

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

This research was conducted at English Education Department of Tarbiyah and Teachers Training Faculty of Antasari State Islamic University located on A. Yani Street km. 4,5 Banjarmasin. This chapter present the result of research in the form a description of language learning strategies of English Education Department's lecturers at Antasari State Islamic University Banjarmasin.

The result of this research and the discussion are data analysis result gathered during the research process. It is collected based on the result of questionnaire and interview which has done outside.

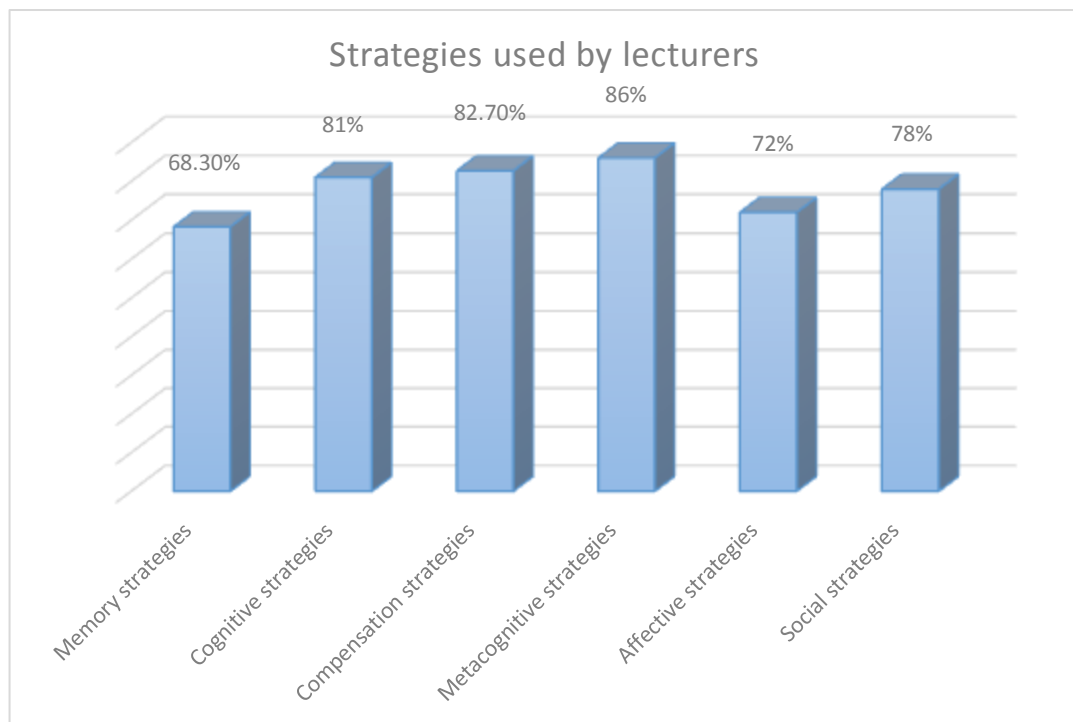
By using questionnaire and interview technique the researcher answered the statements of the problems as follows :

#### **1. Kinds of language learning strategies used by English Education Department's lecturers at Antasari State Islamic University Banjarmasin**

This part found the kinds of language learning strategies used by English Education Department's lecturers. Actually every lecturer in English Education Departments are used all of the strategies in learning English language who created by Oxford such as memory strategies , cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies.

After gathered the data from questionnaire and the researcher found the strategies used by English Department's lecturers as follows.

