

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents and discusses the results of the research based on data collected from questioners and interviews with students. The results of this study are intended to answer research questions based on this study. The subject of this study is Anna Jacindai, her sophomore at Alus High School.

A. Findings

Result of this study show learning strategies that the students of An Najah Boarding School use to enhance their vocabularies. Based on observation and interview, students have 4 activities that can enhance their vocabulary skills:

1. Things with the vocabulary

Every things such as table, window and every things around the school are given English name and Arabic name. It is help students to remember the vocabulary. This activity only using memory strategy, students can remember a vocabulary by remembering the place where they are see the vocabulary.



Picture 4.1 a place with vocabulary

2. English weeks

In this activity, students during English weeks must to speak in English. Wherever and whenever they are such as in the classroom, in the boarding house, in cafeteria, and everywhere when they want to speak, they must use English. In this activity, students use some strategies, such us cognitive, memory, metacognitive, social and affective. Practicing their English by talking to others, students practice their English using cognitive and social strategies. There are some conversation that only they talk in specific time, such us good morning, so they use memory strategies here. Sometimes, when they are in their boarding house, they talk about their feeling in using English, so they use affective strategy. And the way the school gives this activity, it help students practice their English and also there are some supervisor that help and evaluate their English during English week, so metacognitive strategy use here.



Picture 4.2 students talk in english

3. Vocabularies of the weeks

In this activity, students given some of vocabularies during English week. The vocabularies should be used in their daily conversation at least once and

they must write a sentences with that vocabulary and then their supervisor will check the sentences. This activity include 3 strategies, cognitive, memory and metacognitive. In using cognitive strategy, the students must practice the vocabulary and in memory strategies they make a sentences from the vocabulary. And in using metacognitive strategy, in this activity, students must be practiced and the result of their practice will be evaluate by their supervisor. This activity also give students a different learning strategies that appropriate with their learning style. From this activity, students applied 3 strategies, cognitive, memory, and metacognitive strategies.

| | | |
|--------------------|--------------|--------------|
| Water | Air | ماء |
| Soil | Tanah | أرض |
| Fire | Api | نار |
| Air | Udara | هواء |
| River | Sungai | نهر |
| Beach | Pantai | شاطئ |
| Mount | Gunung | جبل |
| Cloud | Awan | سحاب |
| Thunderbolt | Petir | رعد |
| Match | Korek Api | كبريت |
| Flashlight | Sentar | مصباح |
| Plane | Pesawat | طائرة |
| Bicycle | Sepeda | دراجة |
| Motorcycle | Sepeda Motor | دراجة |
| Car | Mobil | سيارة |
| Bag | Tas | كفالة |
| Tap | Kran | حنفية |
| Medicine | Obat | دواء |
| Pocket | Kantong | جيب |
| Mosquito | Nyamuk | بقعونة |
| Mosquito repellent | Obat Nyamuk | سقم البقعونة |
| Glue | Lem | غراء |
| Cart | Gerobak | عربة |
| Marker | Sepidol | معلقة |
| Bird | Burung | طائر |
| Stone | Batu | حجر |
| Sand | Pasir | رمل |
| Story | Cerita | حكاية |

Picture 4.3 list of vocabulary for students every week

4. English speech

In the end of English weeks, the students will deliver a speech, they must make a speech and then remember it, after that they deliver the speech without text. This activity include cognitive, memory, metacognitive, affective and social. Speech is an activity that give to students to practice their English, so it is include in cognitive and metacognitive strategies. Before deliver the speech, students ask their supervisor to correct the grammar and correct the mistake when they deliver a speech, so they use social strategies. And the students also using the rhyme when deliver the speech, the rhyme help them to remember the speech, beside rhyme students also using gesture to remember the English word, so they use memory strategies. To handle their nervousness, they try to relax themself and some students gives themself reward after they success deliver the speech, this is a part of affective strategies.



