

CHAPTER IV

FINDING AND DISCUSSIONS

The fourth section of this chapter presented the study's findings and discussions. The findings were designed to answer the research problem, there are the proficiency levels of *PKU*'s Students and the learning strategies they used when learning English.

A. Findings

The data of this study was collected through quick check test and questionnaire. There were 10 respondents that had been answer the test and questionnaire.

1. Learning Strategies of *PKU*'s Students

After answering the questionnaire on the google from that researcher made for the *PKU*'s students. The collected answers of *PKU*'s students, are submitted to the worksheet of scoring SILL questionnaire for students that measure their frequency of the learning strategies used are displayed on the table below:

Table 4.1.1 Result on Part A SILL Questionnaire: Memory Strategies

NO	Statements	Percentage of questions result				
		Never	Seldom	Sometime	Usually	Always
1.	I think of relationships between what I already know and new things I learn in the English.	0%	10%	50%	40%	0%

2.	I use new English words in a sentence so I can remember them.	0%	10%	20%	50%	20%
3.	I connect the sound of a new English word and an image or picture of the word to help me remember the word.	0%	10%	40%	40%	10%
4.	I remember a new English word by making a mental picture of a situation in which the word might be used.	0%	40%	10%	50%	0%
5.	I use rhymes to remember new English words.	0%	40%	40%	10%	10%
6.	I use flashcards to remember new English words.	20%	40%	20%	20%	0%
7.	I physically act out new English words.	0%	10%	40%	50%	0%
8.	I review English lessons often.	10%	20%	50%	10%	10%
9.	I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.	0%	20%	30%	40%	10%

First, on table 4.1.1 at memory strategies result, the table showed 9 questions with variative responds, the result shows students were 10% seldom, 50% sometime and 40% usually think of relationships between what they already know and new things I learn in the English. They were 10% seldom, 20% sometime, 50% usually and 20% always use new English words in a sentence so they can remember them. They were 10% seldom, 40% sometime, 40% usually and 10% always connect the sound of a new English word and an image or picture of the word to help me remember the word. They were 40% seldom, 10% sometime and 50% usually remember a new English word by making a mental picture of a situation in which the word might be used. They were 40% seldom, 40% sometime, 10% usually and 10% always use rhymes to remember new English words. They were 20% never, 40% seldom, 20% sometime and 20% usually use flashcards to remember new English words. They were 10% seldom, 40% sometime and 50% usually physically act out new English words. They were 10% never, 20% seldom, 50% sometime, 10% usually and 10% always review English lessons often. They were 20% seldom, 30% sometime, 40% usually and 10% always remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.

Table 4.1.2 Result on Part B SILL Questionnaire: Cognitive Strategies

NO	Statements	Percentage of questions result				
		Never	Seldom	Sometime	Usually	Always
10.	I say or write new English words several times.	0%	20%	50%	30%	0%
11.	I try to talk like native English speakers.	10%	0%	40%	40%	10%
12.	I practice the sounds of English.	0%	10%	40%	50%	0%
13.	I use the English words I know in different ways.	0%	0%	60%	40%	0%
14.	I start conversations in the English.	0%	10%	50%	40%	0%
15.	I watch English language TV shows spoken in English or go to movies spoken in English.	0%	20%	10%	60%	10%
16.	I read for pleasure in the English.	10%	0%	60%	40%	0%
17.	I write notes, messages, letters, or reports in the English.	10%	40%	30%	10%	10%
18.	I first skim an English passage (read over the passage quickly) then go back and read carefully.	0%	30%	40%	30%	0%
19.	I look for words in my own language that are similar to new words in the English.	10%	10%	60%	20%	0%

20.	I try to find patterns in the English.	0%	0%	70%	20%	10%
21.	I find the meaning of an English word by dividing it into parts that I understand.	0%	0%	50%	50%	0%
22.	I try not to translate word for word.	0%	20%	40%	30%	10%
23.	I make summaries of information that I hear or read in the English.	0%	20%	60%	20%	0%

Second, on table 4.1.2 at cognitive strategies have 14 questions, the result shows 20% seldom, 50% sometime and 30% usually say or write new English words several times. They were 10% never, 40% sometime, 40% usually and 10% always try to talk like native English speakers. They were 10% seldom, 40% sometime and 50% usually practice the sounds of English. They were 60% sometime and 40% usually use the English words they know in different ways. They were 10% seldom, 50% sometime and 40% usually conversations in the English. They were 20% seldom, 10% sometime and 60% usually watch English language TV shows spoken in English or go to movies spoken in English. They were 10% never, 60% sometime 10% usually and 10% always read for pleasure in the English. They were 10% never, 40% seldom, 30% sometime, 10% usually and 10% always write note, message, letter, or report in the English. They were 30% seldom, 40% sometime and 30% usually first skim an English passage (read over the passage quickly) then go back and read carefully. They were 10% never,