**Chart 4.1 strategies used by lecturers**

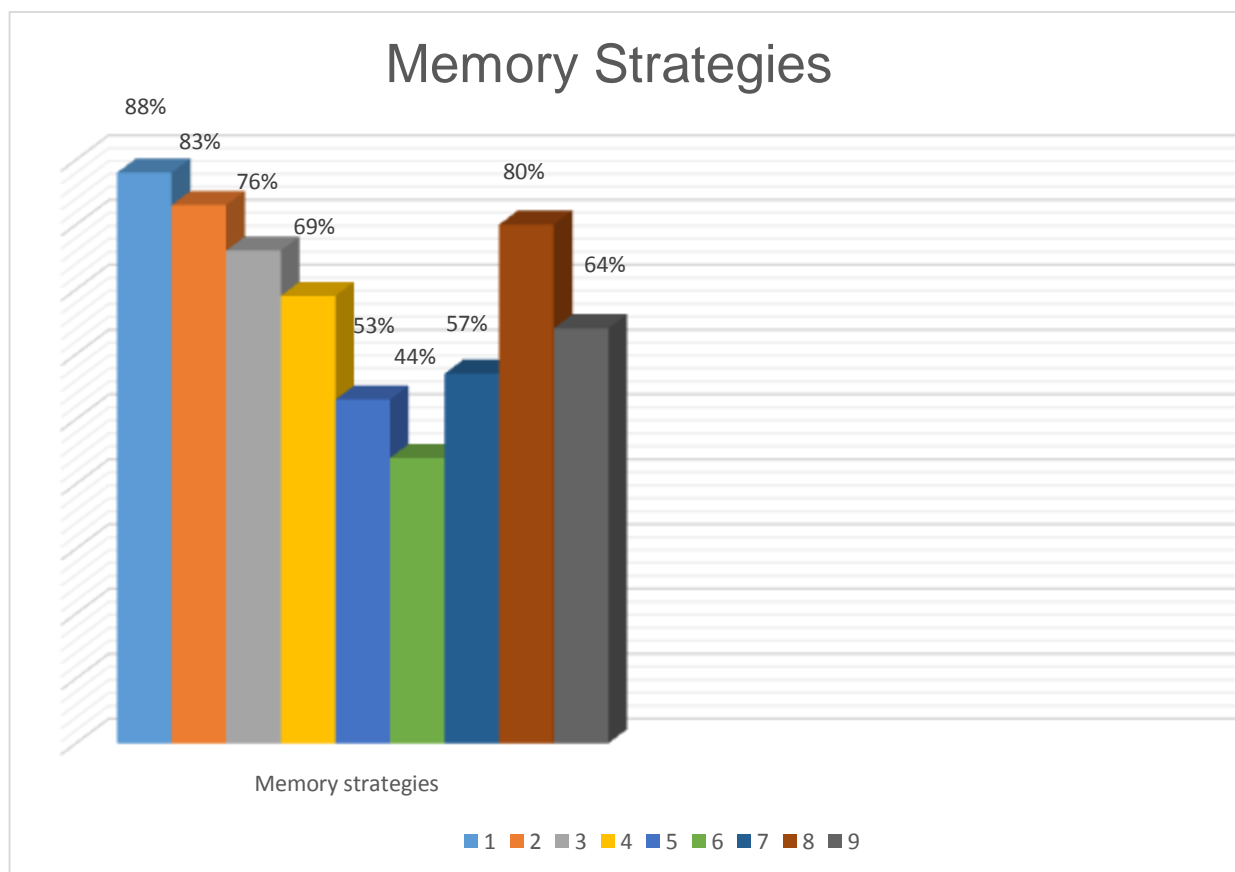


Thus, from chart above the researcher found the kinds of strategies used by English Education Departments lecturers at Antasari State Islamic University Banjarmasin for overall 6 strategies as follows: Metacognitive strategies is 86% this kind of strategies are very appropriate used by English lecturers ,followed by Compensation strategies is 82,7%, Cognitive strategies is 81%, Social strategies is 78%, Affective strategies is 72%, the last is strategies are rarely used by

lecturers is Memory strategies is 68,3%. (see Appendix.4 the result of questionnaire)

## 1. Memory Strategies

**Chart 4.2 The lecturers's questionnaire result in memory strategies for each item of strategies**



Based on chart above there are 9 indicators in memory strategies. The strategies are used by lecturers in learning English language in this category of strategies as follows :

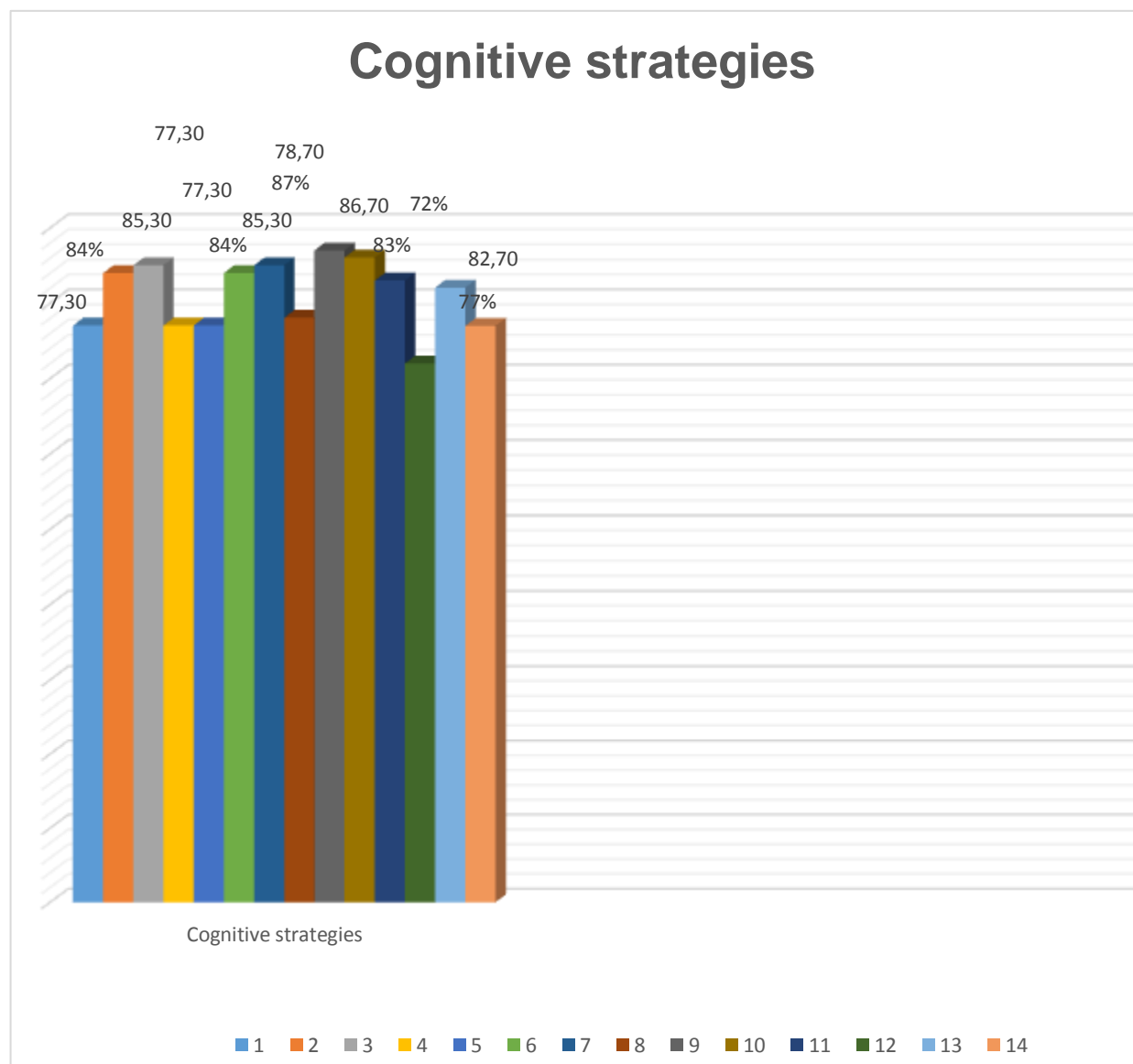
1. They always think of relationships between what they already known and new things they learned in English
2. They used new English words in a sentence so they could remember it
3. They connected the sound of a new English word and an image or picture of the word to help remember the word
4. They remembered a new English word by making a mental picture of a situation in which the word might be used
5. They used rhymes to remember new English words
6. They used flash card to remember new English words
7. They physically acted out new English words
8. They reviewed English lessons often
9. They remembered new English words or phrase by remembering their location on the page, on the board, or on a street sign

Thus, there are 9 indicators in Memory strategies. All indicators includes creating mental linkages (grouping, associating/elaborating, placing new words into a context) for indicators 1, 2. Applying images and sounds (using imagery, semantic mapping, using keywords and representing sounds in memory) for indicators 3, 4, 5 6. Reviewing well (structure viewing) for indicator 8 and employing action (using physical response or sensation and using mechanical techniques) for indicator7, 9. The highest strategies / the most frequent strategies

used by English lecturers from indicators 1-9 was the first indicator “They always think of relationships between what they already known and new things they learn in English”. And the lowest strategies used by English lecturers from indicator 1-9 was the sixth indicator “They used flash card to remember new English words”.