Picture 4.4 students deliver speech

The researcher also conducted a questionnaire. The questionnaire conducted to 19 students of An Najah Boarding School. Some question related to learning strategies that the students used in enhancing vocabularies

asked to them. The finds of the questionnaire given to students explain below:

1. Cognitive Strategies

There are some learning strategies that is found in cognitive strategies. This table 4.1 below explains about the frequency of strategies used in cognitive strategies.

| No. | Cognitive Strategies | Frequency of strategy used | | | | |
|-----|--|----------------------------|--------|-----------|---------|--------|
| | | Never | Seldom | Sometimes | Usually | Always |
| 1. | Find English words like your language | | | | 2 | 17 |
| 2. | I break long words into smaller pieces to find out what they mean | | | 1 | 1 | 17 |
| 3. | Summarize in English what you have heard or read | | | | 1 | 18 |
| 4. | I say and write new English words many times so that I can learn them. | | | | | 19 |
| 5. | I often start conversations in English with others | | | | | 19 |

From the table above it can be explain that there are five strategies that can be used in cognitive strategy in enhancing vocabularies, the result shows the frequency of cognitive strategies that used by 19 students, there are 17 students always find English words like their language and 2 students usually do it, 17 students always break long words into smaller pieces to find out what they mean, a student usually does it and another one sometimes does it., 18

students always Summarize in English what you have heard or read and a student usually does it, 19 students always say and write new English words many times so that I can learn them, and 19 students always start conversations in English with others.

2. Memory Strategies

There are some learning strategies that is found in memory strategies. This table 4.2 below explains about the frequency of strategies used in memory strategies.

| No. | Memory Strategies | Frequency of strategy used | | | | |
|-----|--|----------------------------|--------|-----------|---------|--------|
| | | Never | Seldom | Sometimes | Usually | Always |
| 1. | I use flashcards to learn new English words | | | 1 | | 18 |
| 2. | I use rhymes to learn new English words | | | 1 | 1 | 17 |
| 3. | I play a new English word | | | 1 | 1 | 17 |
| 4. | I use new English words in sentences so that I can learn them | | | | | 19 |
| 5. | Learn new words by thinking about where you first saw them on a page, blackboard, or street sign | | | 2 | 2 | 15 |

From the table above it can be explain that there are five strategies that can be used in memory strategy in enhancing vocabularies, the result shows

the frequency of memory strategies that used by 19 students, there are 18 students always use flashcards to learn new English words and a student sometimes does it, 17 students always use rhymes to help me learn new English words, a student usually does it and another student sometimes does it, 17 students always act out new English words, a student usually does it, and another student sometimes does it, 19 students always use new English words in a sentence to help them learn the word, and 15 students always learn new words by thinking about where they first saw the words on the page, on the board, or on a street sign, 2 students usually do it and 2 other students sometimes do it.

3. Compensatory Strategies

There are some learning strategies that is found in compensatory strategies. This table 4.3 below explains about the frequency of strategies used in compensatory strategies.

| Table 4.3 | | | | | | |
|---------------------------------------|--|----------------------------|--------|-----------|---------|--------|
| The result of compensatory strategies | | | | | | |
| 1 | 2 | 3 | | | | |
| No. | Compensatory Strategies | Frequency of strategy used | | | | |
| | | Never | Seldom | Sometimes | Usually | Always |
| 1. | If I can't think of an English word, I show what I mean with my hands | 14 | | | 1 | 4 |
| 2. | When I read in English, I don't look up every new word in a dictionary | 17 | 2 | | | |

| 1 | 2 | 3 | | | | |
|----|---|---|---|---|---|----|
| 3. | If I can't think of an English word, I use a word that means the same thing | 7 | 1 | 1 | 6 | 3 |
| 4. | I try to guess what new English words mean | | 8 | 1 | | 10 |
| 5. | I make up a new word if I can't think of an English word | 7 | 1 | | | 11 |