10% seldom, 60% sometime and 20% usually look for words in their own language that are similar to new words in the English. They were 70% sometime and 20% usually try to find patterns in the English. They were 50% sometime and 50% usually find the meaning of an English word by dividing it into parts that they understand. They were 20% seldom, 40% sometime, 30% usually and 10% always try not to translate word for word. They were 20% seldom, 60% sometime and 20% usually make summaries of information that I hear or read in the English.

Table 4.1.3 Result on Part C SILL Questionnaire: Compensation Strategies

NO	Statements	Percentage of questions result				
		Never	Seldom	Sometime	Usually	Always
24.	I understand unfamiliar English words, I make guesses	0%	10%	50%	40%	0%
25.	When I can't think of a word during a conversation in the English, I use gestures.	0%	0%	30%	40%	30%
26.	I make up new words if I do not know the right ones in the English.	0%	10%	70%	20%	0%
27.	I read English without looking up every new word.	10%	20%	50%	20%	0%
28.	I try to guess what the other person will say	0%	10%	60%	30%	0%

	next in the English.					
29.	If I can't think of an English word, I use a word or phrase that means the same thing.	0%	0%	60%	30%	10%

Third, on table 4.1.3 at compensation strategies have 6 questions, the result shows they were 10% seldom, 50% sometime and 40% usually when they understand unfamiliar English words, they make guesses. They were 30% sometime, 40% usually and 30% always use gestures when they can't think of a word during a conversation in the English. They were 10% seldom, 70% sometime and 20% usually make up new words if I do not know the right ones in the English. They were 10% never, 20% seldom, 50% sometime and 20% usually read English without looking up every new word. They were 10% seldom, 60% sometime and 30% usually try to guess what the other person will say next in the English. They were 60% sometime, 30% usually and 10 always use a word or phrase that means the same thing when they can't think of an English word.

Table 4.1.4 Result on Part D SILL Questionnaire: Metacognitive Strategies

NO	Statements	Percentage of questions result				
		Never	Seldom	Sometime	Usually	Always
30.	I try to find as many ways as I can to use my English.	0%	0%	60%	30%	10%
31.	I notice my English mistakes and use that information to help me do better.	0%	0%	40%	60%	0%
32.	I pay attention when someone is speaking English.	0%	0%	20%	50%	30%
33.	I try to find out how to be a better learner of English.	0%	10%	10%	30%	50%
34.	I plan my schedule so I will have enough time to study English.	10%	10%	30%	20%	10%
35.	I look for people I can talk to in English.	0%	0%	30%	50%	20%
36.	I look for opportunities to read as much as possible in English.	0%	20%	30%	50%	0%
37.	I have clear goals for improving my English skills.	0%	20%	30%	50%	0%
38.	I think about my progress in learning English.	0%	20%	40%	20%	20%

Fourth, on table 4.1.4 at metaconitive strategies have 9 questions, the result shows they were 60% sometime, 30% usually and 10% always try to find as many ways as they can to use their English. They were 40% sometime and 60% usually notice their English mistakes and use that information to help they do better.

They were 20% sometime, 50% usually and 30% always pay attention when someone is speaking English. They were 10% seldom, 10% sometime, 30% usually and 50% always try to find out how to be a better learner of English. They were 10% never, 10% seldom, 30% sometime, 20% usually and 10% always plan their schedule so they will have enough time to study English. They were 30% sometime, 50% usually and 20% always look for people they can talk to in English. They were 20% seldom, 30% sometime and 50% usually look for opportunities to read as much as possible in English. They were 20% seldom, 30% sometime and 50% usually have clear goals for improving their English skills. They were 20% seldom, 40% sometime, 20% usually and 20% always think about their progress in learning English.

