

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings and Analysis.**

In this research, the writer found that the students learned English in language dormitory are about 31 students, but 3 students was resigning followed language dormitory. So, in this research, the writer collected the data just 28 students. There, the student who followed the special program that is language dormitory at Al-Falah Boarding School for Girls is various classes starting from first-grade junior high school until eleventh grade senior high school.

The data of this research are collected from questionnaire, interview and documentary of students' strategies to learn English in language dormitory at Al-Falah Boarding school for Girls. The aim of this research is want to know the common of strategies is used by the students to learn English in language dormitory at Al-Falah Boarding School for Girls

The questionnaire is the method most often used to assist the researcher in collecting the data to identify used the strategies when they are learning English. Besides that, the researcher also can identify students' learning styles, healing, strengths, and weaknesses in learning English. This research is using three strategies, which given to the students at Al-Falah is boarding School that appropriates with Chamot and O'Malley opinion, there are: metacognitive

strategy, cognitive strategy and socio/affective strategy. In this research, to indicate the strategy in the questionnaire, the researcher usage four items, there are: always, often, rare and never. It depends on student habit in learning English as a second language. Besides that, in this chapter, the writer will describe about the strategies is used by the students to learn English in language dormitory. The first of study attempted to define the types learning strategies that they used. The second of study is the most common strategy used by the students. The third of study is the reason of students choosing the strategy.

Interview and documentary in this research are supporting the data which obtained from the questionnaire. In an interview, the researcher found the reason why the students choose that strategy to learn English in a language dormitory at Al-Falah Boarding School for Girls.

### **1. The Types of The Students' Learning Strategies**

After the research had been finished, the writer would classify the types of strategy is used by the students to learn English in language dormitory. The strategies used by the students to learn English in language dormitory appropriate with Chamot and O'Malley suggestion, there are: metacognitive strategy, cognitive strategy and socio/affective strategy. The three of classification of strategies used by individual strategy type are shown in Table 2.1 for metacognitive strategy, 2.2 for cognitive strategy and 2.3 for socio/affective strategy can be seen from inspection of the table, there are

eight types of metacognitive strategy, eleventh types of cognitive strategy and two types of socio/affective strategy.

Table 4.1 Metacognitive strategy is used by the students in language dormitory.

Types of Learning Strategy	Students' Learning Strategy	Percentage			
		Always	Often	Rare	Never
Early Planning	Prepare textbook before the lesson begins	78, 6%	21,4%		
Focusing	Do the individual task earlier before the appointed time to collect the task	21,4%	67,9%	7,1%	3,6%
Selective Attention	When getting new knowledge, it will be associated with previous knowledge	50%	50%		
Self-management	Repair mistakes made when studying the English language to better understand more about learning English	78,6%	21,4%		
Functional Planning	One day, I use one hour to remember the word.	17,9%	46,4%	32, 1%	3,6%
Self-monitoring	Remembering new vocabulary with a continuously repeating	25%	60,7%	10,7%	3,6%
Delayed production	Only silent when not understanding the lessons		14, 3%	50%	35, 7%
Self- Evaluation	Think about the improvement or decline of learning outcomes, after finished learning	17,8%	60,8%	17,8%	3,6%

Based on the table above, the writer found the types is used by the students to learn English in language dormitory. The writer will classify that always used metacognitive strategy by the students. Besides that, the writer also classifies the students use often, rare and never in metacognitive strategy.

The types of metacognitive strategy that chosen by the students in category *always* to learn English is; early planning which chosen by 22 students with the percentage is about 78,6%, focusing which chosen by 6 students with the percentage is about 21,4%, selective attention which chosen by 14 students with the percentage is about 50%, self-management which chosen 22 students with the percentage is about 78,6%, functional planning which chosen 5 students with the percentage is about 17,9%, self-monitoring which chosen 7 students with the percentage is about 25% and self-evaluation which chosen 5 students with the percentage is about 17,8%.

The types of metacognitive strategy chosen by the students in category *often* to learn English is; early planning which choose by 6 students with the percentage is about 21,4%, focusing which choose by 19 students with the percentage is about 67,9%, selective attention which choose by 14 students with the percentage is about 50%, self-management which choose 6 students with the percentage is about 21,4%, functional planning which choose 13 students with the percentage is about 46,4%, self-monitoring which choose by 17 students with the percentage is about 60,7%, delayed production which

choose by 10 students with the percentage 35,7%, and self-evaluation which choose by 17 students with the percentage is about 60,8%.

