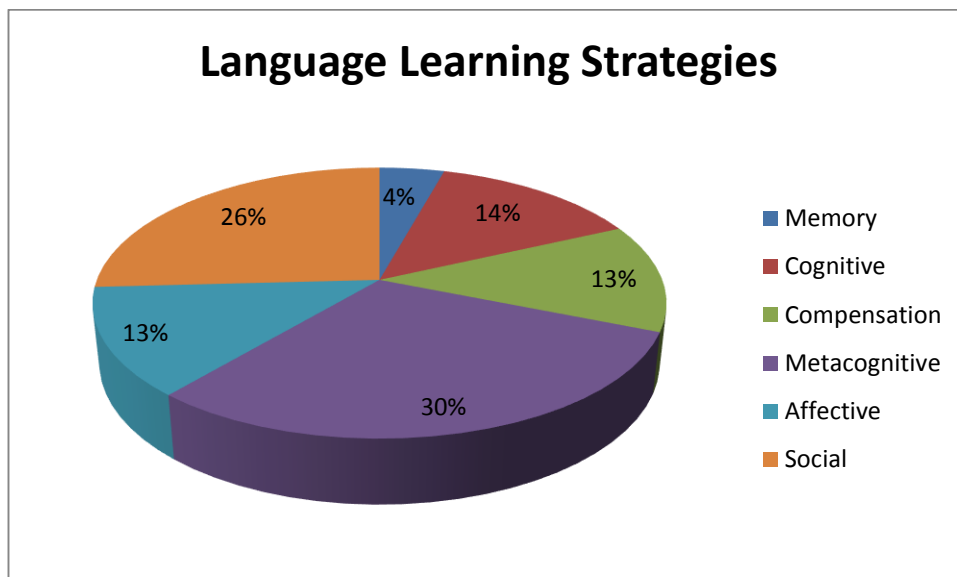


Chart 4.1.1 Percentage of the Types of Language Learning Strategies

Chart 4.1.1 above shows that the language learning strategies were divided into six types; memory (4%), cognitive (14%), compensation (13%), metacognitive (30%), affective (13%), and social (26%). The writer focused on the types of language learning strategies by Oxford (1990).

#### **4. 1. 1. 1. Memory Strategies**

In this study, the data observation was collected by the writer based on 50 SILL's statements, and 9 SILL's statements are memory strategies. In this strategy, only 1 statement that is used by students to help them remember new words. The students use new words in a sentence in their speaking activities.

#### **4. 1. 1. 2. Cognitive Strategies**

In this study, the data observation was collected by the writer based on 50 SILL's statements, and 14 SILL's statements are cognitive strategies. In this strategy, the students are not used all statements, but only 5 statements that used students to acquire English knowledge. In their speaking activities, the students start conversation in English, say new words several times, try to talk like native speakers, try to not translate words for words, and make summaries.

#### **4. 1. 1. 3. Compensation Strategies**

In this study, the data observation was collected by the writer based on 50 SILL's statements, and 6 SILL's statements are compensation strategies. In this strategy, the students are not used all statements, but only 2 statements that used students to make up for limited English knowledge. When the students cannot think of a word, they use gestures and synonym in their speaking activities.

#### **4. 1. 1. 4. Metacognitive Strategies**

In this study, the data observation was collected by the writer based on 50 SILL's statements, and 9 SILL's statements are metacognitive strategies. In this strategy, the students are not used all statements, but 7 statements that used students to manage the learning speaking process. In their speaking activities, the students try to find many ways to use English, use their mistake to help them do better, pay attention to someone speaking English, and look for people they can talk to in English. And also the students try to find how to be better learner, have clear goals for improving their English, and think about the progress in learning English.

#### **4. 1. 1. 5. Affective Strategies**

In this study, the data observation was collected by the writer based on 50 SILL's statements, and 6 SILL's statements are affective strategies. In this strategy, the students are not used all statements, but only 2 statements that used students to manage their emotion. In their speaking activities, the students try to relax when afraid of using English, and they encourage themselves to speak even when afraid.

