

Chapter Four

Results and Discussions

This chapter describes the answers to two research questions. The first question is about the strategies used by students in learning speaking English. While the second question is about the most frequent strategies used by students in learning speaking. The detailed explanations are presented below.

Result 1. Strategies used by students in learning speaking English.

The first question of this research is about the strategies used by students in learning speaking English. From the data analysis, the researcher categorized the students' strategies in learning speaking into four categories (see table 6). The researcher analysed the data using descriptive statistic in SPSS 15.0 program. The results show that the mean score of questionnaire item is related to the students' strategies in learning speaking. There are six categories showing the data for strategies used by students in learning speaking English. The six categories are metacognitive strategies, cognitive strategies, compensations strategies, affective strategies, social strategies, and memory strategies. The researcher clearly described the result of questionnaire items from the highest mean score to the lowest mean score. The results of strategies used by students in learning speaking are presented below:

Metacognitive strategies. From the data above, there are 9 items showing the data from the metacognitive strategies. The nine items are Q19, Q18, Q31, Q6, Q30, Q41, Q40, Q7, and Q45. These nine items represent the metacognitive

strategies, namely: finding out about language learning strategy, paying attention strategy, self-evaluation strategy, seeking practice opportunities strategy, setting goals and objective strategy, identifying the purpose of a language task strategy, planning for language task strategy, self-monitoring strategy, overviewing and linking with already known material strategy, and organizing strategy. The mean score of each item was obtained from calculating the result of the questionnaire using SPSS version 15. The result of the mean score of each statement was categorized into Students' strategies in learning speaking category (see table 6).

No	Items	The strategy	Mean	Category
Q19	I try to find out how to be a better learner of English	Finding out about language learning	4.63	Always
Q18	I pay attention when someone is speaking English	Paying attention	4.57	Always
Q31	I think about my progress in learning English.	Self-evaluation	4.57	Always
Q6	I look for people whom I can talk to in English	Seeking practice opportunities	4.33	Always
Q30	I have clear goals for improving my English	Setting goals and objective	4.33	Always
Q41	I notice my English mistakes and use that information to help me do better.	Self-monitoring	4.33	Always
Q40	I try to find as many ways as I can to use my English	Overviewing and linking with already known material	4.17	Always
Q7	I look for opportunities to read as much as possible in English	Seeking opportunities	3.83	Often
Q45	I plan my schedule so I will have enough time to study English.	Organizing	3.57	Often
	Total mean score		4.25	Always

Among the 9 items, 'I try to find out how to be a better learner of English' has the highest mean score which is 4.63 followed by 'I pay attention when someone is speaking English' which is 4.57. The mean score of these items indicates 'always' category based on the category of students in learning English. Then, the lowest mean score is 3.57 that is 'I plan my schedule so I will have enough time to study English'. Therefore, the students have been categorized into 'always' category on the use metacognitive strategies with the total mean score 4.25.

Based on the result above, the learners used strategy "I try to find out how to be a better learner of English" as the way to find the people to talk to or share the ideas about the learning process. It is in line with the theory of Oxford (1990) which stated that finding out about language learning can help the learner to talk about their language problem, ask a question, and share ideas with each other. Therefore, the finding out about language learning it can help the learners become more effective in English language learning. On the other hand, students used "plan the schedule to have enough time to study English" strategy. In language learning, students should manage their time and note the certain activities in order to have spare time to study English. It is in line with the theory of Oxford (1990) who said that in developing a practical weekly schedule for language learning which manages the time and note the certain activities with unbroken stretches of time to build relaxation time. It occurs that students can become exhausted with too much work and have lowered performance.

Cognitive strategies. From the data above, there are 10 items showing the data from the cognitive strategies. The ten items were Q26, Q15, Q49, Q27, Q3, Q50, Q2, Q43, Q14, and Q47. These ten items represent the cognitive strategies, namely: formally practicing with sound system strategy, using sources for receiving and sending messages strategy, translating and transferring strategy, recombining strategy, repeating strategy, summarizing strategy, recognizing and using formulas and patterns and reasoning deductively strategy, practicing naturalistically strategy, and analysing contrastively strategy. The mean score of each item was obtained from calculating the result of the questionnaire using SPSS version 15. The result of the mean score of each statement was categorized into the category of students' strategies in learning speaking (see table 6).