The types of metacognitive strategy chosen by the students in category *rare* to learn English is; focusing which choose by 2 students with the percentage is about 7,1%, functional planning which choose by 9 students with the percentage is about 32,1%, self-monitoring which choose 3 students with the percentage is about 10,7%, delayed production which choose by 14 students with the percentage is about 50% and self-evaluation which choose by 5 students with the percentage is about 17,8%.

The types of metacognitive strategy chosen by the students in category *never* to learn English is; focusing which choose by 1 student with the percentage 3,6%, functional planning which choose by 1 student with the percentage 3,6%, self-monitoring which choose by 1 student with the percentage 3,6%, delayed production which choose by 10 students with percentage 35,7%, self-evaluation which choose by 1 student with the percentage 3,6%.

Based on explanation above, the writer can conclude that the types of strategy is used by the students in metacognitive strategy choose category *always* is about 8 types, the students choose category *often* is about 8 types, the students choose category *rare* is about 5 types and the students choose category *never* is about 5 types. According to Iskandarwassid and Sunendar

(2015: 13) metacognitive strategy is associated with “learner to think about thinking” and “the ability to use learning strategies appropriately.”

Table 4.2. Cognitive strategy used by the students in language dormitory.

Types of Learning Strategy	Students' Learning Strategy	Percentage			
		Always	Often	Rare	Never
Repetition	Like learning by listen the video, and then imitate what is it in the video.	28,6%	39,2%	28,6%	3,6%
Retrace	Like borrowing the book in the library for adding the reading material when learning English or do the task of the teacher.	10,7%	21,4%	57,2%	10,7%
Translating	Do not like asking to translate the text just using a dictionary.	17,9%	21,4%	50%	10,7%
Groping	Collecting the material that has been studied and store it in a book to be easy to learn it again	64,3%	35,7%		
Taking Note	Make note taking when in the learning process	60,7%	35,7%	3,6%	
Deduction	Make a rule to achieve the goal in learning process.	60,7%	28,6%	7,1%	3,6%
Recombination	Do not like if asked to write the word into a long sentence.		17,8%	42,9%	29,3%
Imaging	Be able to make sentences using vocabulary has already known by the students.			21,4%	78,6%
Auditory Representation	Do not like learning grammar in the learning process.	3,6%	14,3%	21,4%	60,7%
Keyword	Remember the new vocabulary for imagining the things	57,2%	32,1%	3,6%	7,1%
Elaboration	Discussing with friends about the learning has been learned in remembering it.	53,6%	46,4%		
Transfer	Understand the text using previously acquired vocabulary	28,6%	28,6%	28,6%	14,2%

Based on the table above, the writer found the types is used by the students to learn English in language dormitory. The writer will classify that always used cognitive strategy by the students. Besides that, the writer also classifies the students use often, rare and never in cognitive strategy.

The types of cognitive strategy chosen by the students in category *always* to learn English is; repetition which choose by 8 students with the percentage 28,6%, retrace which choose by 3 students with the percentage 10,7%, translating which choose by 5 students with the percentage 17,9%, grouping which choose by 18 students with the percentage 64,3%, taking note which choose by 17 students with the percentage 60,7%, deduction which choose by 17 students with the percentage 60,7%, auditory representation which choose 1 students with the percentage 3,6%, keyword which choose by 16 students with the percentage 57,2%, elaboration which choose by 15 students with the percentage 53,6% and transfer which choose by 8 students with the percentage 28,6%.

They types of cognitive strategy chosen by the students in category *often* to learn English is; repetition which choose by 11 students with the percentage 39,2%, retrace which choose by 6 students with the percentage 21,4%, translating which choose by 6 students with the percentage 21,4%, grouping which choose by 11 students with the percentage 35,7%, taking note which choose by 11 students with the percentage 35,7%, deduction which choose by

8 students with the percentage 28,6%, recombination which choose by 5 students with the percentage 17,8%, auditory representation which choose by 9 students with the percentage 32,1%, elaboration which choose by 13 students with the percentage 46,4% and transfer which choose by 8 students with the percentage 28,6%.