From the table above it can be explain that there are five strategies that can be used in compensatory strategy in enhancing vocabularies, the result shows the frequency of compensatory strategies that used by 19 students there are 4 students always show what they mean with their hands if they can't think of an English word, a student usually does it and 14 students never do it, 2 students seldom don't look up every new word in a dictionary when they read in English and 17 students never do it, 3 students always use a word that means the same thing if they can't think of an English word, 6 students usually do it, a student sometimes does it, a student seldom does it and 7 students never do it, 10 students always try to guess what new English words mean, a student sometime does it and 8 students seldom do it, and 11 students always make up a new word if they can't think of an English word, a student seldom do it and 7 students never do it.

4. Metacognitive Strategies

There are some learning strategies that is found in metacognitive strategies. This table 4.4 below explains about the frequency of strategies used in metacognitive strategies.

| No. | Metacognitive Strategies | Frequency of strategies used | | | | |
|-----|---|------------------------------|--------|-----------|---------|--------|
| | | Never | Seldom | Sometimes | Usually | Always |
| 1. | I listen well (carefully) when people speak English | | 1 | | 5 | 13 |
| 2. | I find many ways to use my English | | 1 | 6 | | 12 |
| 3. | I look for people I can talk to in English | 1 | | | 6 | 12 |
| 4. | I plan my day so I will have time to study English | | | | | 19 |
| 5. | I look for things to read in English. | 1 | | | 1 | 17 |

From the table above, there are five strategies that can be used in metacognitive strategies in enhancing vocabularies, the result from 19 students shows there are 13 students always listen well (carefully) when people speak English, 5 students usually do it, and a student seldom do it, 12 students always find many ways to use their English, 6 students sometimes do it and a student seldom does it, 12 students always look for people they can talk to in English, 6 students usually do it and a student never does it, 19 students always plan their day so they will have time to study English, and 17 students always look for things to read in English, a student usually does it and a student never does it.

5. Social Strategies

There are some learning strategies that is found in social strategies. This table 4.5 below explains about the frequency of strategies used in metacognitive strategies.

| No. | Social Strategies | Frequency of strategies used | | | | |
|-----|---|------------------------------|--------|-----------|---------|--------|
| | | Never | Seldom | Sometimes | Usually | Always |
| 1. | I give myself a gift or a treat when I do well in English | 1 | 1 | | 9 | 8 |
| 2. | I talk to people about how I feel when I am learning English | | | 2 | 6 | 11 |
| 3. | I don't let my English mistakes stop me from speaking | 2 | | | | 17 |
| 4. | I try to calm down (relax) when I feel scared of using English. | | | 1 | 1 | 17 |
| 5. | I write about how I feel when I am learning English in my journal | | | 2 | | 17 |

From the table above, there are five strategies that can be used in social strategies in enhancing vocabularies, the result from 19 students shows there are 8 students always give themselves a gift or a treat when they do well in English, 9 students usually do it, a student seldom does it and a student never does it, 11 students always talk to people about how they feel when they are learning English, 6 students usually do it and 2 students

sometimes do it, 17 students always don't let their English mistakes stop them from speaking and 2 students never do it, 17 students always try to calm down (relax) when they feel scared of using English, a student usually does it and a student sometimes does it, and 17 students always write about how they feel when they are learning English in their journal and 2 students sometimes do it.

6. Affective Strategies

There are some learning strategies that is found in social strategies. This table 4.6 below explains about the frequency of strategies used in metacognitive strategies.

| No. | Affective Strategies | Like scaler | | | | |
|-----|--|-------------|--------|-----------|---------|--------|
| | | Never | Seldom | Sometimes | Usually | Always |
| 1. | I practice English with other students | 1 | | | 1 | 17 |
| 2. | I ask questions in English | | 1 | 1 | | 17 |
| 3. | I try to learn about Americans and how they live. | 1 | | 1 | 2 | 15 |
| 4. | If I don't understand, I ask English speakers to slow down or say it again | 1 | 7 | 1 | 1 | 9 |
| 5. | I ask English speakers to correct me when I talk | | | | 10 | 9 |