No	Item	The strategy	Mean	Category
Q26	I practice the sound of English	Formally practicing with sound system	4.43	Always
Q15	I watch English language TV show spoken in English or go to movies spoken in English	Using resources for receiving and sending message	4.33	Always
Q49	I try not to translate word for word	Translating and transferring	4.27	Always
Q27	I use the English words I know in different ways	Recombining	4.20	Always
Q3	I try to talk like native English speakers	Repeating	3.93	Often
Q50	I make summaries of information that I hear or read in English	Summarizing	3.93	Often
Q2	I say or write new English words several times.	Repeating	3.80	Often

Q43	I try to find pattern in English	Recognizing and using formulas	3.73	Often
Q14	I start conversation in English	Practicing Naturalistically	3.60	Often
Q47	I look for words in my own language that are similar to new words in English.	Analysing contrastively	3.37	Often
	Total mean score		3.96	Often

Among the 10 items, 'I practice the sound of English' has the highest mean score which is 4.43 followed by 'I watch English language TV show spoken in English or go to movies spoken in English' which is 4.33. The mean score of these items refers to the category of students in learning English. Then, the lowest mean score is 3.37 for 'I look for words in my own language that are similar to new words in English' strategy. Therefore, the students have been categorized into 'often' category on the use of cognitive strategies with the total mean score 3.96.

Based on the result above items 26 formally practicing with sound system has the highest means score, it is confirmed by Oxford (1990) which mentioned that tapes or recorder assist this strategy well, some tape arrangement allows the learner to record their sound so they can hear and compare their own voice with a speaker's voice. For example, Lisha who is learning French, practicing the many sounds and comparing it with a native speaker, and looking in the mirror so she can see when saying these sounds. It shows that students use tape and recorder to practice the sound to learn speaking English. Afterward, items 47 analysing contrastively has the lowest means score it is confirmed by Oxford (1990) which

explained that state that in language learning the most learners use naturally, it involves analyzing element (sounds, words, syntax) it very commonly used early stages to understand the meaning of what is heard. In practicing the spoken language, students recognize the similarities between a new word in English and own word in English, for example, some students recognize analysis the German word Katze sound like the English word cat.

Compensation strategies. From the data above, there are 5 items showing the data from the compensation strategies. The five items are Q17, Q29, Q28, Q4, and Q5. These five items represent the compensation strategies, namely: adjusting or approximating the message strategy, using a circumlocution or synonym strategy, using mime and gesture strategy, and using coining words strategy. The mean score of each item was obtained from calculating the result of the questionnaire using SPSS version 15. The result of the mean score of each statement was categorized into the category of students' strategies in learning speaking (see table 6).

No	Item	The strategy	Mean	Category
Q17	I try to guess what the other person will say next in English	Adjusting or approximating the message	4.33	Always
Q29	If I can't think of an English word, I use a word or phrase that means the same thing.	Using a circumlocution or synonym	4.27	Always

Q28	To understand unfamiliar English words, I make guesses	Adjusting or approximating the message	4.23	Always
Q4	When I can't think of a word during a conversation in English, I use gestures	Using meme and gestures	3.83	Often
Q5	I make up new words if I do not know the right ones in English	Using coining words	3.37	Often
	Total means score		4.00	Always

Among the 5 items, 'I try to guess what the other person will say next in English' has the highest mean score which is 4.33 followed by 'If I can't think of an English word, I use a word or phrase that means the same thing' which is 4.27. The mean score of these items always indicates based on the category of students in learning English. Then, the lowest mean score is 3.37 that is 'I make up new words if I do not know the right ones in English'. Therefore, students have been categorized into 'always' category on the use of compensation strategies with the total mean score 4.00.

Based on the result above, the students used strategy "adjusting approximating the message" has the highest mean score. It is in conformity with Oxford (1990) who stated, to make ideas simpler or less precise the message, the learner guess what the other person will say in English with say something slightly different but has similar meaning. It shows that this learner is using this strategy to guess the message and make it simpler with saying slightly different but has the same meaning. Besides, students used strategies using coining words, based on the mean score this strategy has the lowest means score. It is confirmed by O'Malley et. al (1990) who stated that using making up a new a word or using

a similar word in meaning to the more appropriate terms in the second language (as cited in Cabaysa and Baetiong, 2010). In language learning, when students have no time to look up for the correct word, or when the dictionary fails, students use strategy to make up their own words to get the across meaning.