#### **4. 1. 1. 6. Social Strategies**

In this study, the data observation was collected by the writer based on 50 SILL's statements, and 6 SILL's statements are social strategies. In this strategy, the students are not used all statements, but 4 statements that used students to involve learning by interaction with others. In their

speaking activities, the students practise English with other students, ask questions in English, ask others to speak slowly or repeat, ask for help from English speakers.

#### **4. 1. 2. Students' Interview Related to Strategy Inventory for Language Learning (SILL)**

The interviews were given to three students in Britzone Speaking Academy (BSA) class. The students were chosen randomly. The interview were given to students to find out what are the language learning strategies used by them and how are the language learning strategies used by the students.

A semi structured interview sessions were given to the students in order to support the findings gathered through classroom observation. There are two interview sessions; first session was conducted based on language learning strategies by Oxford (1990); memory, cognitive, compensation, metacognitive, affective, and social. And second session was conducted by the three open questions related to speaking skill.

The first interview session questions cover how do you do to remember new words (memory strategies), how do you acquire English language (cognitive strategies), what do you do to make up for limited English language (compensation strategies), how do you manage the learning English process (metacognitive strategies), what do you do to overcome nervous or afraid of using English (affective strategies), what do you do when you are learning English with others (social strategies). The second interview session questions cover do you

often use English in daily conversation, do you have difficulties in speaking English; what do you do, are your strategies could enhance your speaking skill.

Based on the result of data interview session one found that in memory strategies, the three students only used 1 statement in each student from 9 statements. In cognitive strategies, student 1 used 1 statement, student 2 used 3 statements, and student 3 used 4 statements from 14 statements. In compensation strategies, only student 1 who used 1 statement, the two students did not use all the statements from 6 statements. In metacognitive strategies, student 1 used 2 statements, student 2 used 3 statements, and student 3 used 5 statements from 9 statements. In affective strategies, student 1 did not use all statements, while student 2 and student 3 used 1 statement from 6 statements. In social strategies, only student 2 used 1 statement, while student 1 and student 3 used 2 statements from 6 statements.

In addition, based on the result of data interview session two found two students stated that they often using English in daily conversation with some of their friends and their sister/brother. While one student stated she use English only when she is learning speaking English in learning process like in Britzone classes. Three students stated that they have difficulties in speaking English. They have lack of vocabulary, pronunciation, and grammar. So, they watch English movies and read English books as much. And also they encourage themselves to speak English in learning process, asked for friends speaking English with them, and practice the new vocabulary, pronunciation and grammar from movies or books. And three students stated that their strategies can help them in improving their

speaking skill, and also their strategies are effective in learning English so that they can enhance the English knowledge, especially in speaking.

## 4. 2. Discussions

The data observations and interviews discuss the dominant types of language learning strategies used by students in their speaking activities.

### 4. 2. 1. The Dominant Types of Language Learning Strategies Used by Britzone English Club in Their Speaking Activities

	Class 1	Class 2	Class 3			
Types of LLS	Percentage	Percentage	Percentage	Total	Average	Percentage
Memory	1	1	1	3	1	11%
Cognitive	5	5	5	15	5	36%
Compensation	2	2	2	6	2	33%
Metacognitive	7	7	7	21	7	78%
Affective	2	2	2	6	2	33%
Social	4	4	4	12	4	67%

Chart 4.1.2. Percentage of the Types of Language Learning Strategies

Based on percentage of language learning strategies in data classroom observation found that the dominant strategies that used by students in their speaking activities is metacognitive strategies. Metacognitive strategies help students to manage the learning speaking process. In their speaking activities, the students try to find many ways to use English, use their mistake to help them do better, pay attention to someone speaking English, and look for people they can talk to in English. And also the students try to find how to be better learner, have

clear goals for improving their English, and think about the progress in learning English.

On the other hand, the data interview support the data observation and add more information related to speaking skill. The data found that three students often used metacognitive in learning speaking. The students are able enhance their speaking skill with metacognitive strategies. Metacognitive strategies facilitates students to find many ways to use English, to use their mistakes to help them do better, to pay attention to someone speaking English, to try to find how to be a better learner, to plan their schedule to have time to study, to look for people they can talk to in English, to look for opportunities to read in English, to have clear goals for improving their English, and to think about their progress in learning English.