

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents the research results on the fifth semester English students' perceptions on the use of autonomous learning strategy to improve their speaking skill ted in two main sections. The results are presented in two main sections: data analysis and discussion which can be summarized as follows:

#### **4.1 Data Analysis**

##### **4.1.1 Students' Background Information**

Based on Chapter 3 of this study, all the participants of this research were the fifth semester students of the English study program of Widya Mandira Catholic University. Out of 27 students of the fifth semester in 2023/2024, 24 students (88.88%) answered the questionnaire distributed through their WhatsApp group in the middle of December 2023. The participants' ages were between 19 to 27 years with the mean age of the participants was 23. As the sample group included all of the students from the fifth semester, the researcher was able to assess the numerous autonomous learners' strategies in improving their English speaking skills.

##### **4.1.2 The Types Autonomous Learning Strategies**

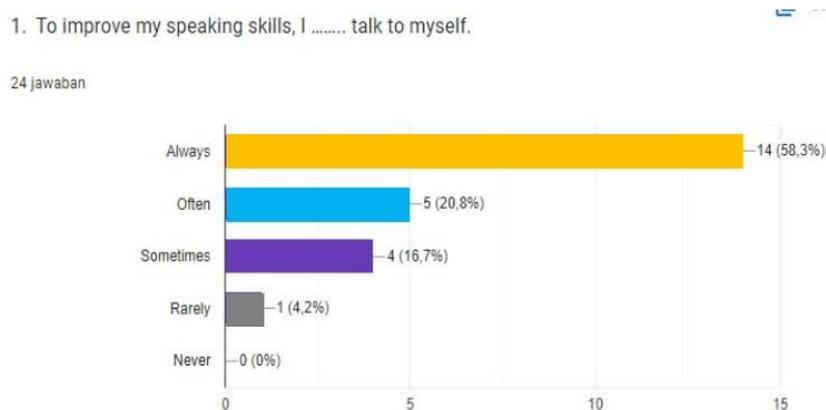
To collect the data in this study, the writer conducted an online questionnaire which was developed based on an extensive review of literature. Each aspect was represented by several items in the questionnaire, measured using

five-point Likert Scale: always, often, sometimes, rarely and never. The findings can be described as follows:

#### 4.1.2.1 Talk to my self

It is expresses inner feelings, non-verbal thoughts, and intuitions about a situation through speech. Most of students feel timid when talking to other people, the possibly way is talking to them self is helping them in convince and not making mistakes when they talking.

Picture 1:



This graphic shows that out of 24 participants, 14 students or 58.3% indicated that they always talk to themselves to improve their speaking skills. 5 participants indicated that they often speak to themselves while 4 participants stated they sometimes speak to themselves to improve their speaking skills. Only one student rarely practiced his/her English by talking to him/herself.

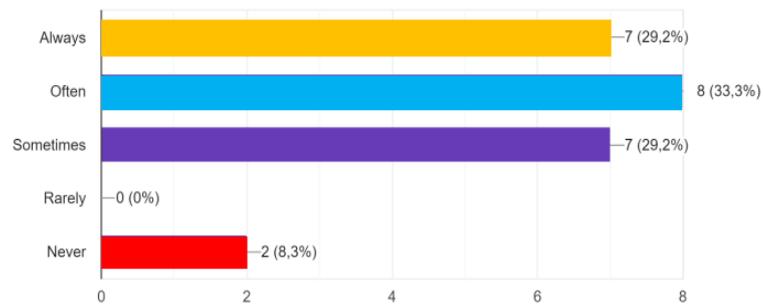
#### 4.1.2.2. Using mirrors

Using mirrors is ways of practicing pronunciation and grammar. A mirror now serves beyond its traditional role as a household item; it aids language learners in enhancing their studies by facilitating practice of sounds or words

during speech, simulating conversational situations, enhancing fluency, and fostering confidence.

## Picture 2

2. To improve my speaking skills, I ..... use mirrors.  
24 jawaban



Using the data in this graphic, there were 15 (62.5%) participants indicated that in improving their speaking skill, they frequently use mirrors to practice their English. There were 7 (29.2%) participants indicated that they rarely use mirror while 2 (8.3%) students stated that they never use mirror to practice their English.

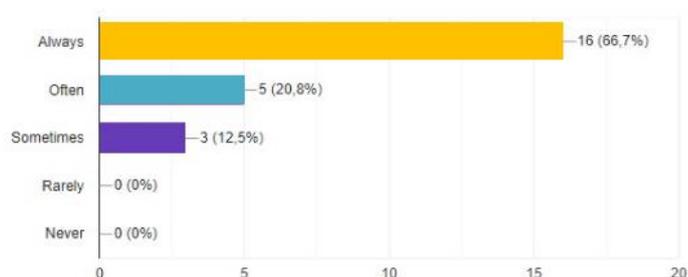
### 4.1.2.3 Sing English songs.