Affective strategies. From the data above, there are 6 items showing the data from the affective strategies. The six items are Q32, Q8, Q9, Q20, Q33, and Q21. These six items represent the affective strategies, namely: making positive statement strategy and taking risk wisely strategy, lowering anxiety strategy and using progressive relaxation, deep breathing strategy, using music strategy, using laughter strategy, discussing your feeling with someone else strategy, listening to your body strategy and using a checklist strategy, rewarding yourself strategy, and taking your personal temperature strategy. The mean score of each item was obtained from calculating the result of the questionnaire using SPSS version 15. The result of the mean score of each statement was categorized into the category of students' strategies in learning speaking (see table 6).

No	Item	The strategy	Mean	Category
Q32	I encourage myself to speak English even when I am afraid of making a mistake.	Making positive statement and taking risk wisely	4.40	Always
Q8	I try to relax whenever I feel afraid of using English	Lowering anxiety	4.33	Always
Q9	I talk to someone else about how I feel when I am learning English	Discussing your feeling with someone else	4.10	Always

Q20	I notice if I am tense or nervous when I am studying or using English.	Listening to your body and using checklist	3.67	Often
Q33	I give myself a reward or treat when I do well in English	Rewarding yourself	3.40	Often
Q21	I write down my feelings in a language learning dairy	Taking your personal temperature	2.23	Rarely
	Total mean score		3.68	Often

Among the 6 items, 'I encourage myself to speak English even when I am afraid of making a mistake' has the highest mean score which is 4.40 followed by 'I try to relax whenever I feel afraid of using English' which is 4.33. The mean score of these items indicates 'always' based on the category of students in learning English. Then, the lowest mean score is 2.23 that is 'I write down my feelings in a language learning dairy'. Therefore, students have been categorized into 'often' category on affective strategies with the total mean score of 3.68.

Based on the researcher's analysis, the researcher found that students are afraid making mistake when they speak English. In learning process students usually feel nervous when they will speak or present something in front of a class, this strategy can be used to make positive statement namely self-encouragement. It is supported by Baker & Westrup (2003) who stated, if the students are corrected all the time, they can find demotivating and become afraid to speak. They suggest that teachers should always correct the students' mistakes positively and encouragement. The least strategy used by students were write down their feeling in language learning diary. It is confirmed by Oxford (1990) who said that state language learning diaries describe the learners' feelings, attitude, and

perceptions about language learning process. In language learning process, the learners are using diaries to express their feeling because they feel comfortable with private diaries.

Social strategies. From the data above, there are 6 items showing the data from the social strategies. The six items are Q34, Q11, Q23, Q35, Q10, and Q22. These six items represent the social strategies, namely: asking for clarification strategy, cooperating with peer strategy, asking questions strategy, developing cultural understanding and becoming aware of others' thoughts and feelings strategy, asking for correction strategy, and cooperating with proficient users of new language strategy. The mean score of each item was obtained from calculating the result of the questionnaire using SPSS version 15. The result of the mean score of each statement was categorized into the category of students' strategies in learning speaking (see table 6).

No	Items	The strategy	Mean	Category
Q34	If I do not understand something in English, I ask the other person to slow down or say it again.	Asking Clarification	4.37	Always
Q11	I practice English with other students.	Cooperating with peers	4.20	Always
Q23	I ask questions in English.	Asking questions	4.13	Always
Q35	I try to learn about the culture of English speakers.	Developing culture understanding	3.77	Often

Q10	I ask English speakers to correct me when I talk.	Asking for correction	3.00	Often
Q22	I ask for help from English speakers.	Cooperating with proficient users of new language	2.43	Rarely
	Total mean score		3.65	

Among the 6 items, 'If I do not understand something in English, I ask the other person to slow down or say it again' has the highest mean score which is 4.37 followed by 'I practice English with other students' which is 4.20. The mean score of these items indicates 'always' category based on the category of students in learning English. Then, the lowest mean score is 2.43 that is 'I ask for help from English speakers. Therefore, students have been categorized into 'often' in using affective strategies with the total mean score of 3.65.