The types of cognitive strategy chosen by the students in category *rare* to learn English is; repetition which choose by 8 students with the percentage 28,6%, retrace which choose by 6 with the percentage 21,4%, translating which choose by 14 students with the percentage 50%, taking note which choose by 1 student with the percentage 3,6%, deduction which choose by 2 students with the percentage 7,1%, recombination which choose by 6 students with the percentage 21,4%, auditory representation which choose by 6 students with the percentage 21,4%, keyword which choose by 1 student with the percentage 3,6%, transfer which choose by 8 students with the percentage 28,6%.

The types of cognitive strategy chosen by the students in category *never* to learn English is; repetition which choose by 1 student with the percentage 3,6%, retrace which choose by 3 students with the percentage 10,7%, translating which choose by 3 students with the percentage 10,7%, deduction which choose by 1 student with the percentage 3,6%, recombination which choose by 11 students with the percentage 29,3%, imaging which choose by 22 students with the percentage 78,6%, auditory representation which choose



by 17 students with the percentage 60,7%, keyword which choose by 2 students with the percentage 7,1% and transfer which choose by 4 students with the percentage 14,2%.

Based on the explanation above, the writer can conclude that the types is used by the students to learn English in language dormitory with category *always* is 10 types, for category *often* is 11 types, for category *rare* is 10 types and for category *never* is 9 types of cognitive strategy.

Table 4.3. Socio/Affective strategy is used by the students in language dormitory.

Types of Strategy	Students' Learning Strategy	Percentage			
		Always	Often	Rare	Never
Cooperation	Like the teacher who use the media to explain about English.	25%	39,3%	32,1%	3,6%
Asking for clarification	Will ask the teacher explained slowly if I don't understand the course.	64,3%	32,1%	3,6%	

Based on the table above, the writer found the types is used by the students to learn English in language dormitory. The writer will classify that always used socio/affective strategy by the students. Besides that, the writer also classifies the students use often, rare and never in socio/affective strategy.

The types of socio/affective strategy that choose by the students in category *always* to learn English is; cooperation which choose by 7 students with the percentage 25% and asking for clarification which choose by 18

students with the percentage 64,3%. The types of socio/affective strategy that choose by the students in category *often* to learn English is; cooperation which choose by 11 students with the percentage 39,3% and asking for clarification which choose by 9 students with the percentage 32,1%. The type of socio/affective that choose by the students in category *rare* is cooperation which choose by 9 students with the percentage 32,1% and asking for clarification which choose by 1 students with the percentage 3,6%. The type of socio/affective that choose by the students in category *never* is cooperation which choose by 1 student with the percentage 3,6%.

Based on explanation above the writer found the types of socio/affective strategy is used by the students for category *always* is 2 types, for category *often* is 2 types, for category *rare* is 2 type and category *never* is 1 type.

## **2. The Common of Strategies Used by the Students.**

After the writer knew about the types is used by the students to learn English in metacognitive strategy, cognitive strategy and socio/affective strategy, the writer analyzed the data about the common strategies is used by the students to learn English in language dormitory. This is the data collected by the writer about the common strategies choose by the students in language dormitory.

### **a. Metacognitive Strategy**

The common strategy is used by the students in metacognitive strategy is early planning and self-management. In early planning, the statement which is chosen by the students is prepared textbook before the lesson begins.

Appropriate with the statement, the students used this strategy are 22 students it is about 78,6% in category *always*. The rest of the respondents which used in this strategy are 6 students with the percentage is about 21,4% in category *often*. Chamot and O'Malley(1990: 137) stated that early planning is previewing the organizing concept or principle of an anticipated learning task, proposing strategies for handling an upcoming task; generating a plan for the parts, sequence, main idea or language function to be used in handling the task. This data is suitable with all skill in English, because metacognitive strategy is planning learning process for second language acquisition. According to Chamot and O'Malley (1990: 47) that key of metacognitive strategy is planning for second language acquisition, involved in directing the course of language reception and production.

