

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### **A. Findings**

In carrying out this research, the researcher applies three techniques to collect the data. First is interview with respect to lecturer and teacher and learning grammar lesson at class. Second is questionnaire to ask about language learning strategies in learning basic tenses based on the type of learning strategies. The last is test in order to find out the data of the of students' ability in using basic tenses. All are stated in detail at the following sub chapter.

##### **1. Teaching and Learning Grammar Lesson at Theologian Special Program**

The data about the description of teaching and learning grammar at Theologian Special Program is obtained by interviewing the teacher. The purpose is to know whether there are some strategies relating to the students' learning grammar especially in tenses. The process is administered through the open-ended interview comprising 9 questions. Below are the conclusions from teacher's responds from the questions.

- 1) The time allocation is 45 minutes for each material. It is enough effective work out one material for every meeting.
- 2) Grammar lesson really supports English lesson in common.
- 3) Grammar lesson is helpful in practicing English orally, but it decreases the students' confidence due to the standardized rules.
- 4) Grammar lesson is helpful to the students in writing English accurately.

- 5) The teacher plans to teach the materials of grammar based on the students' needs in English worksheet, but he has no lesson plan.
- 6) All the topics of grammar material the teacher plans have already been taught.
- 7) The essential topics that should be taught at grammar class especially for beginners are Part of Speech and Tenses.
- 8) The book the teacher uses to teach grammar in addition to the grammar book is composed by Tri Hermawan, the student of theologian special program itself.
- 9) Grammar book composed by Tri Hermawan includes all grammar units but they are not stated in detail, so the students need material development and more guidance from the teacher.
- 10) The method the teacher applies in order to make the students more spirited and serious in learning grammar are Audio-Lingual Method (Substitution Drill) and Grammar Translation Method.
- 11) The test that the teacher uses to train and measure the students' grammar competence is Essay.
- 12) The problems of grammar class are the students graduated from *pondok pesantren salafiah* in which English is not carried out, so that they find it hard to understand English properly.

It can be concluded from this interview that the advantages of learning grammar is to make the students get easy in understanding English lesson, helping their speaking, accommodating writing ability. Then, the teacher applies the adequate methods such as both ALM and GTM. However, the

problems of carrying out grammar lesson are the students graduated from *pondok pesantren salafiah* where English is not taught, so they have troubles with it.

## 2. The Language Learning Strategies and Its Frequency Used

The first research problem posed in this paper is the language learning strategy and its frequency used by theologian special program. There are 31 students involved in this research. The questionnaire adapted from the Strategy Inventory for Language Learning (SILL, Oxford, 1990) was distributed to find out the answer of the research question.

From the questionnaire, it is found out that students of theologian special program used various strategies. They are Direct learning strategies and Indirect learning strategies. The Direct strategies is divided into three subcategories: memory, cognitive, and compensation strategies. Then, the Indirect strategies consist of three subcategories as well: metacognitive, affective, and social strategies. The distribution of the strategy and its frequency can be seen from the following table:

Table 4.1 Strategies Used by Students of Theologian Special Program

Types of learning strategies	Account of strategies used	Percentage %
Metacognitive	9	15.76 %
Affective	6	15.58 %
Cognitive	14	14.28 %
Social	5	11.60 %
Compensation	6	10.74 %

Memory	8	10.07 %
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The result of the questionnaire indicates that a majority of the students applies language learning strategies in moderate frequency use. As shown in table 1, which indicate the use of language learning strategies are the most frequent strategies used by the students is metacognitive (15.76 %), followed by affective (15.58 %), cognitive (14.28 %), social (14.28%), and compensation (10.74 %). On the other hand, memory strategies are the last strategies since the percentage is 10.07 %.

Table 4.2 The Most Frequent Types of Language Learning Strategy Used by Students.