Engaging in English language learning through English songs is consistently enjoyable for students of all ages, whether they are children or adults. In addition to encountering enriched vocabulary, grammar, and pronunciation, learners also derive pleasure from the experience.

## Picture 3

3. To improve my speaking skills, I ..... sing English songs.

24 jawaban



This graphic shows that out of 24 participants, 16 students or 66.7% indicated that they always sing English songs to improve their speaking skills. 5 participants (20.8%) stated that they often sing the songs while 3 participants stated they sometimes use the songs improve their speaking.

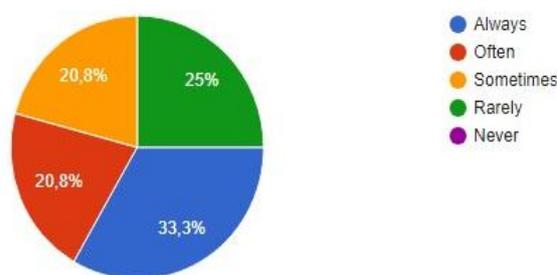
#### 4.1.2.4 Practice tongue twisters.

A tongue twister is a phrase that is challenging to pronounce correctly and requires significant practice. Practicing tongue twisters makes making learning more enjoyable and pleasurable for learners, while also improving their pronunciation, fluency, and motivation to practice English.

#### Picture 4

4. To improve my speaking skills, I ..... practice tongue twisters.

24 jawaban



This diagram shows that students also use the practice tongue twister as a strategy to improve their speaking skill. There were 13 (54.1%) of the participants indicated that they frequently practice tongue twisters to improve their English.

However, there were 20.8% admitted that they sometimes use tongue twisters sentences to practice speaking in English while 25% stated that they rarely use tongue twister to practice their English.

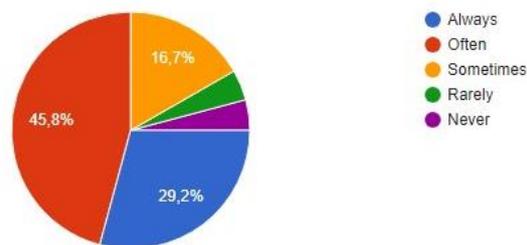
#### 4.1.2.5 Read books, articles and other types of English texts.

Developing the skill of reading is crucial in language acquisition. Whether you enjoy novels or articles, dedicating a few minutes each day to reading will assist you in acquiring new vocabulary.

#### Picture 5

5. To improve my speaking skills, I ..... read books, articles and other types of English texts.

24 jawaban

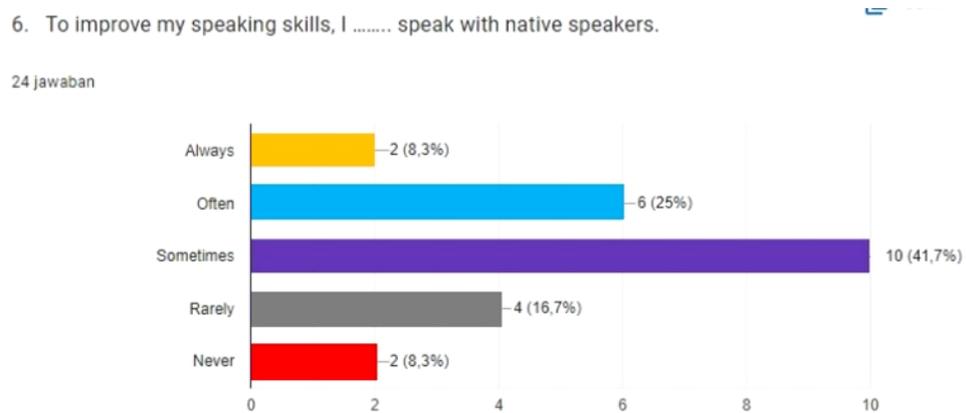


Th other types of English texts learning strategy. There were 11 (45.8%) of the participants indicated that they often read books, articles and other types of English texts to improve their English. However, there were 7 (29.2%) admitted that they always read books, articles and other written texts to improve their English. The remaining 4 (16.7%) students stated that stated that they sometimes read books, articles and other written texts to improve their English.

#### 4.1.2.6 Speak with native speakers.

It is effective way for improving speaking skills where students can communicated with native speaker. It can trigger students convince to fluent when speaking. Student easier to communicate with other people.