## 2. Cognitive Strategies

**Chart 4.2. The lecturers’s questionnaire result in cognitive strategies for each item of strategies**



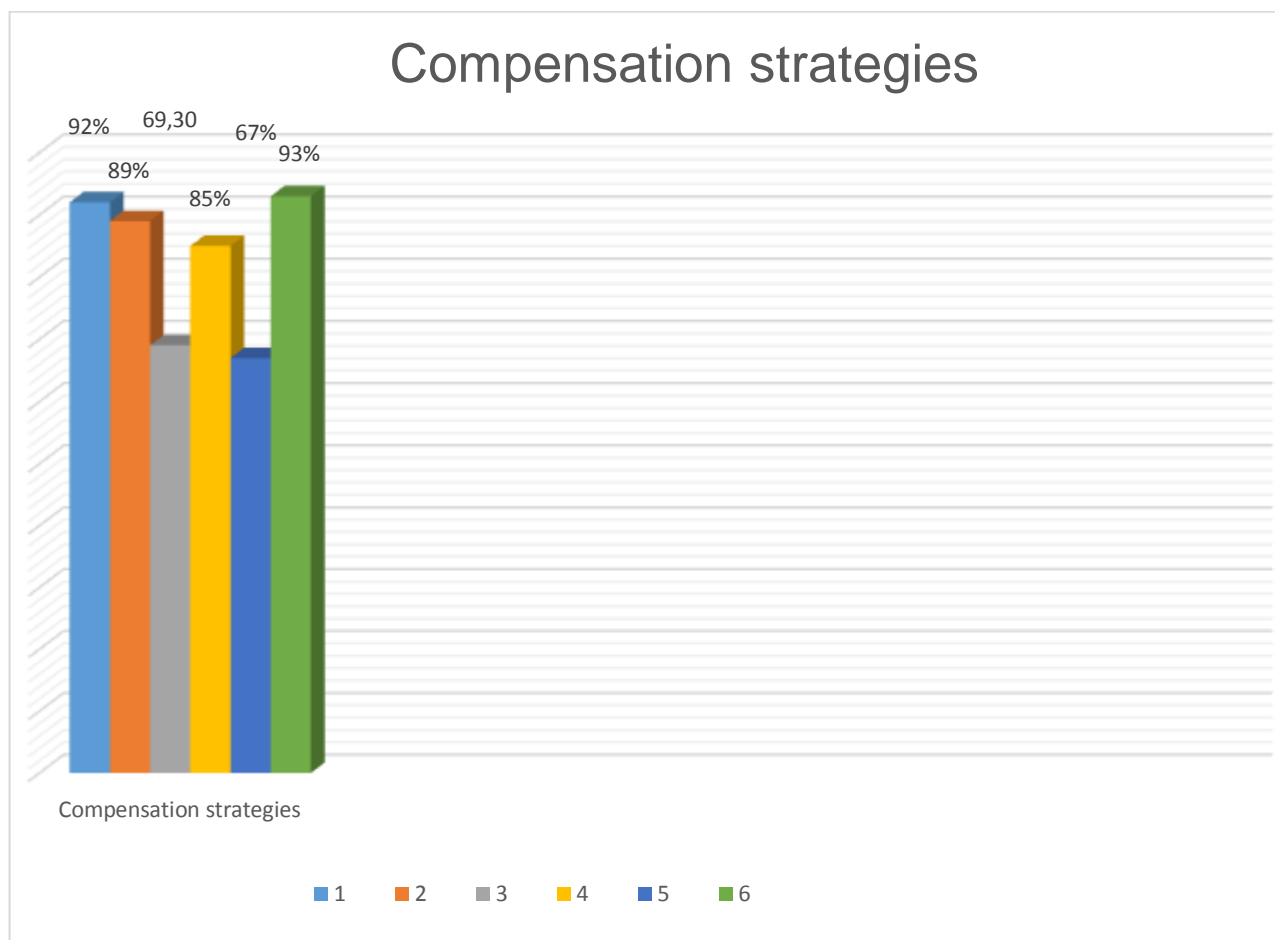
Based on chart above there are 14 indicators in cognitive strategies. The strategies are used by lecturers in learning English language in this category of strategies as follows :

1. They said or wrote new English word several times
2. They tried to talk like native speakers
3. They practiced the sound of English
4. They used the English words they know in different ways is
5. They started conversation in English is
6. They watched English language TV shows spoken in English or go to movies spoken in English
7. They read for pleasure in English
8. They wrote notes, messages, letters, or reports in English
9. They skimmed an English passage (they read over the passage quickly) then go back and read carefully
10. They looked for words in they own language that are similar to new words in English
11. They tried to find the patterns in English
12. They found the meaning of an English word by dividing it into parts that they understand
13. They tried not to translate word for word
14. They made summarizes of information that they hear or read in English

Thus, there are 14 indicators in Cognitive strategies. All indicators includes Practicing (repeating, formally practicing with sounds and writing system, recognizing and using formulas and patterns, recombining and practicing naturalistically) for indicators 1,2,3,4,5. Receiving and sending messages (getting the idea quickly and using resources for receiving and sending messages for indicators 6,7. Analyzing and reasoning (reasoning deductively, analyzing expressions, analyzing contrastively across languages, translating and transferring) for indicators 8,9,10,11,12. Creating structure for input and output (taking notes, summarizing, and highlighting) for indicators 13, 14. The highest strategies / the most frequent strategies used by English lecturers from indicators 1-14 was the ninth indicator “They skimmed an English passage (they read over the passage quickly) then go back and read carefully”. And the lowest strategies used by English lecturers from 1-14 indicators was the twelfth “They found the meaning of an English word by dividing it into parts that they understand ”.