Strategy	The most frequent types (always and often)	The frequency % (out of 31)
Metacognitive	I try to find out how to be a better learner of English.	32.25 %
	I pay attention when someone is speaking English.	19.35 %
	I notice my English mistakes and use that information to help me do better.	19.35 %
	I try to find as many ways as I can to use my English.	16.12 %
	I plan my schedule so I will have enough time to study English.	12.90 %
	I have clear goals for improving my English skills.	12.90 %
	I think about my progress in learning English.	12.90 %
	I look for people I can talk to in English.	9.67 %
	I look for opportunities to read as much as possible in English.	6.45 %

Affective	I encourage myself to speak English even when I am afraid of making a mistake.	25.80 %
	I try to relax whenever I feel afraid of using English.	22.58 %
	I notice if I am tense or nervous when I am studying or using English.	22.58 %
	I give myself a reward or treat when I do well in English.	12.90 %
	I talk to someone else about how I feel when I am learning English.	6.45 %
	I write down my feelings in a language learning diary.	3.22 %
Cognitive	I watch English language TV shows spoken in English or go to movies spoken in English.	54.83 %
	I say or write new English words several times.	19.35 %
	I first skim an English passage then go back and read carefully.	19.35 %
	I try not to translate word-for word.	16.12 %
	I try to talk like native English speakers.	12.90 %
	I practice the sounds in English.	12.90 %
	I use the English words I know in different ways.	12.90 %
	I start conversations in English.	12.90 %
	I find the meaning of an English word by dividing into parts that I understand.	12.90 %
	I try to find patterns in English.	9.67 %
	I look for words in my own language that are similar to new words in English.	6.45 %
	I read for pleasure in English.	3.22 %
	I write notes, messages, letters, or reports by dividing it into parts that I understand.	3.22 %
	I make summaries of information that I hear or read in English.	3.22 %

Social	If I do not understand something in English, I ask the other person to slow down or say it again.	22.58 %
	I ask for help from English speakers.	16.12 %
	I try to learn about the culture of English speakers.	9.67 %
	I ask questions in English.	6.45 %
	I ask English speakers to correct me when I talk.	3.22 %
Compensation	I make up new words if I do not know the right ones in English.	19.35 %
	To understand unfamiliar English words, I make guesses.	12.90 %
	I read English without looking up every new word.	16.12 %
	When I can't think of a word during a conversation in English, I use gestures.	6.45 %
	If I can't think of an English word, I use a word or phrase that means the same thing.	6.45 %
	I try to guess what the other person will say next in English.	3.22 %
Memory	I connect the sound of a new English word and an image or picture of the word to help me remember the word.	12.90 %
	I remember a new English word by making a mental picture of a situation in which the word might be used.	12.90 %
	I physically act out new English words.	12.90 %
	I review English lessons often.	12.90 %
	I use new English words in a sentence so I can remember them.	9.67 %
	I think of relationships between what I already know and new things I learn in English.	6.45 %
	I use rhymes to remember new English words.	6.45 %
	I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.	6.45 %

As can be seen from the Table 4.2, the students had low frequencies of using learning strategies in developing their language skills. The result is taken from the total respondents who selected 'always' and 'often'. Among the types of language learning strategies, meta-cognitive strategies are the most frequent strategies since there are 9 strategies used by the students, including trying to find out how to be a better learner of English (32.25%), paying attention when someone is speaking English (19.35%), noticing the mistakes (19.35%), trying to find as many ways as they can use their English (16.12%), plan my schedule so I will have enough time to study English (12.90%), having clear goals for improving English skills (12.90%), thinking about the progress (12.90%), looking for people who can talk to in English (9.67%), and looking for opportunities to read as much as possible in English (6.45%).

Metacognitive strategies are followed by affective strategies such as encourage myself to speak English even when I am afraid of making a mistake (25.80%), trying to relax whenever feeling afraid of using English (22.58%), notice if I am tense or nervous when I am studying or using English (22.58%), give myself a reward or treat when I do well in English (12.90%) talk to someone else about how I feel when I am learning English (6.45%), and writing down my feelings in a language learning diary (3.22%). The students also use cognitive strategies, for instance, watching English language TV shows spoken in English or go to movies spoken in English (54.83%), say or write new English words several times (19.35%). In term of social strategies, there are 22.58% of respondents answer that they ask to slow down or say the word again when they

do not understand something in English, 16.12% asking for help, 9.67% trying to learn about the culture of English speakers, and 6.45% asking questions in English. There are 6 strategies in compensation strategies that are make up new words if I do not know the right ones in English (19.35%), To understand unfamiliar English words, I make guesses (12.90%), reading English without looking up every new word (16.12%), When I can't think of a word during a conversation in English, I use gestures (6.45%), If I can't think of an English word, I use a word or phrase that means the same thing (6.45%), and trying to guess what the other person will say next in English (3.22%). Eight strategies are classified in memory strategies that about 12.90% of respondents connecting the sound of a new English word and an image or picture of the word to help me remember the word, 12.90% of respondents remembering a new English word by making a mental picture of a situation in which the word might be used, 12.90% of respondents physically act out new English words, 12.90% of respondents reviewing English lessons often, 9.67% use new English words in a sentence so I can remember them, 6.45% think of relationships between what I already know and new things I learn in English, 6.45% using rhymes to remember new English words, and 6.45% of respondents remembering new English words or phrases by remembering their location on the page, on the board, or on a street sign.