Table 4.1.5 Result on Part E SILL Questionnaire: Affective Strategies

NO	Statements	Percentage of questions result				
		Never	Seldom	Sometime	Usually	Always
39.	I try to relax whenever I feel afraid of using English.	0%	10%	30%	50%	10%
40.	I encourage myself to speak English even when I am afraid of making a mistake.	0%	0%	50%	40%	10%
41.	I give myself a reward or treat when I do well in English.	0%	10%	50%	20%	20%
42.	I notice if I am tense or nervous when I am studying	0%	0%	60%	40%	0%

	or using English.					
43.	I write down my feelings in a language learning dairy.	20%	10%	50%	20%	0%
44.	I talk to someone else about how I feel when I am learning English.	10%	10%	30%	40%	10%

Fifth, on table 4.1.5 at affective strategies have 6 questions, the result shows they were 10% seldom, 30% sometime, 50% usually and 10% always try to relax whenever they feel afraid of using English. They were 50% sometime, 40% usually and 10% always encourage themselves to speak English even when they are afraid of making a mistake. They were 10% seldom, 50% sometime 20% usually and 20% always give them self a reward or treat when they do well in English. They were 60% sometime and 40% usually notice if they are tense or nervous when they are studying or using English. They were 20% never, 10% seldom, 50% sometime and 20% usually write down their feelings in a language learning dairy. They were 10% never, 10% seldom 30% sometime, 40% usually and 10% always talk to someone else about how they feel when they are learning English.

Table 4.1.6 Result on Part F SILL Questionnaire: Social Strategies

NO	Statements	Percentage of questions result				
		Never	Seldom	Sometime	Usually	Always
45.	If I do not understand something in English, I ask the other person to slow down or say it again.	0%	0%	10%	40%	50%
46.	I ask English speakers to correct me when I talk.	0%	0%	30%	70%	0%
47.	I practice English with other students.	0%	10%	20%	50%	20%
48.	I ask for help from English speakers.	0%	0%	20%	70%	10%
49.	I ask questions in English.	10%	10%	40%	30%	10%
50.	I try to learn about the culture of English speakers.	0%	30%	40%	30%	0%

Sixth, on table 4.1.6 at social strategies have 6 questions, the result shows they were 10% sometime, 40% usually and 50% always if they do not understand something in English, they ask the other person to slow down or say it again. They were 30% sometime and 70% usually ask English speakers to correct them when they talk. They were 20% sometime, 70% usually and 10% always ask for help from English speakers. They were 10% never, 10% seldom, 40% sometime, 30% usually and 10% always ask questions in English. They were 30% seldom, 40% sometime and 30% usually try to learn about the culture of English speakers.

Based on the SILL questionnaire result on tables above, there are so variative answers from PKU's students that means they're trying to learn English in many ways. Furthermore, after the SILL questionnaire result collected, the researcher submits it into worksheet that will measure the frequent of PKU's students in using learning strategies.

2. Proficiency levels of PKU's Students

There were 20 questions on the EF SET quick check included 10 questions of reading skills and 10 questions of listening skills. For the proficiency levels that set based on CEFR standard are the average of the listening and reading score of their test as follow:

Table 4.1.7 Result on Proficiency Level test of PKU's Students

No	Name	L Score	R Score	Average	CEFR Proficiency Level
1	AID	70	61	65.5	Intermediate (61-85)
2	ELW	52	78	65	Intermediate (61-85)
3	IKFR	61	65	63	Intermediate (61-85)
4	ISNH	40	65	52.5	Beginner (1-60)
5	JRM	52	78	65	Intermediate (61-85)
6	NRLH	52	38	45	Beginner (1-60)
7	NRND	61	61	61	Intermediate (61-85)
8	RHN	40	65	52.5	Beginner (1-60)
9	SMHD	23	20	21.5	Beginner (1-60)
10	WRJN	61	20	40.5	Beginner (1-60)
Total				531.5	
Mean				53.15	Beginner (1-60)

Based on the table 4.2.1 the result of EF SET quick check shows that AID has 70 listening skills and 61 reading skills scores with 65.5 score average that makes AID at intermediate level of proficiency based on CEFR standard. ELW has 52 listening skills and 78 reading skills scores with 65 score average that makes

ELW at intermediate level of proficiency based on CEFR standard. IKFR has 61 listening skills and 65 reading skills scores with 63 score average that makes IKFR at intermediate level of proficiency based on CEFR standard. ISNH has 40 listening skills and 65 reading skills scores with 52.5 score average that makes ISNH at beginner level. JRM has 52 listening skills and 78 reading skills score with 65 score average that makes JRM at intermediate level of proficiency based on CEFR standard. NRLH has 52 listening skills and 38 reading skills scores with 45 score average that makes NRLH at beginner level. NRND has 61 listening skills and 61 reading skills scores with 61 score average that makes NRND at intermediate level of proficiency based on CEFR standard. RHN has 40 listening skills and 65 reading skills scores with 52.5 score average that makes RHN at beginner level of proficiency based CEFR standard. SMHD has 23 listening skills and 20 reading skills scores with 21.5 score average that makes SMHD at beginner level of proficiency level based on CEFR standard. WRDJ has 61 listening skills and 20 reading skills scores with 40.5 score average that makes WRJN at beginner level of proficiency based on CEFR standard.