From the table above, there are five strategies that can be used in metacognitive strategies in enhancing vocabularies, the result from 19 students shows there are 17 students always practice English with other students, a student usually does it and a student never does it, 17 students always ask questions in English, a student sometimes does it and a student seldom does it, 15 students always try to learn about Americans and how they live, 2 students usually do it, a student sometimes does it and a student never does it, 9 students always ask English speakers to slow down or say it again if they don't understand, a student usually does it, a student chooses sometimes, 7 students seldom do it, and a student choose never does it, 9 students always ask English speakers to correct them when they talk and 10 students usually does it.

The researcher also conducted a test. The test given to 19 students of An Najah boarding school. The result of the test show:

| 1 | 2 | 3 | 4 |
|------------|-----------------|--------------|-----------------|
| No. | Students | Score | Category |
| 1 | NM | 85 | Very good |
| 2 | ANP | 80 | Very good |
| 3 | RPWN | 75 | Good |
| 4 | NA | 85 | Very good |
| 5 | AH | 90 | Excellent |
| 6 | SA | 100 | Excellent |

| 1 | 2 | 3 | 4 |
|-------------|------|------------------|-----------|
| 7 | AR | 90 | Excellent |
| 8 | NSF | 90 | Excellent |
| 9 | RK | 85 | Very good |
| 10 | DA | 80 | Very good |
| 11 | MA | 90 | Excellent |
| 12 | DBCL | 80 | Very good |
| 13 | AR | 90 | Excellent |
| 14 | RH | 90 | Excellent |
| 15 | S | 100 | Excellent |
| 16 | NRY | 85 | Very good |
| 17 | TNA | 85 | Very good |
| 18 | RA | 90 | Excellent |
| 19 | BAZ | 95 | Excellent |
| Total score | | 1665 | |
| Mean score | | 87,6 (very good) | |

Score grading scale: Excellent = 90 to 100

Very Good = 80 to <90

Good = 70 to <80

Fair = 60 to <79

Low = 50 to <60

Very low = 0 to <50

Based on the table, it can be state that from 19 students' result of the test it can be state that total score of the test is 1655. And the mean is 87,6 (very good). The result of the mean is get from the total score divided by total student:

$$\text{Mean} = \frac{\text{total students' score}}{\text{total students}} = \frac{1665}{19} = 87,6.$$

B. Discussion.

In this session, the researcher presents a discussion based on the findings of the study. Then, those findings are related to theories in some sources about learning strategies in enhancing vocabulary. The types of learning strategies have been classified into six types by Oxford (2001), they are:

1. Cognitive strategy

Cognitive strategies assist the learner in manipulating language material in direct ways. For example, they are practicing four subsets of cognitive strategies: receiving and sending messages, analyzing and reasoning, and creating structure for input and output.

The result of this research show that students use this strategy in some activities. In these activities, they practice their vocabularies in so many ways. Based on observation, the activities that use this strategy are English week, vocab of the week and English speech.

The result of questionnaire also show that almost all students answer they always using this strategy in many ways: first, find English words like their own language and practicing their English with others, it seems when English weeks, students talk to each other with English as like as their own. Second, saying or writing new English word to help remember it, they write the important or unfamiliar vocabulary to help them remember it.

2. Memory strategy

An example of an Oxford-based memory strategy (2001) "I put new English words in sentences to help me remember them" (p.294). These strategies include grouping, representing sound in memory, reviewing, and using physical responses.

Activities that students use in this strategy are vocabulary around the school, English week, vocabulary of the week, and speech. The answer of questionnaire also show almost of students use this strategies, there are some way they use to enhance vocabulary such as use rhyme, use a new English word in a sentences, and remember the English words in a specific way.