### 3. Students' Ability in Using Basic Tenses

The second object of this research is the students' ability in using basic tenses. The data was obtained after administering the test on December 8, 2014 at theologian special program in grammar subject that is pursued by 31 students



from academic year 2013/2014. The test is multiple choice and essay the contents are simple present, simple past and simple future tenses. There are 20 test items distributed from 15 multiple choices and 5 essays (see appendix 4). Based on the table of the distribution, the topic of grammar from every item can be recognized.

Table 4.3 The Students' Scores of Basic Tenses Test

No.	Students	Correct Answer		Total Score
		Multiple Choice	Essay	
1	A. M	32	34	66
2	A. R. M	44	36	80
3	A. H	44	20	64
4	A. W	28	36	64
5	A. S	40	20	60
6	A.	40	36	76
7	A. J	44	40	84
8	A. R	36	36	72
9	Al.	16	16	32
10	D. H	16	30	46
11	D. A. D	40	38	78
12	F. R	28	40	68
13	F.i	36	22	58
14	F.o	36	36	72
15	H. Y	44	30	74
16	I. F	56	40	96
17	K	32	0	32
18	M. H. A	48	40	88
19	M. J	4	14	18
20	M. N	44	32	76
21	M. S	32	32	64
22	M. H. J	16	32	48
23	M. Sd	28	24	52
24	M. Z. A	20	32	52
25	N. R	36	30	66
26	N	44	30	74
27	N. UR	32	24	56
28	P	32	32	64
29	S. S	32	36	68
30	T. H	56	40	96
31	Z. A	28	28	56
	<b>TOTAL</b>	<b>1064</b>	<b>936</b>	<b>2000</b>

Having known the individual score and the cumulative score, the last step is deciding the qualification of students' ability in using basic tenses by counting the mean score of whole students. The researcher takes the formula as follows:

$M =$

Note:

Mean : Mean Score

$\Sigma X$  : Accumulative Score

N : Number of Students

The table 4.3 shows that students cumulative score is 2000 while the number is 31. Hereby, both numerals can be included to the mean formula. See the procedure as the following.

The result shows that the mean score of theologian special program from students' ability in using basic tenses test is 64.51. The consideration about the ability level is consulted to the qualification of mean score on the table 4.3. The consideration is stated in Data Analysis.

Table 4.4 The Qualification of Mean Score

<b>Score</b>	<b>Qualification</b>
80 – 100	Excellent
70 – < 80	Good
<b>60 – &lt; 70</b>	<b>Fair</b>

40 –< 60	Poor
0 –< 40	Very Poor

In completing the data presentation, it is necessary to make the data score category made up of the frequency of individual scores. The purpose is to know the students' description of their personal ability.

Table 4.5 The Frequency Distribution of the Students' Score in Category

Score	Frequency	Percentage	Category
80 – 100	5	16.12%	Excellent
70 –< 80	7	22.58%	Good
60 –< 70	9	29.03%	Fair
40 –< 60	7	22.58%	Poor
0 –< 40	3	9.67%	Very Poor

The table of frequency concerning the students' scores points out collectively the data that five students get score between 80 and 100 with percentage 16.12% categorized into excellent, seven students get score between 70 and < 80 with the percentage 22.58% categorized into good, nine students get score between 60 and < 70 with percentage 29.03% categorized into fair, seven students get score between 40 and < 60 with the percentage 22.58% categorized into poor, and three students get score between 0 and < 40 with the percentage 9.67% categorized into very poor.

## B. Discussion

After finding the data, the researcher discusses all the obtained data to give some considerations on the research. There are two subtopics will be discussed, students' language learning strategies and students' ability in using basic tenses.