#### Pictures 6

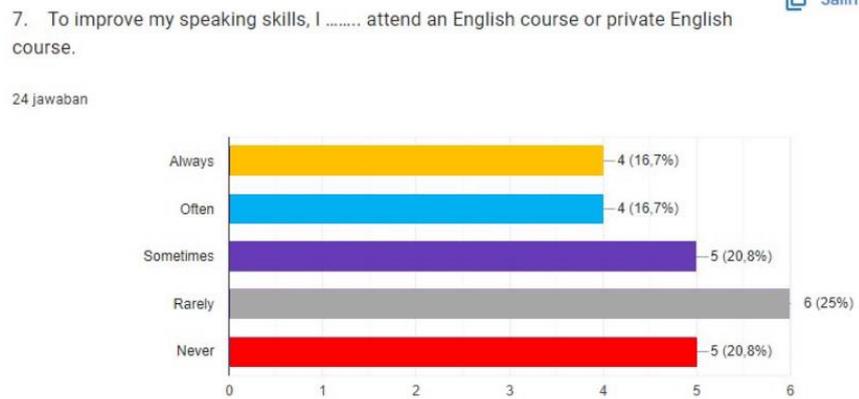


This graphic shows that out of 24 participants, 10 (41.7%) students indicated that they sometimes speak whit native speakers to improve their speaking skills. 8 (33.3%) participants stated that they frequently speak with native speakers, 4 participants indicated that they seldom engage in conversations whit native speakers to enhance their speaking abilities. Only two students never practice their English by speaking with native speakers.

#### 4.1.2.7 Attend an English course or private English course.

Attend an English course or private English course is the best way to improve speaking skill. Students learn for stronger foundation from basic grammar, pronunciation, vocab and student also learn 4 skill to master English such us, listening, speaking, reading and writing.

**Picture 7**

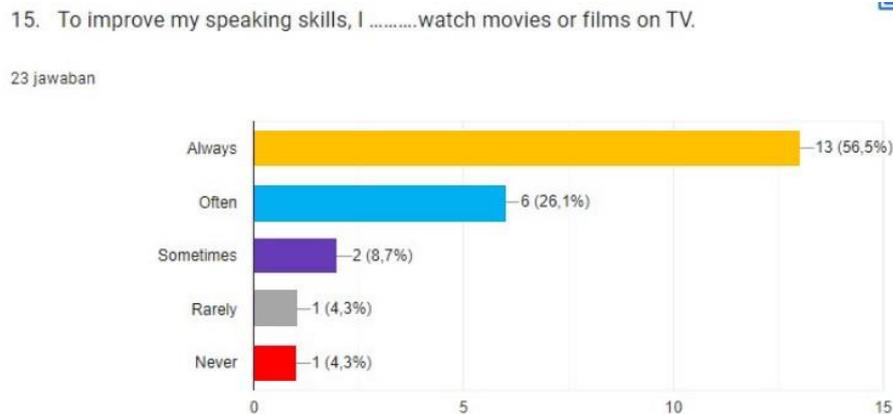


This graphic shows that out of 24 participants, 8 (33.4%) students admitted that they frequently attend an English course or private English course to improve their speaking skills. 6 (25%) participants indicated that they rarely attend an English course or private English course while 5 participants (20.8%) stated they sometimes attend an English course or private English course to improve their speaking skills. There were also 5 participants who never attend an English course or private English course to practice their English.

#### **4.1.2.8 Watch movies or films on TV.**

Students can improve speaking skill by watching English movie or films on TV. Students learn new words and understand new ways of saying something using subtitles or not beside that can broaden students' knowledge.

## Picture 8



This graphic shows that students also watch movies or films on TV in their English speaking learning strategy. There were 19 (82.6%) participants indicated that they frequently watch movies or films as a strategy to be more fluent in speaking. However, there were 8.7% indicated that they sometimes watch movies or films on TV while only two student stated that they rarely and never watch movies or films on TV.

Apart from using diverse types of autonomous strategies in improving their English speaking skills, the finding also shows the participants also use a number of mobile technological applications to support their English speaking skills. They mentioned several technological applications such as YouTube, I-Tunes, Duolingo, Skype, Live mocha, TED Talk and second life. The findings about the frequency of these technological applications can be explained as follows:

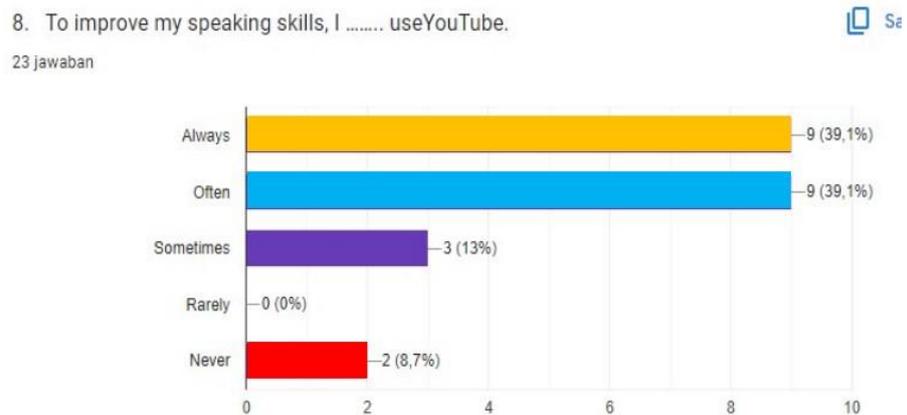
### 4.1.2.9 Using Technological Applications

#### 1. You Tube

YouTube, is one of the most popular online platform which contains random videos both discussing science and just entertainment. YouTube offers an

experience that makes learning more enjoyable, captivating, motivating, and facilitates more effective and efficient learning.

**Picture 1**



This graphic shows that among 24 participants, 18 (78.2%) students always and often use the You Tube application to improve their speaking skills. There were also 3 (13%) students who sometimes use YouTube to improve their speaking skills while 2 (8.7%) students never use YouTube to improve speaking.

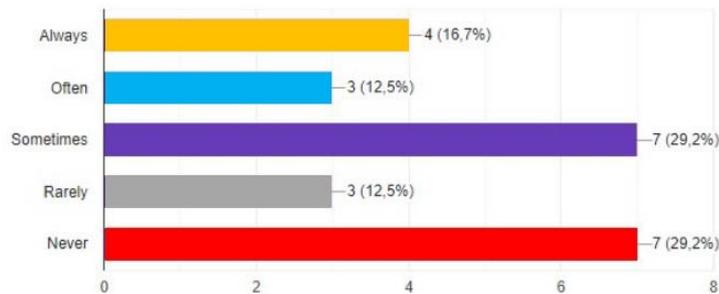
## 2. I-Tunes

I-tunes is an application that has many features in it such as music, audio book, TV, films, podcasts and others. Students can use this application to learn languages through music, audio book, movies, and more.

## Picture 2

9. To improve my speaking skills, I ..... use I-tunes.

24 jawaban



Using the data in this graphic, although the participants indicated to use I-tunes in improving their speaking skill, only 7 (29,2%) students who admitted to use this mobile application. Interestingly, similar number of participants 7 (29,2%) said that they sometimes and never use I-Tunes while 3 (12,5) participants stated that they rarely used I-Tunes application to practice their English.

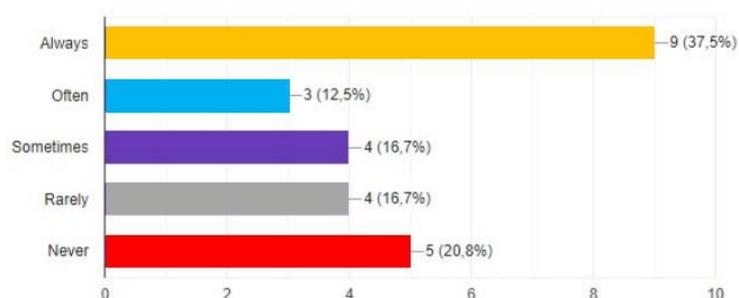
### 3. Duolingo mobile application.

Duolingo, is a language learning application that is currently well-known and popular. Duolingo helps students learn English from basic (beginner) to advanced levels. Students' learning progress is truly consistent.

## Picture 3

10. To improve my speaking skills, I .....use Duolingomobile application.

24 jawaban

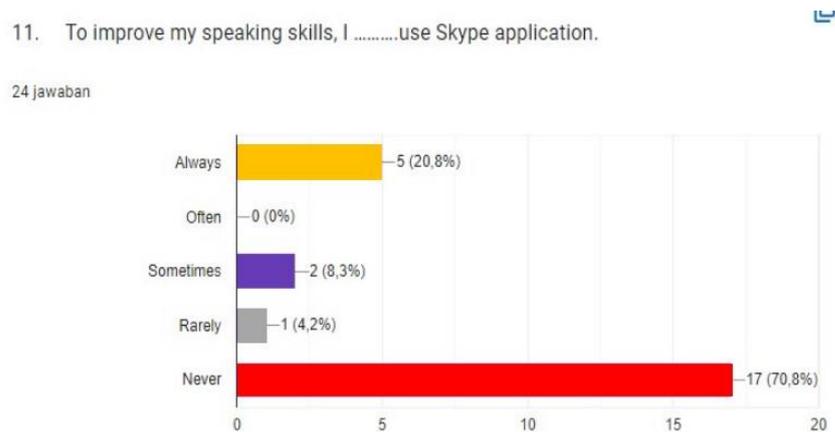


This graphic shows that 50% of participants frequently used Duolingo mobile application to improve their speaking skills. Interestingly, there were 20.8% indicated that they never used Duolingo mobile application and 16.7% sometimes and also rarely used this application to improve their English skills.

