

CHAPTER IV

FINDINGS AND DISCUSSION

After conducted data, researcher wrote findings and discussion to answer research question in this chapter. This research described about how students vocabulary learning strategies used by higher education and the students factors that influence vocabulary learning strategies for higher education. the researcher presented is descriptively related to the data collected through observation and interviews.

A. Findings

In this section, the findings that are displayed based on the two research questions posed as follows:

1. Vocabulary Learning Strategies Used by Higher Education Students

The findings from the first research question are presented in relation to the vocabulary learning strategies (vlss) applied by higher education for learning English. Data from observations and interviews during the vocabulary class learning activities in the early semester at tertiary institutions are presented in the form of descriptive text below to validate the qualitative analysis and also verified by grouping interview data. The findings are consolidation strategies consisting of cognitive strategy, memory strategy, and metacognitive. Then the

discovery strategies consist of a determination strategy and social strategy. Then it is reported in the following order:

a. Consolidation Strategies

According to the researcher, this consolidation strategies is a strategy that requires the main attention of students who use various methods such as remembering newly acquired words. The researcher divides these consolidation strategies into three categories, namely cognitive, memory, and metacognitive strategies.

1) Cognitive Strategy

In this study, many students used this cognitive strategy. According to them during learning vocabulary, the strategy they did was by listening, repeating their material and recording every lesson where there was a new vocabulary. According to the students during my interview how they mastered the vocabulary taught by themselves after the class was over they said "*by continuing to practice and repetition, and writing down some of the formulas in their own books*". What researchers found in observation interview related to this cognitive strategy students used more strategies in vocabulary learning for higher education students. Their answer in this interview was their strategy by "*looking at notes in existing books*". According to another student in this class when the researcher interviewed, he said the strategy he used in learning

this vocabulary class was *"in a cognitive way, namely repetition, whether it's by taking notes in a book and then remembering it"*. So the findings of researchers in this strategy students use a consolidation strategy.

a) Memory Strategy

In this finding by researcher in observation and interview with students in vocabulary classes, researchers asked what strategies students used in learning vocabulary in this class then students answered by *"remembering and recording the vocabulary that has been given"*. From these answers it was found that these students used memory strategies because by remembering these they could expand their knowledge of new vocabulary in learning English in this class. Students say their strategy in learning vocabulary in this class is *"with memory and adding vocabulary at least 20-30 vocabulary per day"*.

b) Metacognitive Strategy

During the research process class observations and the results of interviews with students, researcher finding in what strategies students used in learning vocabulary in this class then students answer by *"doing exercises and recording each lesson"*. According to the researcher in his interviews in this class, there are those who use

metacognitive strategies, which according to this researcher is a way for students to evaluate vocabulary development by practicing English vocabulary. Moreover, in the interview with the researcher in this class, regarding the researcher's questions regarding student strategies in learning vocabulary in this class, they said that "*after learning this vocabulary, I recently did a vocabulary exercise or test related to what the lecturer taught me to evaluate my vocabulary development*". In this research, this discovery strategy is a strategy used to determine by concluding the meaning of words that are known to students. Researchers divide the discovery strategies in vocabulary learning used by higher education into two categories, such as determination and social strategies.

2) Discovery Strategies

In this research, this discovery strategy is a strategy used to determine by concluding the meaning of words that are known to students. Researchers divide the discovery strategies in vocabulary learning used by higher education into two categories, such as determination and social strategies.

a) Determination Strategy

During the observation research process in class the researcher found that when students answered the exercises given by the lecturer after the lesson was finished, students answered these questions by using an online dictionary on their handphone. besides that, to support the results of this observation, the researcher also conducted interviews to corroborate the results of the research answers in this class, in the interview the researcher related to their strategy in learning this vocabulary class "*by using the internet, looking for vocabulary that they don't know in online dictionaries on the internet, as well as learning through dictionaries such as using the Grammarly application or other online dictionary applications*". According to the interview with the researcher above, with the ease of technology today, so that everyone can access the internet wherever and whenever. Especially in today's student environment, of course, everyone uses handphone and internet connections, so students get new vocabulary using online dictionaries that they have downloaded or brought from the cellphone. There are many online or offline translator applications now and it's easy to get for free. Students can

also check whether their English vocabulary is correct or incorrect using the Grammarly application.