### 3. Compensation Strategies

**Chart 4.4. The lecturers's questionnaire result in compensation strategies for each item of strategies**



Based on chart above there are 6 indicators in compensation strategies. The strategies are used by lecturers in learning English language in this category of strategies as follows :

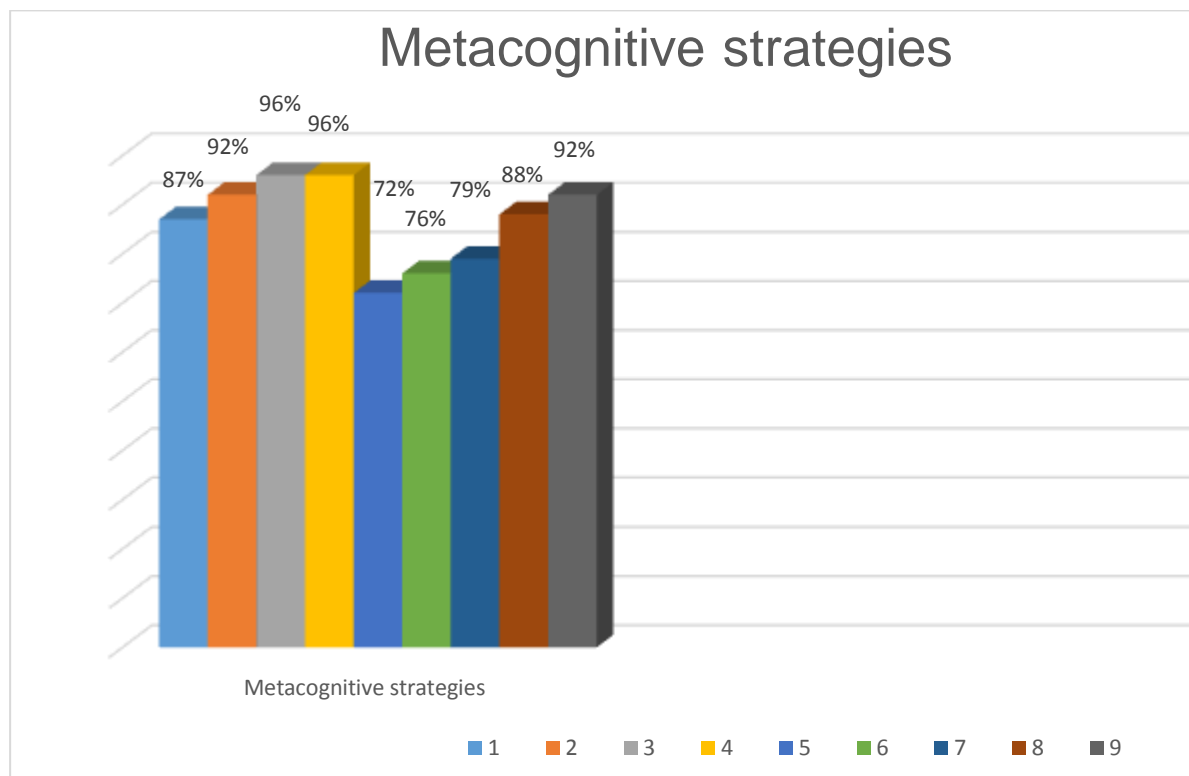


1. If they want to understand unfamiliar English word, they made guesses
2. When they could not think of a word during a conversation in English, they used gestures to easily do the communication
3. They made up new words if they did not know the right ones in English
4. They read English without looking up every new word
5. They tried to guess what the other person would say next in English
6. If they could not think of an English word, they used a word or phrase that means the same thing

Thus, there are 6 indicators in Compensation strategies. All indicators includes Guessing intelligently (using linguistic clues, and using other clues) for indicator 1. Overcoming limitations in speaking and writing (switching to the mother tongue, getting help, using mime or gesture, avoiding communication partially or totally, selecting the topic, adjusting or approximating to the message, coining words and using a circumlocution or synonym) for indicators 2,3,4,5,6. The highest strategies / the most frequent strategies used by English lecturers from indicators 1-6 was the sixth indicator“If they could not think of an English word, they used a word or phrase that means the same thing”. And the lowest strategies used by English lecturers from indicators 1-6 was the fifth indicator They tried to guess what the other person would say next in English”.

#### 4. Metacognitive Strategies

**Chart 4.5. The lecturers's questionnaire result in metacognitive strategies for each item of strategies**



Based on chart above there are 9 indicators in metacognitive strategies.

The strategies are used They try to find as many ways as they can use their English by lecturers in learning English language in this category of strategies as follows:

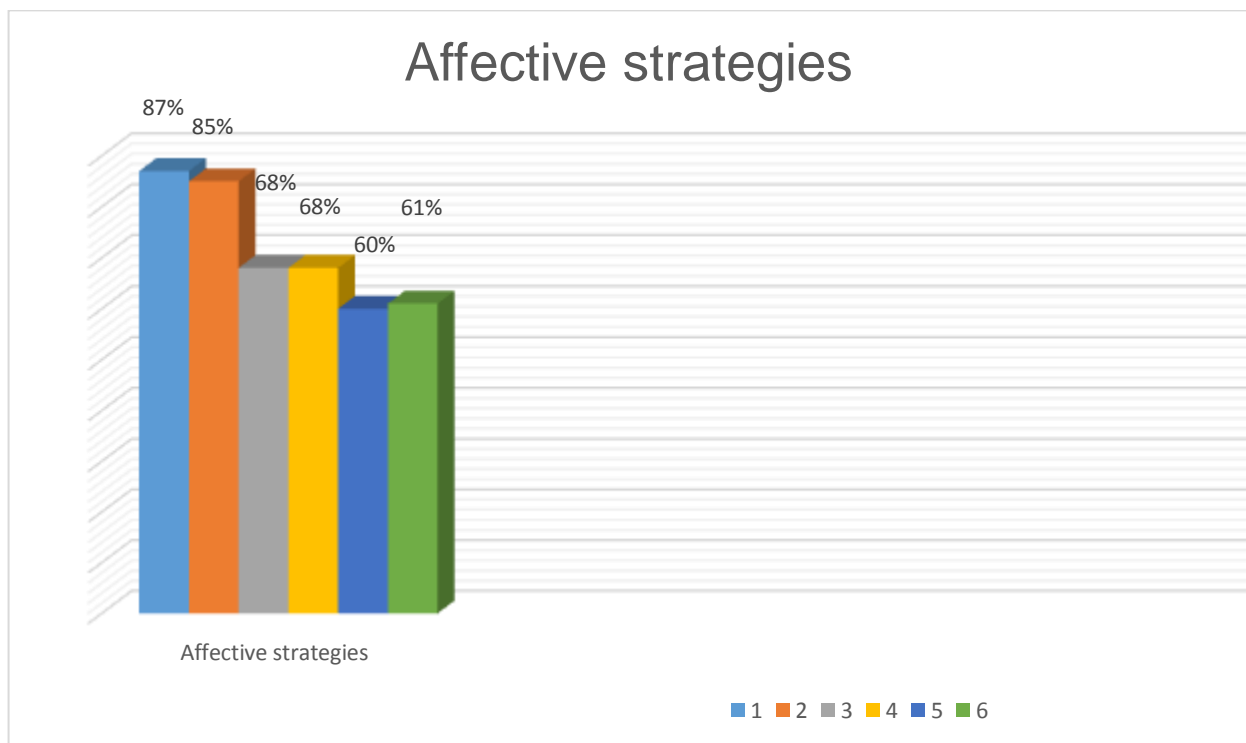
1. They tried to find as many ways as they can use their English
2. They noticed their English mistakes and use that information to help them better in English
3. They paid attention when someone is speaking English

4. They tried to find out how to be a better learner of English
5. They planned their schedule so they they will have enough time to study English
6. They looked for people they can talk to in English
7. They looked for opportunities to read as much as possible in English
8. They had clear goals for improving their English skills
9. They thought about their progress in learning English

Thus, there are 9 indicators in Metacognitive strategies. All indicators includes Centering learning (overview and linking with already known material, paying attention, delaying speech production to focus on listening) for indicators 2,3. Arranging and planning learning (finding out about language learning, organizing, setting goals and objectives, identifying the purpose of language task (purposeful listening/reading/speaking/writing), planning for a language task, seeking practice opportunities) for indicators 1,4,5,6. Evaluating the learning (self-monitoring and self-evaluating) for indicators 8,9. The highest strategies / the most frequent strategies used by English lecturers from indicators 1-9 were the third and the fourth indicator “They paid attention when someone is speaking English”, and “They tried to find out how to be a better learner of English”. And the lowest strategies used by English lecturers from indicators 1-9 was the fifth indicator “They planned their schedule so they they will have enough time to study English”.

## 5. Affective Strategies

**Chart 4.5. The lecturers's questionnaire result in affective strategies for each item of strategies**



Based on chart above there are 6 indicators in affective strategies. The strategies are used by lecturers in learning English language in this category of strategies as follows:

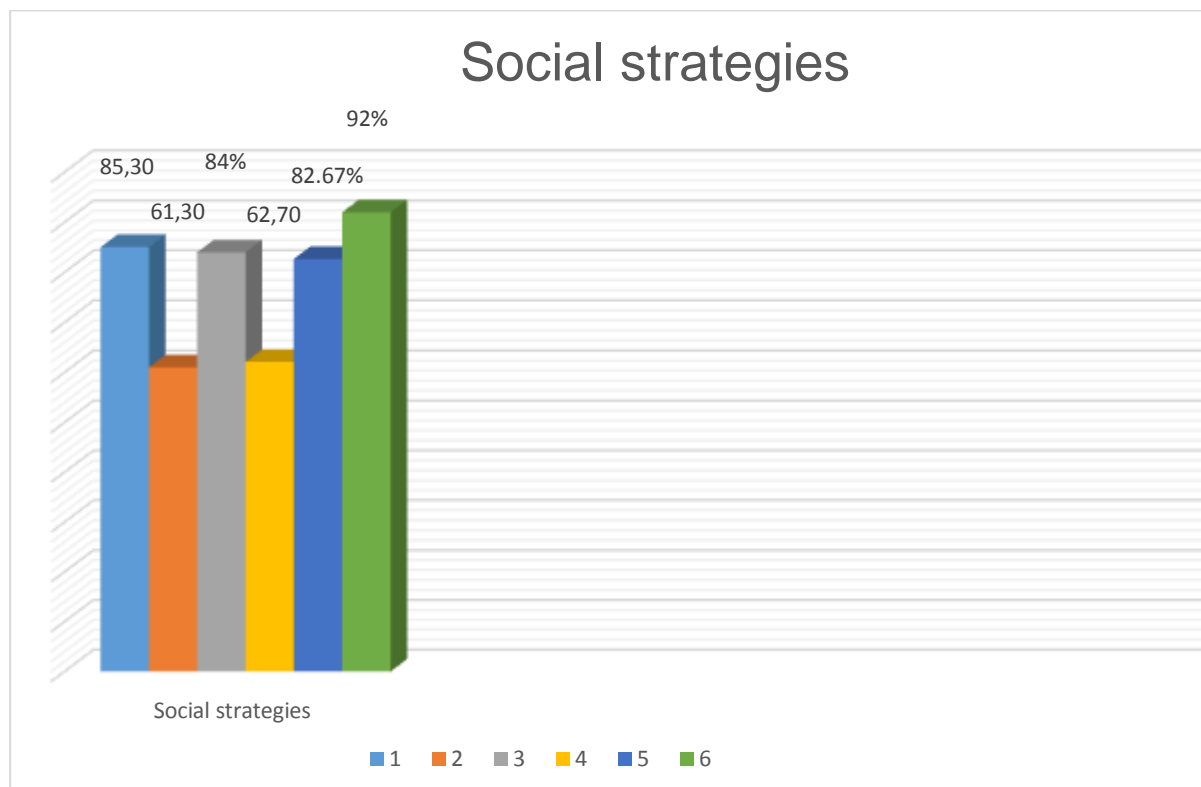
1. They tried to relax whenever they feel afraid of using English
2. They encouraged themselves to speak English even when they are afraid of making a mistake
3. They gave themselves a reward or treated themselves when they do well in English
4. They noticed if they are tense or nervous when they are studying or using English.