#### 4. Skype application

Skype, is an application that allows conversations with people around the world. Students can talk and interact with people all over the world by video calling, telephone and sending messages.

Picture 4



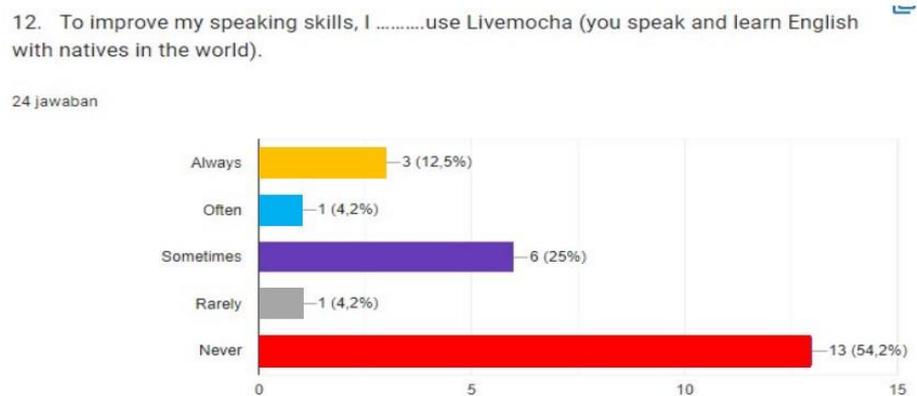
The data from this graph shows that 70.8% of students never use Skype applications to improve their speaking skills. This indicates that only a few students know about this application. 20.8% of participants always use the Skype

application in learning English. 8.3% of students sometimes use the Skype application while 4.2% of students rarely use the Skype application to improve their speaking skills.

#### 5. Livemocha (you speak and learn English with natives in the world).

Live mocha, is an online language learning community that offers free language courses for a year. In this application students learn various English language materials and can interact with native speakers

#### Picture 5

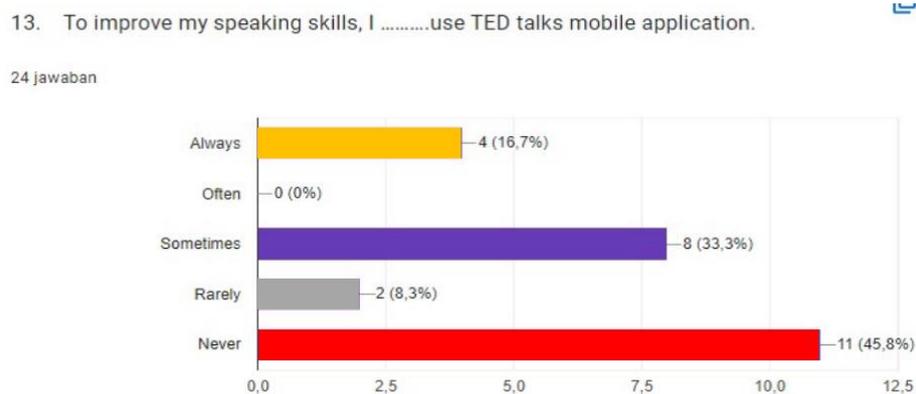


This graphic show that there were 54,2% of participants never use the Livemocha application to improve their speaking skills while 25% students sometimes used this application to improve speaking skills. However, there are still 16.7% of students frequently used the livemocha application and 4.2% of students never use this application to improve their speaking skills.

#### 6. TED talks mobile application.

TED is an application that has short video providing motivation, tips and many topics discussed in each video by successful speakers. The speakers use English that is easy to understand, making it easier for students to understand.