b) Social Strategy

In observation research in the classroom, researchers found that there was a social strategic process when students answered practice questions given by lecturers at the end of each lesson to practice their vocabulary skills. When the researchers made observations, it was found that there were students who asked their friends about vocabulary they did not know, in this analysis it meant that they used social strategies in learning vocabulary. Besides that, the researcher found also from the results of interviews, in the interview with the researcher in this vocabulary class regarding the student's strategy in this vocabulary learning class, namely *"by asking friends and asking them to explain the meaning of unknown vocabulary"*. In this case the strategy carried out by students is a social strategy because they need help from other people, namely friends in their class. By using social strategies carried out by students by asking friends about vocabulary they do not know and asking them to explain the meaning of the vocabulary in order to increase their knowledge and be able to guess the context of

sentences from explanations or exercises from the lecturer. there are also students who directly ask the lecturer about English vocabulary and ask what the context means for using this vocabulary.

2. The Factor of Influence Vocabulary Learning Strategies for Higher Education Students

The finding from the second research question the factors that influence vocabulary learning strategies for higher education students. The results of these data are from interviews with students in learning English vocabulary, the results of which are described by researchers using descriptive qualitative methods. These factors are individual factors which contain the age factor, the motivation to learn, differences in personality among students, and gender discrimination.

a. Individul Factors

In this finding, it can be concluded that the factors that influence vocabulary learning strategies are found in the factors themselves or individuals with their own characteristics so that there are various influencing factors such as the age factor, the motivation to learn, differences in personality among students, there is also gender discrimination. That all can be reported by researcher followed:

1) The Age Factors

In this research was found that there were students who influenced their age factor in the vocabulary learning strategy because the age of mature students influenced the effectiveness or not of the vocabulary learning strategy. This is included in the individual factors of each student, in the results of the researcher's interview with these students various factors influence it, not just age.

2) The Motivation to Learn

Based on the found observation at the class and student interviews, the researcher concluded that students' desire to learn is the total psychic drive that propels them to engage in activities in the ongoing learning process in order to accomplish a goal. When it comes to supplying passion, excitement and a sense of joy in having a lot of energy to carry out learn activities, the desire to learn plays a vital part. Students who have high motivation very few are left behind in learning and very few mistakes in the learn. related to student motivation to learn, there were students who stated related to the second research question, students said

"the first factor, the explanation from the lecturer is easy when giving examples, always based on general matters, and secondly, I like English so there is already

interest in learning new English vocabulary to enable me to understand the material".

3) Differences in Personality Among Students

In the found of researchers in this class found differences in personality among students that influence learning strategies. Researchers agree that this factor is the personality of each student, include introvert and extrovert factor. Students who have introverted personalities are more embarrassed to ask if there is vocabulary that is not understood or known, this is what hinders the process of learn English vocabulary due to a lack of up-to-date knowledge. Different from students who have extroverted personalities, these students are more active and know a lot of understandings related to vocabulary because they can ask friends or lecturers for vocabulary they don't know and understand. Related to the researcher's question what factors make you unable to understand in learning vocabulary in this class, they said that "*the factor of being shy and afraid of feeling wrong*". So the researchers found this student belonged to an introverted personality because it was shy and afraid of being wrong that so that he may not master the strategy in learning English vocabulary.

4) **Social and Environmental Factors**

In the results the found of researchers, it was found that there were social and environmental factors that influenced the learning process in this vocabulary strategy, such as the factors of class

mates or the atmosphere of the classroom environment whether they affected the vocabulary learning strategy. In this research question the factors that make students able to understand in learning vocabulary students say "*environmental factors such as my classmates who tend to ask questions if something is not clear, it helps me understand learning*". In this way, social and environmental factors have an important influence on the vocabulary learning process because asking friends broadens their knowledge of new English vocabulary.