Thus, based on the result of EF SET quick check, there were 5 students are in the beginner level and 5 students are in the intermediate level with overall average on the Beginner proficiency level. For the highest score of EF SET quick check is 65.5% which is intermediate level of proficiency, and the lowest is 21.5 which is at beginner level of proficiency based on the CEFR standard.

B. Discussion

In this discussion part, the researcher discusses the findings of the relationship between English learning strategies and proficiency level of PKU's students. After the data are processed in the form of a description, this section presented a discussion of the findings from the questionnaire and EF SET quick check with theories collected in chapter II. The researcher discussed the findings into three objectives of this research: (1) learning strategies used by PKU's students in learning English, (2) the English proficiency level of PKU's students, and (3) the relationship between English learning strategies and proficiency level of PKU's students.

1. Learning Strategies used by PKU's Students

Bialystok (1978) defines Language learning strategies are optional means for exploiting available information to improve competence in a second language. Learning strategies, can be classified in a variety of ways. Learning strategies are classified into two types: direct strategies and indirect strategies, with three categories in each (Oxford, 1990). Direct strategies assist learners in directly learning the target language; indirect strategies assist learners in supporting and managing language learning without directly involving the target language. Memory, cognitive, and compensation strategies are subdivided into direct strategies; metacognitive, affective, and social strategies are subdivided into indirect strategies. All effective language learning strategies focus on the objective of communicative language proficiency. (Oxford, 1990)

As for the learning strategies used by PKU's Students are :

Table 4.2.1 Result of Worksheet on SILL Questionnaire of PKU's Students

Part	Learning Strategies	Average
A	Memory Strategies	3.1(Medium)
B	Cognitive Strategies	3.18(Medium)
C	Compensation Strategies	3.14(Medium)
D	Metacognitive Strategies	3.29(Medium)
E	Affective Strategies	3.18(Medium)
F	Social Strategies	3.3(Medium)
Overall Average		3.2(Medium)

Based on the result of SILL questionnaire, PKU's students' level or frequency of using learning strategies are medium or it can say that PKU's were sometime used the learning strategies when they were learning English, whether memory, cognitive, compensation, affective, metacognitive, and social strategies.

The most used of learning strategies is Social Strategies with 3.3 average point which means high frequently used rather than other strategies. The highest percentage of PKU's students' answers are 70% on the usually frequency at the questions "*I ask English speakers to correct me when I talk.*" and "*I ask for help from English speakers.*"

Furthermore, PKU's students more frequently used the social strategies to improve their competence in learning English language. Social strategies are included into indirect strategies that means PKU's students were managing learning without directly involving the target (English) language. PKU's students often asking help the other that has better competence in English when they are learning English.

2. Proficiency Level of PKU's Students

Language proficiency, in general, refers to one's ability to use language for a variety of communicative purposes. Proficient users are said to have a good command of the language, which means they can understand it without difficulty, express a variety of ideas clearly in speech and writing, and interact comfortably with other speakers. (Richards, 2018 on Willy A. Renandya : 2018 p.618).

Based on the EF SET quick check result, the proficiency levels of PKU's students are 50% in the beginner and 50% in the intermediate levels with the highest proficiency level at 65.5% score average of reading and listening skills, and the lowest level at 21.5% average of reading and listening skills. As for the overall proficiency level of PKU's students are in the beginner levels with 53.15% score average.

The European CEFR is a common European framework of language references, categorizes the levels of respondents of PKU's students are in the beginner level(A1/A2). Based on the CEFR standard they are understand and use only familiar and very basic phrases used in everyday communication. They're still learning how to introduce themselves or can use and understand very basic personal and family information, shopping, local geography, and employment. They employ simple grammar structures and routine-related terms.

In the other hand, the 50% of respondents are in intermediate that have already mastered the vocabulary and expressions associated with activities at home,

school, and work. They can also elaborate on their hopes, dreams, and ambitions or can create and understand more complex and structured sentences.