3. Compensatory strategy

This strategy includes strategies such as guessing and gesture, such as guessing from context in reading and listening, using synonyms and 'talking around' the missing word to assist speaking and writing, and strictly speaking, using gesture or pause words will assist the learner in catching up for missing knowledge.

Unfortunately, there are no activities that used this strategy in this school. The activity that can be used this strategy is watching movie, the students can guessing based on the movie clip when they don't understand what their saying in that movie. The result of questionnaire also show most of students do not use this strategy.

4. Metacognitive strategy

Identifying one's own learning style preferences and needs, planning for a second language task, gathering and organizing materials, arranging a study space and a schedule, monitoring mistakes, evaluating task success, and evaluating the success of any type of learning strategy are all examples of metacognitive strategies.

The result of this research show that this strategy uses in some activities such as English week, vocabulary of the weeks and English speech. These activities help students to get various way to enhance their vocabulary. In these activities the supervisor also give students some evaluation, so the students can improve their English better. Based on questionnaire also show many students that use this strategy by listening carefully when people speak English and looking for people to talk in English.

5. Social strategy

Social strategies use by learner as asking questions to get confirmation, asking for clarification on a confusing point, asking for help while doing language task, talking with a native-speaking conversation partner, and exploring cultural and social norms will help the learner work with partner and understand the target cultural as well as the language..

Based on observation, the result show this strategy use in English weeks and English speech. The result of questionnaire also show that the number of students that use this strategies is not much as cognitive,

memory and metacognitive strategies. They use this strategies in English weeks by talking and practicing the English with others. And in speech this strategy is used by asking supervisor to correct their English speech.

6. Affective strategy

Affective strategies are used to deal with emotions, attitudes, and motivations. According to Oxford (2001), language learners can gain control over previously mentioned factors by employing effective strategies. She also stated that good language learners are frequently those who are able to control their emotions and attitudes toward learning.

The result of this study show, this strategy is used by students in English week and speech. In English weeks they sometimes talk about their feelings in using English, even they make a mistake while talk with others, it does not make them stop to talk using English, they improve their English by that mistake. Delivering the speech also make them nervous, they try to relax themselves to handle their nervousness, so they can deliver the speech confidently.

Oxford (2001) state that there are six learning strategies: cognitive strategy, memory strategy, compensatory strategy, metacognitive strategy, social strategy and affective strategy. The dominance strategies that students used in improving vocabulary are cognitive strategies, memory strategies, and metacognitive strategies. These

strategies also related to students' answer in questionnaire where these strategies has the dominance used while the students want to improve their vocabulary skill.

First dominance strategy is cognitive strategy. In this strategy, students use some strategies in enhancing vocabulary such as looking for words in English that are like their own language, breaking long words into small parts to figure out what they mean, making summarize of thing they hear or read in English, saying or writing new English words many times to help them learn it, and starting to talk in English with others.

The next dominance strategy is memory strategy. In enhancing vocabulary by using this strategy, students have some way, such as using flashcards to learn new English words, using rhyme to help them learn new English word, acting out English word, using new English words in a sentence to help them learn it, and learning new word by thinking about where they first saw it on the page or on the board or on the street sign.

The last dominance strategy used by students in enhancing vocabulary is metacognitive strategy. They use some strategies such as listening well when people speak English, finding many ways to use their English, looking for people they can talk to in English, planning their day so they will have time to study English, and looking for things to read in English.

The researcher also conduct a test. The test consist of 20 question include multiple choice, short answer, synonym and antonym that related to the vocabulary that they have been learning in boarding school. The aims of the test are to show that students' knowledge about the vocabularies that they have learnt is strong in their mind. The students using these learning strategies in remembering the vocabularies. The result of the test show that all students really have the strong mind about the vocabularies that they have learnt. It can be seen from the score that students get are between 75 (the lowest score) and 100 (the highest score) and the mean of their score is 87.6 (very good). In addition, it can be concluded that their strategies is effective to apply in improving their vocabulary skill.