B. Discussion

After the data has been processed in the form of a description, this section presents a discussion of the findings from observations and interviews with the theories collected in chapter two on vocabulary learning strategies (vlss) applied by higher education students for learning english. The researcher discusses these findings into two objectives of this study: (1) To find out students' vocabulary learning strategy in higher education, (2) To describe is the most important strategy of learning vocabulary.

1. Vocabulary Learning Strategies Used by Higher Education Students

Researcher got the data about how the vocabulary learning strategied used by higher education students by observing and interviewing related to it. In the field of learning, according to Oxford (1992, p. 8) strategies are interpreted as particular actions made by students to simplify, speed up, enjoy more, make it simpler to understand themselves directly, more effectively, and more easily transferred to other situations.

a. Consolidation Strategies

In this consolidation strategy there are several categories of strategies in vocabulary learning, such as: cognitive strategies, strategic memory, and metacognitive strategies.

1) Cognitive Strategies

Based on the research results, researcher found many answers from students regarding cognitive strategies in learning vocabulary. According to Iskandarwassid and Sunendar, Dadang (2015) say simple repetition and complicated repetition are both cognitive techniques. The purpose of the simple repetition technique is to simply read over certain stuff again in order to memorize it. Complex

repeat methods are needed for the assimilation of progressively complicated learning contents. The complex repeating task includes underlining important concepts, adding marginal notes, and rewriting the main information that has been absorbed. Researchers also strengthen these findings with interviews done before. Based on the results of interviews with researchers, students mostly use consolidation strategies such as cognitive categories because they prefer to record in books to make it easier to return when the teacher asks for vocabulary or previous material.

2) Memory Strategies

Based on the research results, researcher found many answers from students regarding memory strategies in learning vocabulary. According to Paul Ramsden (2003) states the author of one of the books for lecturers, rising students' arousal levels can help lecturers "*get accurate information into (students') short-term memory,*" which is a general state of preparedness for the brain to take in new information. By helping pupils retain information, interesting teaching-learning theories are communicated. These several fields of knowledge must be combined by lecturers in order to properly evaluate student learning. In order to summarize students' performance and growth for them and others, researchers

nearly always need to be aware of their abilities and ability assessments.

3) Metacognitive Strategies

Based on the research results, researcher found there are few answers from students who use regarding metacognitive strategy in learning vocabulary. By doing this vocabulary exercise, students can hone their skills and develop other English vocabulary, with that they continue to remember the meaning of the context of the vocabulary. According to Iskandar wassid and Dadang Sunendar (2015) say that involve taking into account mental processes like self-monitoring and self-reinforcement. Students' ability to apply effective learning strategies and their awareness of their own thoughts are both aspects of metacognition.

b. Discovery Strategies

In this research, researcher have reported that in this discovery strategy in vocabulary learning strategies used by higher education students many students also do it. In this discovery strategy, there are several categories of strategies in learning vocabulary, such as: determination strategy and social strategy.

1) Determination Strategies

In the researcher study, the results of the discussion stated that students used a determination strategy in guessing

the context of sentences, using online dictionaries on their cellphones that had been downloaded to analyze language structure and English vocabulary. According to Basturi Hasan (2018) say once students have learned roughly two or three thousand words, they can utilize their reading abilities to deduce the meaning of any unfamiliar words they come across. Some readers can do this naturally; however, those who cannot easily be taught an approach that enable them to swiftly estimate the majority of the new words they encounter. The range of achievement in the first passage utilized in one of the classes, according to Nation (1990, p. 160), was 0 to 80 percent. The degree of difficulty depend on the demands of the text, the reader's prior knowledge, the automaticity a learner has attained in general word recognition, any specialized lexical knowledge a student may have, and the learner's first language. Vocabulary is another important aspect of reading ability that language learners struggle with. Encouragement of word meaning guessing from context cues and prior knowledge is a key method for aiding pupils in developing their vocabulary for reading. If the density of new words is not too great, it was stated that children are capable of predicting between 60 and 80 percent of the unknown terms in a text. Nation and Coady (1998) recommend a five-step procedure to

assist learners when they are working with a text at this point in our study of vocabulary.