Based on the result above, strategy asking clarification has the highest mean score, it can be concluded that this strategy always used by students. It is confirmed by Oxford (1990) who stated that asking the speaker slow down, repeat, and clearly explain what she or he said, clarification means that make sure that something has been understood. In practicing a spoken language, if the learners do not understand what the speaker said, they ask the speaker to repeat or slow down to make a clear understanding. Furthermore, strategy cooperating with proficient users of new language has the lowest means score. It is confirmed by Oxford (1990) who stated that cooperating with users of the new language involves taking specific steps to enhance communication with a proficient user of

the new language. In language learning process, the learners creatively ask the willingness of English speaker to cooperate when they speak English.

Memory strategies. From the data above, there are 9 items showing the data from the memory strategies. The nine items are Q37, Q12, Q13, Q36, Q25, Q24, Q48, Q1, and Q42. These nine items represent the memory strategies, namely: placing a new word into a context strategy, using physical response or sensation strategy, reviewing well strategy, associating or elaborating strategy, semantic mapping strategy, applying images and sound strategy, using imagery strategy, representing sounds in memory strategy, and using mechanical technique strategy. The mean score of each item was obtained from calculating the result of the questionnaire using SPSS version 15. The result of the mean score of each statement was categorized into the category of students' strategies in learning speaking (see table 6).

NO	Item	The Strategy	Mean	Category
Q37	I use new English words in a sentence so I can remember them.	Placing a new word into a context	4.20	Always
Q12	I physically act out new English words.	Using physical response or sensation	4.13	Always
Q13	I review English lesson often.	Reviewing well	4.10	Always
Q36	I think of relationships between what I already know and new things I learn in English.	Associating or elaborating	4.10	Always

Q25	I remember new English words by making a mental picture of situations in which the word might be used.	Sematic mapping	3.90	Often
Q24	I connect the sound of a new English word and an image or picture of the word to help remember the word.	Applying images and sound	3.40	Often
Q48	I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.	Using imagery	3.23	Often
Q1	I use rhymes to remember new English word.	Representing sound in memory	2.70	Rarely
Q42	I use flashcard to remember new English words.	Using mechanical technique	2.53	Rarely
	Total mean score		3.58	Often

Among the 9 items, 'I use new English words in a sentence so I can remember them' has the highest mean score which is 4.20 and followed by 'I physically act out new English words' which is 4.13. The mean score of these items indicates 'always' category based on the category of students in learning English. Then, the lowest mean score is 2.53 that is 'I use flashcard to remember new English words.'. Therefore, the students have been categorized into 'often' in using memory strategies with the total mean score of 3.58.

Based on the researcher's analysis, the researcher found that "students used new English words in a sentence, so they can remember". In the learning process, if the students have read or heard a new English word in a sentence, they can use it as a way of remembering. It is supported by Oxford (1990) who stated

that placing new words into a context can help the learner to create their own context. Therefore, new words or expression that they have been heard or read and a meaningful context such as spoken or written sentence become the way of remembering. On the other hand, it can be seen in statement 42 that the students used strategy “I use flashcard to remember new English words”. In language learning process, to remember the new word or familiar word in English the learners use flashcard to remember what they saw or heard. This strategy has the lowest mean score. It is in conformity with Kalati (2016) who mentioned that flashcard is one of the media that is very appropriate to practice speaking, flashcard can be a great way to introduce new vocabulary, so the learners have a very clear understanding of the word or concept.

Result 2. The most frequent strategies used by the EED of UMY batch 2014 in learning speaking English.