5. They wrote down their feelings in a language learning diary
6. They talked to someone else about how they feel when they are learning English

Thus, there are 6 indicators in Affective strategies. All indicators includes Lowering anxiety (using progressive relaxation, deep breathing or meditation, using music, using, laughter) for indicators 1,2 . Encouraging self (making positive statements, taking risks wisely, rewarding self) for indicator 3. Taking emotional temperature (listening to body, using a checklist, writing a language learning diary, discussing feelings with someone else) for indicators 4,5,6. The highest strategies / the most frequent strategies used by English lecturers from indicators 1-6 was the first indicator “They tried to relax whenever they feel afraid of using English”. And the lowest strategies used by English lecturers from indicators 1-6 was the fifth indicator “They wrote down their feelings in a language learning diary”.

## 5. Social Strategies

**Chart 4.6. The lecturers's questionnaire result in social strategies for each item of strategies**



Based on chart above there are 6 indicators in social strategies. The strategies are used by lecturers in learning English language in this category of strategies as follows:

1. If they did not understand something in English, they asked the other person to slow down or said it again
2. They asked English speaker to correct them when they talked
3. They practiced English with other students

4. They asked for help from English speakers
5. They asked questions in English
6. They tried to learn about the culture of English speaker.

Thus, there are 6 indicators in Social strategies. All indicators includes Asking questions (asking for clarification or verification, asking for correction) for indicators 1,2. Cooperating with others (cooperating with others, cooperating with proficient users of the new language) for indicators 3,4,5. Empathizing with others (developing cultural understanding, becoming aware of others' thoughts and feelings) for indicator 6. The highest strategies / the most frequent strategies used by English lecturers from indicators 1-6 was the sixth indicator "They tried to learn about the culture of English speaker". And the lowest strategies used by English lecturers from indicators 1-6 was the second indicator "They asked English speaker to correct them when they talked".

## **2. The difficulties of English Education Departments lecturers at Antasari State Islamic University Banjarmasin faced when they were learning the English language**

This part the researcher found the difficulties the lecturers faced when they learned English language . Every person who has learning process definitely has some difficulties when the process of learning was going on, so the lecturers. The kinds of the difficulties the lecturers faced are different each others. From interview technique the researcher found several difficulties the lecturers faced when they learned English language as follows:

### **a. In speaking**

They have less confidence, anxiety when they want to speak in front of the people or do the communication with another because they have lack of vocabularies.

The strategies that lecturers used for reducing this difficulty were :

1. If they did not understand unfamiliar English words, they make guesses
2. If they can not think of a word during a conversation in English, they use gestures
3. If they can not think of an English word, they used a word or phrase that means the same thing.
4. They practiced English with other students
5. They encouraged theirselves to speak English even they afraid of making a mistake
6. They tried to relax whenever they felt afraid of using English



7. They tried to read as much as possible from magazines, books or novel to increase their vocabularies.

b. In writing ,

They have difficulty for expressing idea in their writing. Some lecturers had this difficulty when they want to practice for writing.

The strategies that used by the lecturers for reducing this difficulty were:

1. They wrote new English word for several times
2. They tried to write notes, messages, letters, or reports in English
3. They made summarize of information that they heard or read in English
4. They tried to always write some sentences about anything and write poetries
5. They tried to always read as much as possible to reach vocabularies.

c. In reading,

They had difficulty to know the meaning of new words and unfamiliar words, the lecturers had this difficulty when they read some books, novels, magazines and so on that contains English language.

The strategies that used by the lecturers for reducing this difficulty were:

1. They read for pleasure in English and guesing the meaning from the context
2. They skimmed an English passage (they read over the passage quickly) then go back and read carefully
3. They tried not to translate word for word
4. They read English without looking up every new word

5. They looked for opportunities to read as much as possible

d. In listening,

They had this difficulty when listening new word and unfamiliar words. Some lecturers had this difficulty in learning English language when they listened English song, English movie or when someone speaking in English. sometimes they did not know the meaning of the words.

The strategies that used by the lecturers for reducing this difficulty were:

1. They pay attention when someone is speaking English
2. If they did not understand something in English, they asked the other person to slow down or say it again
3. They tried to always listen English song and repeat it for several times
4. They tried to watch English movie without English subtitle and repeat it the words they did not know for several times.

## **B. Discussion**

The researcher discusses the finding of research. The discussion contains of kinds of language learning strategies used by English Education Department's lecturers and the difficulties the lecturers faced when they learned language as language learners. In the discussion section, the researcher tried to make description of the research findings with the relevant references. Here is the discussion:

**1. The kinds of language learning strategies used by English Education Department's Lecturers at Antasari State Islamic University Banjarmasin**

The model of language learning strategies in research findings is relevant to the language learning strategies model stated by Rebecca Oxford. Oxford divided the language learning strategies in two general categories. Direct strategies and Indirect Strategies.

1. Memory strategies, according Oxford this strategies can help language learners for entering new information into memory storage and for retrieving information in orderly string or concept without involve deep understanding. Memory strategies are based on simple principles like laying things out in order, making association, and reviewing. They include creating mental linkages (Grouping, associating/ elaborating, and placing new words into a context, applying images and sounds (using imagery, semantic mapping, using keywords, and representing sounds in memory), reviewing well (structure viewing), and employing action (using physical response or sensation and using mechanical techniques).