### Picture 6

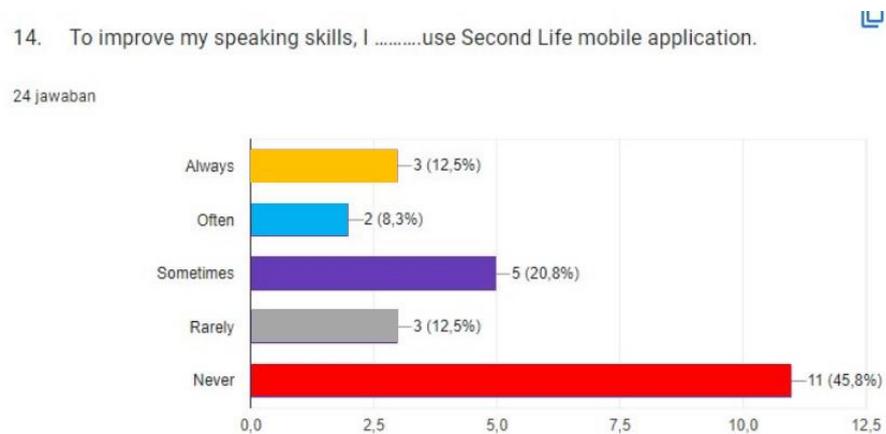


Data from this graph shows that one criterion is the highest among the other three criteria. Data shows that 45.8% of students have never used the TED talk mobile application to improve their speaking skills. However, there were 16.7% of students always use the TED talk mobile application. 33.3% of students sometimes use this application. 8.3% of students rarely use the TED talk mobile application to improve their speaking skills.

### 7. Second Life mobile application.

Second Life, is a virtual world which can help students become fluent in English. Users of this application can interact with objects created by other users. This application also provides scripts to help users in daily communication.

**Picture 7**



Graphic data intended that 45.8% of participants never use the Second Life application to improve speaking skills. However, there were 16.7% of participants use Second Life application while 33.3% of students sometimes use second life application and only 2 students rarely use this application being in improving their speaking skills.

#### **4.1.2.10 Students autonomous efforts to improve speaking skill**

Apart from the 5-likert scale questionnaire, the researcher also used 4 open-ended questions to explore in depth some issues related to the autonomous learning strategy such as recent mobile applications forms that the participants usually use to improve their English, the reasons for learning speaking autonomously, the aspects that motivated them to learn speaking autonomously, the challenges in autonomous learning, and how they solved the problems in improving speaking autonomously. The findings for these open ended questions can be described as follows:

Question No 1: What are other self-learning strategies or common mobile application forms you use to learn English autonomously?

The outcomes of this inquiry can be delineated in the forthcoming Tabel 4.1.

**Table 4.1.** The other types of mobile applications used by participants in improving speaking skills

| Number | Gain                 | Students choices | Percentage |
|--------|----------------------|------------------|------------|
| 1      | Tiktok               | 14               | 58 %       |
| 2      | Instagram            | 10               | 41,66 %    |
| 3      | Guidebook            | 5                | 20,83 %    |
| 4      | Google translate     | 3                | 12,50 %    |
| 5      | Listening to podcast | 3                | 12,50 %    |
| 6      | Bahaso               | 2                | 8,33 %     |
|        |                      | 37               | 153,82%    |

Table 4.1. shows that there were 7 types of other mobile applications used by the fifth semester Eenglish students in improving their speaking skills. These include Tiktok which was mentioned 14 (58%) times by the participants, Instagram 10 (41,66%), Guidebook 5 (20,83%), Google translate and listening to podcast, each was mentioned 3 times and the least was Bahaso 2 (8.33%). Bahaso is a foreign language learning application using a self-learning approach with interactive and fun learning methods(Christian, 2017).

Question No 2: What do motivate you to continue improving your speaking skills independently or autonomously?

The findings for this question can be seen in the following table 4.2 which describes about the participants' perspectives on their motivations to improve their speaking skills independently.

**Table 4.2.** Participants' motivation to continue improving their speaking skills autonomously

| Number | Motivations           | Number of student | Percentage |
|--------|-----------------------|-------------------|------------|
| 1      | To be more fluent     | 12                | 50 %       |
| 2      | Get job               | 5                 | 23,80 %    |
| 3      | Go abroad             | 3                 | 14,28 %    |
| 4      | More confidence       | 2                 | 9,52 %     |
| 6      | Improve English grade | 2                 | 9,52 %     |
|        |                       | 24                | 107,12%    |

Data from table 4.2. indicates that majority of participants' motivation to continue improving their speaking skills autonomously was to be more fluent in speaking 12 (50%) which was followed by the reason to get a job 5 (23.80%), to go abroad 3 (14,28%), to be more confidence and to improve English grade 2 (9,52%) respectively.

Question No 3: What challenges do you currently face in learning English independently or autonomously?

The findings for this question can be seen in the following table 4.3., below.

**Table 4.3.** The challenges to continue improving the speaking skills autonomously.

| Number | Challenges      | Number of student | Percentage |
|--------|-----------------|-------------------|------------|
| 1      | Time management | 5                 | 20,83 %    |
| 2      | Lazy and Bored  | 5                 | 20,83 %    |
| 3      | Grammar         | 4                 | 16,66 %    |
| 4      | Speaking        | 4                 | 16,66 %    |
| 5      | Vocabulary      | 3                 | 12,05 %    |
| 6      | Pronunciation   | 2                 | 8,33 %     |
| 7      | Writing         | 1                 | 4,16 %     |
|        |                 | 24                | 99.52%     |

The findings in table 4.3., explains that time management and feeling of lazy and boredom were the highest challenges faced by the fifth semester of English study program at Widya Mandira Catholic University in developing their speaking skills autonomously. These two aspects were mentioned by 5 (20.83%) participants respectively. There were some other challenges related to English skills such as Grammar (16,66%), speaking (16,66%), vocabulary (12,05%), pronunciation (8,33), and writing (4,16%).

