

## CHAPTER FIVE

### DISCUSSIONS AND SUGGESTIONS

The purposes of the research were to construct, implement and develop English oral presentation lessons based on strategic language training, to investigate oral presentation skills of the students after being trained how to apply language learning strategies in performing oral presentation and also to explore students' prefer strategies in giving an oral presentation. This chapter reports and discusses the results of the current study gained from students' oral presentation score before and after being trained on how to use language learning strategies, the results of the number of discourses used by the students, a questionnaire of students' usage different strategies in conducting an oral presentation and a semi-structured interview of the students from the successful and less successful group.

This chapter reports the results for the research questions of this study, the summary of the findings, implications, discussion, and suggestions of the study.

5.1 Research Questions and Finding. According to the results relevant to research question 1: Is the strategic language training effective in developing students' oral presentation skills? It was shown in the previous chapter that the training of language learning strategies in developing students' oral presentation skill is effective because the students' score were improved after they were trained through language learning strategies. There was significant

different of the score of students' oral presentation at ( $<.05$ ) after they were trained through language learning strategies. The result of the students' usage of useful words and phrases in giving an oral presentation also showed significant difference of .000. It indicates that the students used more useful words and phrases in giving the second oral presentation than when giving the first oral presentation. Moreover, the overall result of from the questionnaire shows that more students used planning strategies, selected attention strategy, summary strategy, organizational strategy and self-talk strategy. The students also used directed strategy, resources strategy, rehearsal strategy, note-taking strategy, and memory strategy to a higher degree.

To sum up, the data drawn from three sources (students' oral presentation score, number of students' usage of useful phrases when giving an oral presentation, and the results from the questionnaire) confirmed that the training of learning strategies is appropriate to use in developing students' oral presentation skills. In comparing this study to Nantachaipan's study conducted in 2004, the result showed that besides using an autonomous learning approach, language-learning strategies are also effective in promoting students' oral presentation skills. Furthermore, the students' oral presentation skills improved, and the students' ability in using useful words and phrases in giving an oral presentation also increased after the students were trained through language-learning strategies.

The result gained from an interview was used to answer research question 2: What are the students' preferred strategies in giving oral presentation? The answer from the data drawn from an interview with the

successful group showed that the students from the successful group preferred using note-taking strategies through graphic organizer and rehearsal strategy in planning and giving an oral presentation. The students revealed that graphic organizer helped in increasing their ability in writing and memorizing the script.

## 5.2 Research Discussions

The results of the research can be discussed in detail as follows:

### 4.2.1 Students oral presentation skills makeover: Before and

After training.

The comparative result of the students' score in giving an oral presentation and the increasing number of students' usage of useful phrases when giving an oral presentation before and after training through language learning strategies indicated that the students' performance in giving an oral presentation was improved. 18 out of 21 students showed the improvement in giving an oral presentation. There were, however, two students who did not improve after they were trained. The interview results and the result from the questionnaire showed that these two learners were struggling with the training. The exploration of why these two students were not successful in developing their oral presentation skills will be discussed in detail under the topic "learner autonomy versus learning strategies".

Based on O'Malley and Chamot's (1995) study demonstrated that students do apply learning strategies while learning a second language. It is true to this study from the questionnaire result that the students were already employing many strategies before they were trained. The training, however, helped the students to utilize different strategies in more effectively from the statistical result gained from the questionnaire being done by the students after each presentation. The result showed that more students used planning strategies, selected attention strategy, summary strategy, organizational strategy, and self-talk strategy. In addition, the students also used directed attention strategy, resources strategy, rehearsal strategy, note-taking strategy, and memory strategy at a higher degree after they were trained through language learning strategies. The interview result will be used to clarify the reason why the students showed use of some strategies in a higher degree. For example, the result from the questionnaire indicated that Somsri spent more than five hours in preparing her first oral presentation but she 'failed' in giving the first oral presentation.

From the data gained from the interview and the questionnaire, Somsri also spent the same amount of time in planning her second oral presentation but she got 'excellent' in the description of the score according to the university grading system. It can be seen that even though the students had already employed different strategies in carry on second language task, training is essential for the students to increase ability in utilizing different strategies with second language learning tasks. Therefore, the result of the

strategies used by the students in giving an oral presentation will be discussed in detail under their own strategies as followed:

#### 5.2.1.1 Meta-cognitive Strategies

The result of this study showed that the students used higher number of planning strategies after they were trained through language learning strategies while all of the students used evaluation strategy in evaluating both presentations and most of the students agreed that they need to improve on grammar and pronunciation. Therefore, this part of the study will focus mainly on planning strategies. For the students in this class, planning strategies do not come by its own package. Planning strategies could not be developed or trained on its own. The students needed more knowledge in utilizing more strategies in giving an oral presentation.