#### 1. The Students' Language Learning Strategies

From the finding there are 49 learning strategies used by students at theologian special program and from 49 strategies there are 43 strategies that mostly used by students in learning English.

##### a. Metacognitive Strategies

Students used metacognitive strategies are varied, most of the students use some of metacognitive, about 32.25% learners try to find out how to be a better learner of English. They probably feel that these strategies will allow them to set goals or objectives, identify the purpose of language task, seek practice opportunities, monitor and evaluate their progress. 19.35% of learners pay attention when someone is speaking English. Through this way, they are used to listen to others speaking English. 19.35% of learners notice the English mistakes and use that information to help them do better. Learning from mistakes can improve the awareness. 16.12% try to find as many ways as they can to use their English. 12.90% plan their schedule so they will have enough time to study English. 12.90% having clear goals for improving English skills. 12.90% thinking about progress in learning English. Also 9.67% of learners looking for people who can talk to in English. and 6.45% of learners looking for opportunities to read as much as possible in English.

##### b. Affective Strategies

Several students used affective strategies, about 25.80% they encourage themselves to speak English even when they are afraid of making a mistake. 22.58% try to relax whenever feel afraid of using English. By this, they can except knowledge more efficiently. 22.58% notice if they are tense or nervous when they are studying or using English. 12.90% give themselves a reward or treat when they do well in English. Then, 6.45% talk to someone else about how feel when learning English it made them feel enjoy in learning process.

c. Cognitive Strategies

Some students used cognitive strategies. This shows that learners, 54.83% of them watch English language TV shows or go to movies spoken in English. This way gets learners to be accustomed to face English in the real context. 19.35% say or write new English words several times it make them usual use some words into sentence or phrase. 19.35% skim an English passage first then go back and read carefully. 16.12% try not to translate word-for word. 12.90% try to talk, practice,use, and start conversation in English speakers. And 9.67% try to find patterns in English. These strategies help students to develop their critical thinking skills like analyzing, synthesing and process knowledge.

d. Social Strategies

Some students would rather use social strategies, about 22.58% they ask the other person to slow down or say it again if do not understand something in English. 16.12% asking for help from English speakers. 9.67% try to learn about the culture of English speakers. And 6.45% ask questions in English to

teacher for an explanation because they more comprehend if listen again to the teacher informations. This shows that to develop their understanding in English they tend to need help from other person.

e. Compensation Strategies

Students used compensation strategies varied, about 19.35% they make up new words if do not know the right ones in English. 12.90% make guesses to understand unfamiliar English words because when guessing they thought not difficult to find meaning. 16.12% read English without looking up every new word because they want to get the general meaning that easier translated a text than word by word. 6.45% use gestures when they can't think of a word during a conversation in English.

f. Memory Strategies

Students used memory strategies about 12.90% learners connect the sound of a new English word and an image or picture of the word to help me remember the word. 12.90% remember a new English word by making a mental picture of a situation in which the word might be used. 12.90% physically act out new English words. 12.90% review English lessons often. 9.67% use new English words in a sentence so I can remember them. 6.45% remember new english words or phrase by remembering their locations on the page, the board or on a street sign around their environment because they easier to remember if seen words directly. 6.45% of learner uses bakcground knowledge it means students think of relationship between what already know about task or topic and new thing learn in english that easier to learn and

understand new information, then 6.45% they use rhymes to remember new English words because they are easier to memorize something if listened when look at the image/picture so they did not feel bored.

## 2. The Students' Ability in Using Basic Tenses

From the previous presented data, it shows five students (16.12%) obtain excellent score (80 – 100), seven students (22.58%) get good score (70 -< 80), nine students (29.03%) get score between 60 -< 70 that interpreted as fair, seven students (22.58%) get poor score (40 -<60) and there are three students (9.67%) get the score between 0 -< 40 who get very poor category.

The accumulative score is 2000 of 31 students with the mean 64.51 that shows students' ability in using basic tenses at Theologian Special Program Tafsir Hadits Department Ushuluddin and Humanities Faculty IAIN Antasari Banjarmasin is in fair category.

Based on the result, the mean score the students had is 64.51 belong to fair category. The reason they get fair score is beside the students graduated from *pondok pesantren salafiah* in which English is not carried out, so that they find it hard to understand English properly. The lesson just have one meeting every week, also the teaching and learning facilities less than sufficient, still the method that the teacher taught less efficient.