The last open ended question explores about how the participants' solve the problems they encountered in learning to improve their speaking skill autonomously (Question No 4: How do you solve the problems in learning English autonomously?). The results of this question can be seen in table 4.4. below.

**Table 4.4.** how the participants solve the problems in autonomous learning

| Number | Solutions   | Number of student | Percentage |
|--------|---|-------------------|------------|
| 1      | Strengthen self-motivation to keep practicing English | 8                 | 33%        |
| 2      | Learn more focused                                    | 7                 | 29,16 %    |
| 3      | Read more texts in English                            | 4                 | 16,66 %    |
| 4      | Set a study schedule                                  | 3                 | 12,5%      |
| 5      | Set up specific goals                                 | 2                 | 8,33 %     |
|        |   | 24                | 99.65%     |

Table 4.4., indicates that the participants had several ways to solve the problems in learning English autonomously. These include strengthen self-motivation to keep practicing English (33%), learn to be more focused (29,16%), read more texts in English (16,66), set a study schedule (12,25%), and set up specific goals (8,33%).

## 4.2 Discussions

After doing data analysis, the researcher discovered that the participants had a positive response to learning English autonomously because it helped develop their speaking skills. They have more relevance to the current situation and technology as well as the implications of their language learning. The findings revealed some information in some ways echoed the strategies in learning English autonomously offered by Fidyati et al. (2021). The data shows that the strategy of learning autonomy mostly used by participants is singing English songs. This can be seen from the percentage obtained at 66.7%. The aspects that are taken into account are that students always sing in English to improve their speaking skills.

This is confirmed by Afdaliah et al. (2022a) who explain that most students often listen to English songs respectively.

The majority of them usually listen to English songs cause it is entertaining activities that can help them to enrich their vocab when they speak. They also write and pronounce difficult new words and listen to the song repeatedly. The majority of students said that singing English songs was very helpful and more effective. Access is easier and in accordance with today's world where young people mostly use it. Besides that, singing can also help reduce stress and is a very positive form of entertainment. Students will feel more joyful in learning. This finding supports previous study by (Liva, Y, and Bunau, 2015) which discovered that instructional sessions involving English songs enhanced students' speaking proficiency while also providing them with enjoyment. They discovered limited environments, pleasurable encounters, and enhanced vocabulary, grammar, and pronunciation. The students need to engage more actively in transactional conversations with their friends.

The second highest choice after singing songs is students always use the strategy of talking to themselves to improve their speaking skills. The previous research by N.-D. Yang 1999 in Fidyati et al. (2021) explained that most students felt timid when talking to other people. They are afraid of making mistakes when speaking. So this possibility is one of the reasons students choose to talk to themselves to improve their English speaking skills. Other students always watch movies or films as a strategy to become more fluent in speaking with a percentage of 56.5%. This finding confirms the previous study by (Salah, 2019) which

demonstrated that independently using English films or movies as a learning strategy could assist EFL learners in enhancing their oral proficiency. His research revealed that nearly all of the participants, almost reaching one hundred percent, strongly agreed that watching films or movies is enjoyable and motivates them to speak English.

While 45.8% of students often read books, articles, and other texts in English to improve their speaking skills. A study from (Abdipoor and Gholami, 2016) found out that reading articles, reading academic books, and other texts in English were the effective strategies chosen by autonomous and non-autonomous learners. They also found that in their learning, both groups carried out surfing activities on the internet to talk with native speakers or chat with them. This study supports the researcher's findings, that there are 41.7% of students sometimes speak with native speakers in improving their speaking skills.

The study by Abrar et al. (2018) confirmed the participants' response that “ I learn how to correctly pronounce the English word myself in front of mirrors”. He added that in most cases, they frequently employed this tactic when aiming to enhance their mastery of vocabulary and/or engage in brief daily conversations, by memorizing certain words and practicing speaking in front of a mirror. This previous study can support my finding about 33.3% of students often use mirrors to improve their speaking and the same percentage of students always practice tongue twisters to improve their English speaking skill. This finding similar to study by Mu'in et al. (2017) claims that students who have a regular and effective learning style through practicing tongue twisters will produce good

pronouncement mastery. This means it will have a positive impact on speaking fluency.