2) Social Strategies

In the researcher discussion regarding the results of interviews with students, they use this social strategy a lot because it makes it easier to ask friends and get new English vocabulary. Iskandarwassid and Dadang Sunendar (2015) states that students' efforts to take advantage of as many language opportunities, improve engagement with native speakers, and boost learning motivation are all related to social learning practices. Include body language, explanations, body distance from the other person, and other things. Social techniques that promote collaboration with others during the learning process.

2. The Factors That Influence Vocabulary Learning Strategy for Higher Education Students

Learning strategies, according to Iskandawassid and Dadang Sunendar (2015, p. 168) are the actions and ideas that students take that affect what they learn, including memory and metacognitive procedures. The people involved in learning, both directly and indirectly, must take into account the various aspects that affect the choice of learning procedures.

a) Individual Factors

Individual student features or qualities must be considered in the learning process, including vocabulary learning, as they may have an impact on the process's direction and the students' learning outcomes. According to Supriyadi (2019) defines strength, quickness, coordination between the limbs, and other physical attributes and abilities in the area of student initiative are present in the individual characteristics of these children.

1) The Age Factor

In the discussion the researchers also agreed that this age factor also influences the factors used in vocabulary learning strategies for higher education students because of their age factor which influences whether or not they are effective at finding or understanding the context of new English vocabulary. The adjustment of the level of maturity and psychophysical development with the level of difficulty of the subjects that students study is closely tied to the age of the pupils. According to Iskandawassid and Dadang Sunendar (2015), age should be taken into account when choosing learning tactics. The methods used to teach language to pupils between the ages of 6 and 12 undoubtedly differ from those used with those between the ages of 15 and

17, and so on. The tasks of student learning development are related to this.

2) The Motivation to Learn

In the discussion the researchers agreed that their motivational factors for learning influenced their strategy of acquiring new English vocabulary, as well as from the lecturer during the learning process which was very influential. Student motivation is a crucial component of teaching. Students might be motivated to act and take action by being encouraged to do so. According to Majid (2017) a teacher must be able to demonstrate the value of real-world experiences and learning materials for their students. Students be motivated to address their needs rather than just learn how to receive good scores or praise.

3) Differences in Personality Among Students

In the discussion, the researchers agreed that the factors of differences in personality among students also influenced their strategies to acquire new English vocabulary. Introvert students find it difficult to get new vocabulary because they are embarrassed to ask compared to extrovertd students who are very active in asking questions to get new English vocabulary. There are distinctive individual variances in each student's mental development

and intellectual capacities during vocabulary studies, including general intelligence or general abilities, talents, and creative capabilities developed via learning experiences. Iskandawassid and Dadang Sunendar (2015, p. 169) assert that a strategy's effectiveness is significantly influenced by the students' level of mental development and intellectual capacity. Each pupil possesses a varied level of intellectual capacity. As a result, the chosen strategy must actually be advantageous given the subject's level of mental development and intellectual prowess. Students that are mentally developed and intellectually capable of learning a foreign language or vocabulary readily follow the lesson, regardless of the learning approach used.

b) Social and Environmental Factors

In the researcher's discussion, social and environmental factors influence the strategy of learning English. This situation is like a calm classroom environment and adequate infrastructure so that the learning process run well and smoothly. But the classrooms are hot because of the lack of air conditioning, there are only fans which don't make the class feel hot during the day. The campus or classroom environment, such as the state of the campus building environment, the conditions of the community around the campus, the cultural situation around the campus, as well as the educational

system and campus organization and administration, are examples of external environmental factors (environmental conditions) that encourage the smoothness or congestion of the learning process. The neighborhood of the student's home, including its neighbors, local amenities, socioeconomic classes, and cultural contexts. If everything is in good shape in the sense that it satisfies the educational standards, the aforementioned external environmental elements to be able to speed up the learning process. On the other side, if the surrounding environment does not support education (for example, if the campus is situated close to a market or terminal), it is likely that the learning process frequently be interrupted and the outcomes to be subpar (Supriyadi, 2019).