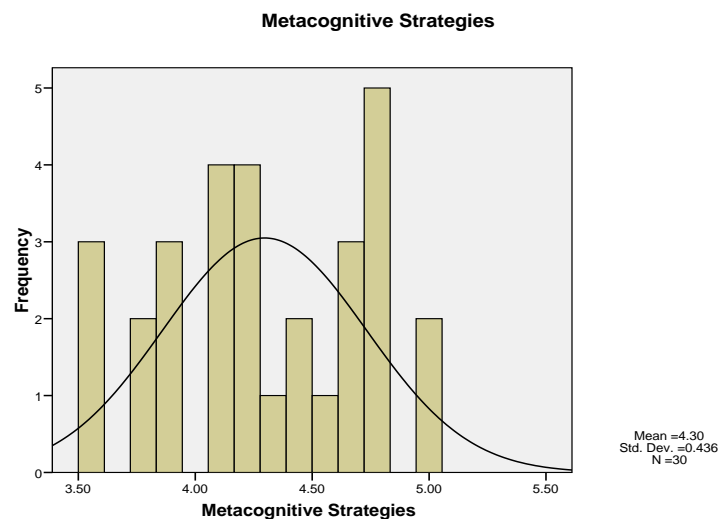
The second question proposed in this study was “what are the most frequent strategies used by students in learning speaking English?” in order to answer the question, a questionnaire was analyzed using descriptive statistic by looking at the mean score. There are six categories showing the data for strategies used by students in learning speaking English. The six categories namely memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. The following mean score of each category was obtained by calculating the result of the questionnaire using SPSS version 15. The researcher categorized students’ strategies in learning speaking English into four levels using Supranto’s (2000) formula as presented in chapter

three (see table 6). The mean score was categorized as ‘never’, rarely, ‘often’, and ‘always’.

	Metacognitive strategies	Cognitive strategies	Compensation strategies	Affective strategies	Social strategies	Memory strategies
Mean	4.30	4.01	4.01	3.73	3.69	3.64

Table 13 shows the mean score for each strategy. The table explained that firstly, students used metacognitive strategies (M=4.30), and followed by cognitive strategies (M=4.01), compensation strategies (M=4.01), affective strategies (M=3.73), social strategies (M=3.69), and the least strategies used by students are memory strategies (M=3.64). The histogram below shows the strategies used by students’ batch 2014 in learning speaking English.

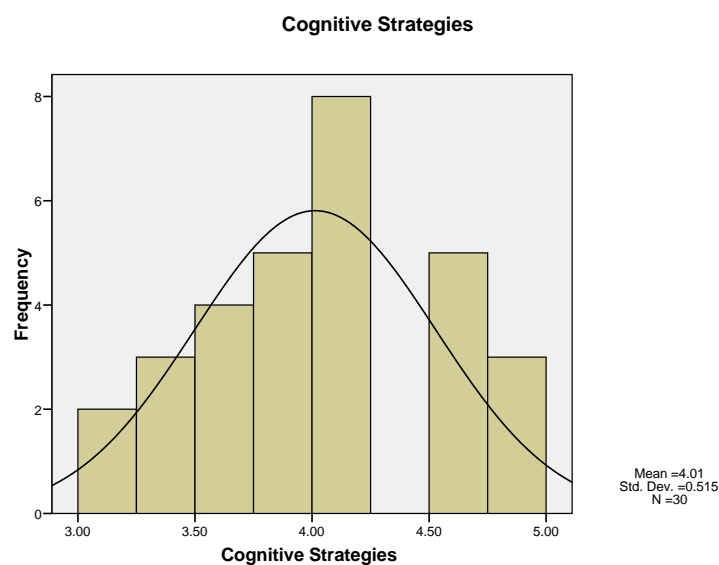
Figure 1. Metacognitive strategies



Metacognitive strategies. The mean of students' strategies score was 4.30. Based on the category of students' strategies in learning speaking (see table 6), this score belongs to 'always' category. It can be concluded that the students always use metacognitive strategies to learn speaking English.

Based on the result above, the researcher found that metacognitive strategies are the most frequently used by students where metacognitive strategies have the highest mean and belong to 'always' category. Students use metacognitive strategies to plan, arrange, and evaluate language learning. It is supported by O'Malley and Chamot (1990) who stated that metacognitive strategies refer to the activities learners use to plan, to pace, and to monitor their own learning (as cited in Pineda, 2010).