Based on finding in memory strategies, the researcher found that the lecturers of English Education Department used all these categories strategies in their learning based on Oxford theories. There are 9 indicators in this strategies, they are :creating mental linkages (grouping, associating/elaborating, placing new words into a context) for indicators 1, 2. Applying images and sounds (using imagery, semantic mapping, using

keywords and representing sounds in memory) for indicators 3, 4, 5 6. Reviewing well (structure viewing) for indicator 8 and employing action (using physical response or sensation and using mechanical techniques) for indicator 7, 9.

Thus, between the theories defines by Rebecca Oxford about language learning strategies in memory strategies with the finding the researcher found when did the research are the same. They are related each others. The lecturers used all categories of strategies by Oxford in Memory strategies (There are 9 indicators of strategies in this category and the lecturers used all the strategies in their learning, the strategies includes : creating mental linkages, one of some indicators “They used new English words in a sentence so they could remember it” , applying images and sounds, one of some indicators “They used rhymes to remember new English words”, reviewing well, the indicator “They reviewed English lessons often”, and employing action, one of some indicators “They physically acted out new English words”.

2. Cognitive strategies , according Oxford this strategies are the strategies that enable the learner to understand and produce the new language for linking new information with existing schemata and for analyzing and classifying it, e.g., reasoning, practicing, receiving, sending messages and also summarizing. These are perhaps the most popular strategies with language learners. The target language is manipulated or transformed by repeating, analyzing or summarizing. They include Practicing (repeating, formally practicing with sounds and writing system, recognizing and using formulas

and patterns, recombining and practicing naturalistically). Receiving and sending messages (getting the idea quickly and using resources for receiving and sending messages). Analyzing and reasoning (reasoning deductively, analyzing expressions, analyzing contrastively across languages, translating and transferring). Creating structure for input and output (taking notes, summarizing, and highlighting) .

Based on finding in cognitive strategies, the researcher found that the lecturers of English Education Department used all these categories strategies in their learning based on Oxford theories. There are 14 indicators in this strategies, they are : Practicing (repeating, formally practicing with sounds and writing system, recognizing and using formulas and patterns, recombining and practicing naturalistically) for indicators 1,2,3,4,5. Receiving and sending messages (getting the idea quickly and using resources for receiving and sending messages for indicators 6,7. Analyzing and reasoning (reasoning deductively, analyzing expressions, analyzing contrastively across languages, translating and transferring) for indicators 8,9,10,11,12. Creating structure for input and output (taking notes, summarizing, and highlighting) for indicators 13, 14.

Thus, between the theories defines by Rebecca Oxford about language learning strategies in cognitive strategies with the finding the researcher found when did the research are the same. They are related each others. The lecturers used all categories of strategies by Oxford in Cognitive strategies (There are 14 indicators of strategies in this category and the

lecturers used all the strategies in their learning, the strategies includes :

Practicing, one of some indicators “They said or wrote new English word several times”, Receiving and sending the messages, one of some indicators “They watched English language TV shows spoken in English or go to movies spoken in English”, Analyzing and reasoning, one of some indicators “They looked for words in they own language that are similar to new words in English”, Creating structure for input and output, one of some indicators “They made summaries of information that they hear or read in English”.

3. Compensation strategies, according Oxford this strategies are strategies to help the learners used the target language for either comprehension or production in spite of the limitations in knowledge. This strategies aim to make up for an inadequate repertoire of grammar especially of vocabulary. They include Guessing inteligently (using linguistic clues, and using other clues). Overcoming limitations in speaking and writing (switching to the mother tongue, getting help, using mime or gesture, avoiding communication partially or totally, selecting the topic, adjusting or approximating to the message, coining words and using a circumlocution or synonym).

Based on finding in compensation strategies, the researcher found that the lecturers of English Education Department used all these categories strategies in their learning based on Oxford theories. There are 14 indicators in this strategies, they are : Guessing inteligently (using linguistic clues, and using other clues) for indicator 1. Overcoming limitations in speaking and writing (switching to the mother tongue, getting help, using mime or gesture, avoiding communication

partially or totally, selecting the topic, adjusting or approximating to the message, coining words and using a circumlocution or synonym) for indicators 2,3,4,5,6.

Thus, between the theories defines by Rebecca Oxford about language learning strategies in compensation strategies with the finding the researcher found when did the research are the same. They are related each others. The lecturers used all categories of strategies by Oxford in compensation strategies (There are 6 indicators of strategies in this category and the lecturers used all the strategies in their learning, the strategies includes : Guessing Intelligently, the indicator, “If they want to understand unfamiliar English word, they made guesses”, overcoming limitations in speaking and writing, one of some indicators “When they could not think of a word during a conversation in English, they used gestures to easily do the communication”.

4. Metacognitive strategies, according Oxford this strategies are strategies that help the language learners to regulate their learning, managing themselves as language learners, the general learning process and specific learning task. This strategies help person know themselves better as language learners since these include identifying one’s interest, needs and learning styles preference. They include Centering learning (overview and linking with already known material, paying attention, delaying speech production to focus on listening) for indicators 2,3. Arranging and planning learning (finding out about language learning, organizing, setting goals and objectives, identifying the purpose of language task (purposeful

listening/reading/speaking/writing), planning for a language task, seeking practice opportunities) for indicators 1,4,5,6. Evaluating your learning (self-monitoring and self-evaluating) for indicators 8,9.

Based on finding in metacognitive strategies, the researcher found that the lecturers of English Education Department used all these categories strategies in their learning based on Oxford theories. There are 9 indicators in this strategies, they are : Centering learning (overview and linking with already known material, paying attention, delaying speech production to focus on listening) for indicators 2,3. Arranging and planning learning (finding out about language learning, organizing, setting goals and objectives, identifying the purpose of language task (purposeful listening/reading/speaking/writing), planning for a language task, seeking practice opportunities) for indicators 1,4,5,6. Evaluating your learning (self-monitoring and self-evaluating) for indicators 8,9.