The last sequence of strategies used by students is attending an English course or private English courses. The percentage is 25% of students rarely use this strategy to improve their English speaking skills. Previous research by (Huang, 2017) assumed that students who have private tutoring experience may have a family background with adequate economic conditions or parents who understand the importance of English. In his research, He found that only students who took part in private tutoring had great motivation so that they were more proficient in English. From the strategies above, it can be said that all strategies used by students can be seen using the highest criteria, namely from the words "always", "often", and "sometimes" and even it cannot be denied that they use that strategy.

Following the current developments of mobile technology applications, many students use them as a learning medium. From the data found above, the most popular mobile applications used by the participants in improving their speaking skills is the YouTube application. The percentage of participants' interest in using this application is 78.2%. This finding confirmed the previous studies by Sirait et al. (2021) who explained that YouTube is an application that has long been known to the general public in providing tutors about learning English. Similarly, Dabamona and Yunus (2022) who conducted a study about the use of Youtube for learning English at State Islamic Institute of Sorong explained YouTube can serve as a tool for English language learning, enabling students to

independently enhance their English skills in informal settings and providing them with broader opportunities for improvement. The research also discovered that YouTube serves as an educational technology, aiding students' technology-based learning approaches by fostering greater independence and offering a more enjoyable, interesting, and motivating learning experience, thereby enhancing effectiveness and efficiency. Therefore, it is not surprising that many participants choose YouTube in the independent learning process to improve their speaking skills.

Apart from YouTube, the participants also used Duolingo and I-Tunes application. Other types of mobile applications such as Skype, Live Mocha, TED and Second Live. As these mobile applications are not familiar to the participants, only a few of participants admitted to use them in English learning autonomously. Majority of this study participants said that they had never used the applications to improve their English speaking skills.

In the open-ended questions, most students answered that the applications they most often use to improve their English skills are the Tik Tok and Instagram applications. These two applications are very popular nowadays. According to Rahman (2021), there is a correlational influence between Instagram and Tik Tok in enhancing students' vocabulary and speaking abilities. The correlation is both positive and significant, with a correlation coefficient of 0.698, indicating a substantial relationship 68%. Regarding the result of the research, it can be concluded that Instagram and TikTok have a positive contribution to Improving

Students' Vocabulary which directly impacted the students' English learning including their speaking skills.

In addition, some students used Google translate, Bahaso, and podcasts as autonomous learning strategies to support them in improving their English speaking more quickly. However, the frequency of using such applications was less than Instagram and Tik Tok. These findings corroborated the previous study by Hanim (2021) in terms of the frequency of participants' use of the sosial media in learning English. In his study about social media usage for learning English by 50 participants of the fourth-semester students of the Department of English Literature, in the Public University of Medan, The findings indicated that the platforms students utilized for learning English were YouTube (94%), Instagram (72%), WhatsApp (62%), Tik Tok (52%), Twitter (32%), Facebook (30%), Line (10%), and Google (2%). The study suggests that to learn English, the students need to utilize social media to boost their English proficiency including to create their English dialect aptitudes in speaking.

The participants' responses to the importance of independent learning is something that is needed where they can feel more enjoy, comfortable, and more focused and not get bored quickly, learning to improve their speaking skills with a strategy that suits their own wishes and does not become a burden for them. They also have more freedom in speaking practice and don't need to feel embarrassed or nervous when they make mistakes. They will be better prepared to represent what they have learned. The goal that motivates them in this case is to become more fluent in speaking English. Getting a job like a teacher or tour guide and going

abroad is the basis for them wanting to learn and becoming more confident. They try to encourage themselves and try to get good grades so that their goals and basic motivation can be achieved.

However, to learn English autonomously is not easy. The students encountered diverse challenges in independently learning English. The study revealed that majority of the participants' experienced the poor time management and being lazy and bored are the highest factors that hinder their autonomy in learning English. The findings corroborated the previous study by Ying et al. (2021) who explained that the second language (ESL) learners in China had significant in learning English language especially for speaking skills. The obstacles encountered by ESL learners in acquiring speaking skills, alongside the utilization of social media and video conferencing tools for teaching speaking abilities. ESL learners encounter challenges such as insufficient motivation and self-assurance, apprehension, hesitation, and a restricted vocabulary. The research recommends the importance of identifying the technology interventions employed in teaching and enhancing speaking skills among learners.

This study also revealed other challenges related to lack of English ability in grammar, vocabulary, and pronunciation. The solutions they provide to face the challenges above are learn more focused, learn from YouTube, Keep practice in English, Read text in English, Set a study schedule, Consistent in learning, Set specific goals, Encourage yourself and never give up. It can be said, students know the strategies they want, strong goals and motivation, weaknesses that become challenges and how to solve problems in order to achieve their goals.