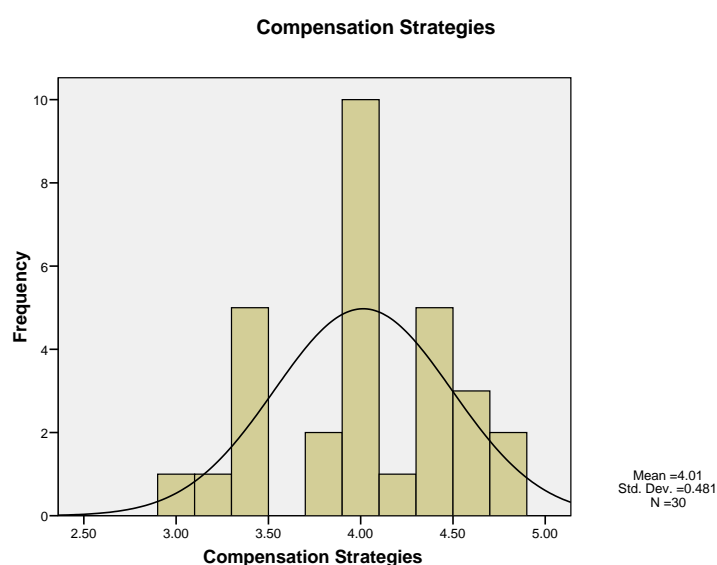
Figure 2. Cognitive strategies



Cognitive strategies. The mean of students' strategies score was 4.01. Based on the category of students' strategies in learning speaking (see table 6), this score belongs to 'always' category. It means that the students always use cognitive strategies to learn speaking English.

Based on the result above, after metacognitive strategies become the most frequently used by students, cognitive strategies also belong to 'always' category. It is conformity with Cohen (2000) who stated that cognitive strategies encompass the language learning strategies of identification, grouping, retention, and storage of language material, as well as the language use strategies of retrieval, rehearsal, and comprehension or production of words, phrases, and other elements of the second language (as cited in Liu, 2010). Therefore, the students use cognitive strategies to practice and send the message when they practice their speaking English.

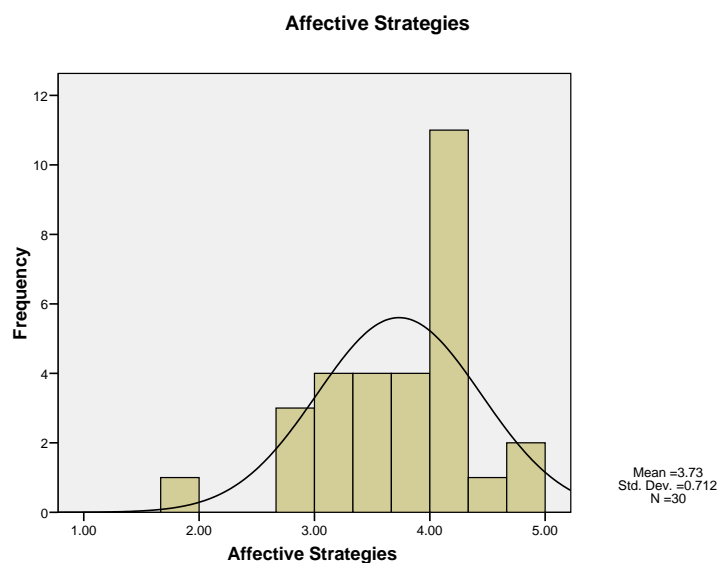
Figure 3. Compensation Strategies



Compensation strategies. The mean of students' strategies score was 4.01. Based on the category of students' strategies in learning speaking (see table 6), this score belongs to 'always' category. It can be concluded that the students always use compensation strategies to learn speaking English.

Based on the result above, the third strategies used by students are compensation strategies which belong to 'always' category. The students use this strategy to make up the words when the learners do not know the meaning correctly and making guesses for deficiency the meaning when they practice their speaking in the learning process. It is supported by Oxford (1990) who stated that compensation strategies make up for the deficiency in grammar and vocabulary. When the learners do not know new words and expressions, the learner guesses the meaning. Therefore, the learners use interprets or guesses to convey the meaning.