Thus, between the theories defines by Rebecca Oxford about language learning strategies in metacognitive strategies with the finding the researcher found when did the research are the same. They are related each others. The lecturers used all categories of strategies by Oxford in metacognitive strategies (There are 9 indicators of strategies in this category and the lecturers used all the strategies in their learning, the strategies includes: Centering the learning, one of the indicators “They paid attention when someone is speaking English, Arranging and planning the learning, one of some indicators “They planned their schedule so they they will have enough time to study English, Evaluating the learning, one of some indicators “They thought about their progress in learning English”.



5. Affective strategies, according Oxford these strategies are strategies which help language learners help language learners to deal with their emotions, motivation and attitudes. These strategies include identifying one's feeling, lowering anxiety (using progressive relaxation, deep breathing, listening music, and praying), encourage themselves ( having positive think and statements, and rewarding themselves) and taking the emotional temperature (writing a language learning diary, telling the others about feelings in learning the language). they include : Lowering anxiety (using progressive relaxation, deep breathing or meditation, using music, using, laughter). Encouraging self (making positive statements, taking risks wisely, rewarding self). Taking emotional temperature (listening to body, using a checklist, writing a language learning diary, discussing feelings with someone else).

Based on finding in affective strategies, the researcher found that the lecturers of English Education Department used all these categories strategies in their learning based on Oxford theories. There are 6 indicators in this strategies, they are : Lowering anxiety (using progressive relaxation, deep breathing or meditation, using music, using, laughter) for indicators 1,2 . Encouraging self (making positive statements, taking risks wisely, rewarding self) for indicator 3. Taking emotional temperature (listening to body, using a checklist, writing a language learning diary, discussing feelings with someone else) for indicators 4,5,6.

Thus, between the theories defines by Rebecca Oxford about language learning strategies in affective strategies with the finding the researcher found when did the research are the same. They are related each others. The lecturers used all

categories of strategies by Oxford in affective strategies (There are 6 indicators of strategies in this category and the lecturers used all the strategies in their learning, the strategies includes: Lowering anxiety, one of some indicators “They tried to relax whenever they feel afraid of using English”, Encouraging oneself, the indicator “They gave themselves a reward or treated themselves when they do well in English”, Taking emotional temperature, one of some indicators “They talked to someone else about how they feel when they are learning English”.

6. Social strategies, according Oxford these strategies help language learners to increase interaction with the target language. These strategies aim for developing sociolinguistic competence by increasing the interaction with other learners or language speakers, as well as their empathetic understanding. Social strategies are also useful for language learners to facilitate them in learning with others and to understand the culture of the language they are learning. They include: Asking questions (asking for clarification or verification, asking for correction) . Cooperating with others (cooperating with others, cooperating with proficient users of the new language). Empathizing with others (developing cultural understanding, becoming aware of others’ thoughts and feelings).

Based on findings in social strategies, the researcher found that the lecturers of English Education Department used all these categories strategies in their learning based on Oxford theories. There are 6 indicators in these strategies, they are :

Asking questions (asking for clarification or verification, asking for correction) for indicators 1,2. Cooperating with others (cooperating with others, cooperating with proficient users of the new language) for indicators 3,4,5. Empathizing with others

(developing cultural understanding, becoming aware of others' thoughts and feelings) for indicator 6.

Thus, between the theories defines by Rebecca Oxford about language learning strategies in affective strategies with the finding the researcher found when did the research are the same. They are related each others. The lecturers used all categories of strategies by Oxford in social strategies (There are 6 indicators of strategies in this category and the lecturers used all the strategies in their learning, the strategies includes: Asking question, one of some indicators, "If they did not understand something in English, they asked the other person to slow down or said it again". Cooperating with others, one of some indicators "They practiced English with other students", and Empathizing with others, the indicator "They tried to learn about the culture of English speaker".

## **2. The difficulties of English Education Department's lecturers faced when they learned English Language**

According Nizkodubov & Evseeva (2015) the difficulties that might face by English learners are:

- a. A fear of mistakes. Many language learners are prone to perfectionism, often believing that silence is golden, and that it is better to do nothing than to make mistakes that sometimes hinder the process of learning English language.
- b. The unpleasant experience of learning English in schools and universities. Sometimes language learners blame their teachers, often rightly arguing that in secondary schools the English language is taught just "to check the box".

c. A wide range of responsibilities and lack of time. Language learners tend to work, to have families, and to face certain public duties, which, by all means, both affect the learning process and make it difficult for language learners educators to assign homework and to demand its fulfilment.

d. A lack of confidence in their own abilities, usually manifested in an increased level of anxiety. Anxiety occurs for various reasons: the financial cost of education, the lack of support in the family or by the employer, a sense of either hopelessness or the feeling that their training is irrelevant, a lack of confidence in their abilities, and a fear of demonstrating incompetence in a new learning environment. Foreign language listening comprehension is associated with a large number of obstacles that arise because of the specific phonological structure of the English language.

Based on finding, the researcher found that the difficulties the lecturers faced when they learned English language are include 4 skills, they are :

1. In speaking, They have less confidence, anxiety when they want to speak in front of the people or do the communication with another because they have lack of vocabularies.

2. In writing ,

They have difficulty for expressing idea in their writing. Some lecturers had this difficulty when they want to practice for writing.

3. In reading,

They had difficulty to know the meaning of new words and unfamiliar words, the lecturers had this difficulty when they read some books, novels, magazines and so on that contains English language.

4. In listening

They had this difficulty when listening new word and unfamiliar words. Some lecturers had this difficulty in learning English language when they listened English song, English movie or when someone speaking in English. sometimes they did not know the meaning of the words.

Thus, between theories and finding the researcher got some differences . In the theories, Nizkodubov & Evseeva divided the difficulties faced by English learners just come from social and psychological, but in finding, the researcher got new theory that the difficulties might faced by English learners not only come from the language learners social and psychological as stated by Nizkodubov & Evseeva , but also it can come from the subject of the language.