From O'Malley and Chamot's study, the result revealed that "for most learners, skill learning begins with the cognitive stage." Similar to the quotation given by O'Malley and Chamot, cognitive strategies seemed to enhance the ability in employing meta-cognitive strategies in planning an oral presentation. In order to clarify, for planning strategies in this study, the researcher focused only on the amount of time students spent in planning an oral presentation. Before the students were trained through language learning strategies, the result gained from an interview and questionnaire indicated that the students had already spent good amount of time in planning an oral

presentation (2-4 hours); however, they 'failed' in giving the first oral presentation.

Based on Anderson's idea, planning may be influenced by goals or by input features that seem most useful for performing a task. From reviewing Somsri's result, she answered on the questionnaire that she spent about five to ten hours in preparing her first presentation; however, in planning the second oral presentation she also gave the same answer. Though Somsri spent the same amount of hours planning the first and second oral presentation, she 'failed' in giving the first oral presentation while she got an 'excellent' result on the second. She admitted in the interview that she planned the first oral presentation by looking for the information on the internet and tried to memorize the whole script. On the other hand, she wrote her own script in planning the second oral presentation and used graphic organizer as a tool in planning the content of the presentation. From the idea suggested by Anderson, we can infer that from the training the students learned to apply planning strategies to assist them during the planning process which means they spent their time more effectively.

#### 5.2.1.2 Cognitive Strategies

As mentioned earlier, on the idea of cognitive stage given by O'Malley and Chamot that 'skills learning begin with the cognitive stage' and it involves 'conscious activity where learner learn how to do the task, observe, and carry on the task.'

The result of the questionnaire on students' usage of language learning strategies in giving their first and second oral presentation showed that all of the strategies under cognitive strategies that the students used at a higher degree after they were trained were directed strategy (mean=3.39), resources strategy (from 1 source to 3 sources), rehearsal strategy (more than 4 times), note-taking strategy (mean=3.5), and memory strategy (mean=3.43). More students used selected attention strategy, summary strategy, organizational strategy and self-talk strategy after they were trained.

The interview results also demonstrated that Somchai, Somsri and Somying preferred language learning strategies are note-taking strategy through the use of graphic organizers and rehearsal strategy. For the interview result, we can come to the conclusion that note-taking strategy through graphic organizer helped students memorized the script better or in other words helped students increased in the quality in using memory strategy. Though the result from the interview show that the students slightly used some sub strategies under cognitive strategies higher in giving the second oral presentation and they have already employed many strategies used for giving an oral presentation even before being trained. The data obtained from the interview indicated that the strategies that the students previously employed such as memory strategy, organizational strategy, rehearsal strategy were used by the students in a higher quality after training. For example, from the observation, the students were better in using organization strategies after they were trained how to use note-taking strategy through graphic organizer. The interview data also show that the students

also improved in memory strategy after they were trained through note-taking strategy under graphic organizer. The three students from the successful group were all agree that it is easier to memorize the script that they wrote and they can picture the graph in their head when they were giving an oral presentation without any notes.

#### 5.2.1.3 Social-Affective strategies: Self-talk

Self-talk strategy is the only strategy under social-affective strategies chosen for this training. There are other sub strategies under social-affective strategies are such as motivational strategy and co-operation strategy. The result showed that the students have already employed self-talk strategy at a higher degree when giving both oral presentations. The reason was that the students employed self-talk at a high degree when giving the first oral presentation can be drawn from the interview result that the students were nervous in giving an oral presentation in front of new classmates that they only met for less than ten days.

Furthermore, the interview result, however, gave an interesting data that the students from the less successful group preferred using co-operation strategy in asking their friends to help them in finishing their own work. They gave the answer that they were not good in writing the script and they did not know enough vocabulary to be able to work on their own. Therefore, co-operation strategy can be helpful for students when they work on group oral presentation, but for giving individual presentation; co-operation strategy can



be seen as a drawback for the students to be more motivated to try in working on their own. Therefore, the students should be trained more with different language learning strategies on how to make use of co-operative strategy.

To sum up, it is clearly that language learning strategies can be assisted and utilized in improving and developing students' oral presentation skills. These three main strategies; meta-cognitive, cognitive and social affective strategies and their sub-strategies should be used in training the students. The strategy which can be seen as the most essential strategy in planning and giving oral presentation suggested by the students is note-taking through graphic organizer. The students found that graphic organizer assisted them in planning, organizing their presentation and memorizing the presentation script. Therefore, more time should be spent in training students how to apply note-taking strategy in planning and giving an oral presentation.