Figure 4. Affective Strategies

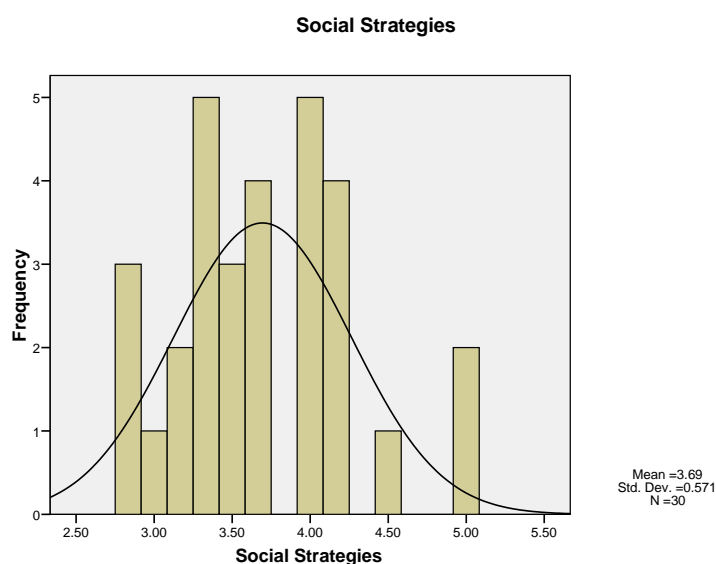


Affective strategies. The mean of students' strategies score was 3.73.

Based on the category of students' strategies in learning speaking (see table 6), this score belongs to 'often' category. It means that the students often use affective strategies to learn speaking English.

Based on the result above, the researcher found that affective strategies are the fourth strategies used by students after compensation strategies which belong to 'often' category. It is conformity with Ellis (1994) who stated that the setting of language use affects strategy employment and classroom interaction offers little opportunity for the use of social strategies with the exception of questioning for clarification (as cited in Cabaysa and Baetiong, 2010). Therefore, the students use affective strategies to serve regulate emotions, motivations, and attitudes when they learn speaking English.

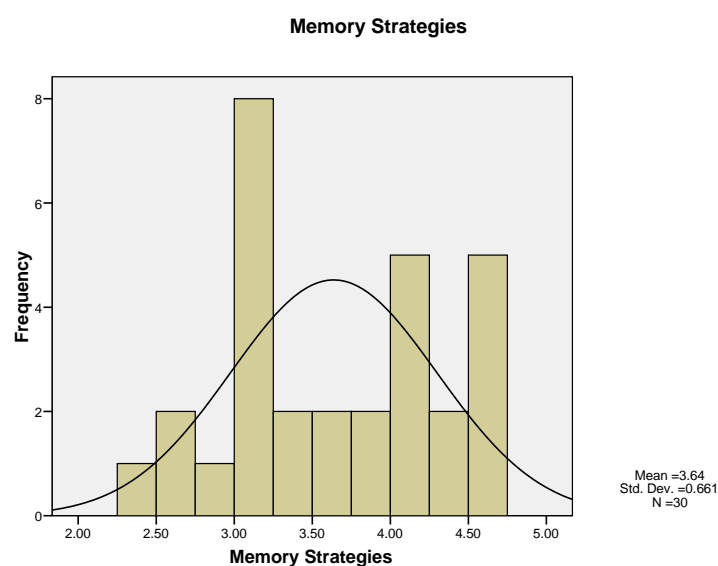
Figure 5. Social Strategies



Social strategies. The mean of students' strategies score was 3.69. Based on the category of students' strategies in learning speaking (see table 6), this score belongs to 'often' category. It can be concluded that the students of English education department often use social strategies to learn speaking English.

Based on the result above, the researcher found that the mean score of social strategies is similar to affective strategies which belong to 'often' category. It means that affective strategies and social strategies are often used by the students. For instance, students use social strategies to interact or communicate with each other, for example, students ask help to the native speakers to correct their mistakes when they make mistakes in practice speaking English. It is line with theory Cohen (2000) who stated that social strategies include the actions which the learners choose in order to interaction or communication with other learner or native speakers, such as clarification or cooperating with peers (as cited in Liu, 2010).

Figure 6. Memory Strategies



Memory strategies. The mean of students' strategies score was 3.64. Based on the category of students' strategies in learning speaking (see table 6), this score belongs to 'often' category. It means that the least strategies used by students of English department were using memory strategies to learn speaking English.

Based on the result above, the researcher found that memory strategies were the least strategies used by students. The memory strategies also have the lowest mean among the other strategies. Students use memory strategies to remember new English word using certain media such as sound, image or picture, and flashcard. It is supported by Oxford (1990) who stated that memory strategies are making an association and reviewing, these strategies employed by the learners when faces difficulties of vocabulary learning. The words and phrases can be associated with visual images that can be stored for communication. Therefore, the learners rarely use media or visual image for remembering new English words.