#### 5.2.2 Learners autonomy vs. Learning strategies.

In relation to the definition of the term 'autonomy' given by Benson (2001) saying that autonomy is an 'attribute of the students rather than the learning situation'. Benson also described that "autonomy also develops through participation in self-directed modes of learning, but not as a necessary 'consequence' of it".

Wenden (1991), Scharle and Szabo (2000) see that students should be trained or exposed to learning strategies which will assist them in managing their own

learning. Scharle and Szabo (2000) gave some useful suggestions that learners can become an autonomous learner through the three processes which are firstly, acknowledge that they can make a difference if they take responsibility in their learning, secondly, the students should be aware of the nature of language learning in general (raising awareness). Thirdly, they need some well-structure practice in order to work on their own freely without teacher's assistance (transferring roles). It is true to this study that the differences of how the students learn from the two groups; successful and less successful groups reveal that learner autonomy have played an important role. Even though Tawee and Donchai came to class regularly and received almost the same amount of training, they were not successful in giving the second oral presentation because they depended only upon their friends' help. Therefore, it can be seen that Tawee and Donchai may need more training until they were able to manage their own study.

The training of language learning strategies helped Somchai, Somsri, and Somying who had already employed different strategies in planning and giving an oral presentation to become more aware of the nature of language learning and how to apply language learning strategies into their own learning. Therefore, they were able to apply language learning strategies into their practice more naturally.

Tawee and Donchai on the other hand, found that language learning strategies were new to them, and training needed to be more done with the students from the less successful group. Tawee and Donchai admitted that they like to wait until the last minute to prepare for their oral presentations

while Somchai, Somsri, and Somying had always put consistent effort into preparing for the oral presentations.

Tawee and Donchai favourite strategy is social affective strategy; cooperative learning strategy through friends help in order to finish an oral presentation. Somchai, Somsri and Somying always handed in all their work on time while Tawee had not handed in any of his homeworks and Donchai handed in his homework late.

Gardner and Miller (1999) said that “students may attain a high degree of autonomy in the skills of reading, but could remain teacher dependent while learning writing. There are no students who will be completely autonomous or completely teacher dependent.” It is true for this course that the students needed more help with writing skills and pronunciation. Though they needed help and guidance from the teacher, it can be seen that after they were trained they should be able to work on their own and be successful in giving an oral presentation without any help. For example, one of the students from this group who got ‘failed’ (21%) on the first oral presentation had difficulty in composing his own script and in reading and pronunciation. The researcher spent about one hour training him to make use of graphic organizer and to memorize the script through graphic organizer. He also rehearsed with one of the native speaker in improving his pronunciation. On the day he had to give the second oral presentation, he spoke with confident and relied very little on the notes and he got 70% points in giving the second oral presentation after being trained.

As a result, we can see that besides training the students how to use language learning strategies in improving students' oral presentation skills, students need to become more autonomous and more consistent in their own learning in order to become more successful in giving an oral presentation or any other learning situations.

### 5.3 Research Suggestions

#### 5.3.1 Suggestion for training

In conducting this research it can be found that there are different areas that could be done better, such as, firstly, there should be more time spending in training students. It is also important that the teachers should also inform the students about the scoring rubric before implementation, so that the students know that they will not only be graded on grammar but on other performances as well.

There should also be more time in training each strategies and also consider students' understanding of each strategy that will be used for planning. According to O'Malley and Chamot (1995) learners can become more autonomous after they were trained 'repeatedly' until they perform in an autonomous way. Therefore, it is important that the students are provided with plenty of time for study, practice, and that they use the strategies they learn until they can perform it naturally. In other words, the strategies need to become effective habits, not merely techniques.

The teacher should encourage the students to be more creative, i.e. to generate and execute their own ideas, because sometimes they focus too much on grammar and speaking and they forget to emphasize creativity. The teacher should give the criteria of assessment to the students and explain to them that the focus is placed more on deliver and content and not emphasis mainly on language because the students tend to worry too much on making grammar mistakes.

From this study, the result shows that students' preferred strategy is note-taking strategy through graphic organizer. More study should be done in using graphic organizers in improving students' oral presentation skills. The researcher also found that there should be more time spending in training each strategy and also consider students' understanding of each strategy that will be used for planning. According to O'Malley and Chamot (1995) learners can become more autonomous after they were trained 'repeatedly' until they perform in an autonomous way. The students should be provided with plenty of time for study, practice, and that they use the strategies they learn until they can perform it naturally. In other words, the strategies need to become effective habits, not merely techniques.

This experiment should be tried out with students in other levels and there should be a study on applying the language learning strategies to improve other skills used in giving an oral presentation such as reading and writing. Finally, discourse used when giving an oral could have been studied in detail. The questionnaire from this study should also be improved before using to study with other studies.