In language dormitory, the first month the teacher introduce about the course in English. She teaches about vocabulary, grammar in speaking. Moreover, the students must plan themselves to learn it. Every evening, the teacher gives some vocabulary for the students to memorize it. Its vocabulary can use by the students in the morning, because in the morning they have speaking activity. In the evening, after the students learn in Islamic Junior/Senior High School, they learn grammar. It is one example of the planning of the teacher and the students to increase the students in learning English.

In self-management, the statement which is choosed by the students is repairing mistakes made when studying the English language to better understand more about learning English. Appropriate with the statement which used this strategy in category *always* are 22 students with the percentage 78,6%, and the rest of the students used this strategy in category *often* are 6 students with the percentage is about 21,4%. Chamot and O'Malley (1990: 137) stated that self-management is understanding the condition that help one successfully accomplish language tasks and arranging for the presence of those condition; controlling one's language performance to maximize use of what is already know. Iskandarwassid and Sunendar (2015: 20) say that metacognitive strategy can use in reading skills. This is one example can be used by metacognitive strategy in reading skill is "the students has been reading the text, the teacher can help the students to analyze the question to determine the thought process required to find the answer." This example can be used in self-management types with the students can manage themselves to analyze the text and answer the question. Besides that, the teacher also gives the students the texts, than the teacher asks one of the students to read it and explain about the text.

#### **b. Cognitive Strategy**

The common strategy is used by the students in cognitive strategy is grouping. In grouping, the statement which used by the students is collecting the material that has been studied and store it in a book to be easy to learn it

again. Appropriate with the statements, the students used this strategy in category *always* are 15 students with the percentage 64,3%. The rest of the students used this strategy in category *often* are 13 students with the percentage 35,7%. Grouping in cognitive strategy is ordering, classifying, or labeling material used in a language task based on common attributes; recalling information based on grouping previously down.

According to Anderson's (1985) in Chamot and O'Malley (1990:50) grouping is suitable for speaking and writing skill, because grouping as a strategy for comprehension is embedded in his description of parsing production. The students attending to extended oral or written text segment the information into word or phrase depending on the level at the information is most meaningful.

In speaking skill, the teacher makes a group for them to give the task. The task which gives by the students is drama. The teacher divides the students into some group. This drama is done by the student one time as long as they learn English in language dormitory.

In writing skill, the students usually write about the important information about English course in learning process. After that, they collected what they write in a book, because they feel it can be easy to learn again.

Besides speaking and writing skills, cognitive strategy also can use for reading skill. Cognitive strategy used in reading skill to help the students involve selecting and organizing information. Cognitive strategy help students

to consolidate learning after reading include exercise that integrate new learning into their memories and apply new learning in useful contexts. (Buehl Doug 2001: 25). In reading skill, the teacher asks the students to read one topic that the teacher gives for them. And then, she asks two students to read in front of the class and understand about the text.

### **c. Socio/affective Strategy**

The common strategy is used by the students in socio/affective strategy is asking for clarification. In asking for clarification, the statement is “I will ask the teacher explained slowly if I don’t understand the course.” Appropriate with the statements, the students used this type in socio/affective strategy in category *always* is 18 students with the percentage 64,3%. The rest of the students used this type in category *often* are 9 students with the percentage 32,4% and for category *rare* are 1 student with the percentage 3,6%. Asking for clarification in socio/affective strategy is asking for explanation, verification, rephrasing, or examples about the material; asking for clarification or verification about the task, and posing question the self from the teacher or native speaker. (Chamot and O’ Malley, 1999: 139). Asking for clarification is useful in listening comprehension, because asking for clarification did occur when students asked questions of the interview about the task, or addressed question themselves as they worked through a language activity. Beside for listening skill, asking for clarification also can be used for speaking skill. Asking for clarification in

speaking skill is useful to help the students regulate and control emotion when they contact or interact with other people.

Based on explanation above, the writer can conclude the common strategy is used by the students to learn English in language dormitory. In metacognitive strategy, the students are common used early planning and self-management types. For cognitive strategy, the students are common used grouping type. For socio/affective strategy, the students are common used asking for clarification types.

### **3. The Reason of the Students Choose the Strategy.**

After the writer found types and the common strategy used by the students to learn English in language dormitory, the writer would explain about the reason of the students why they choose the strategy. This data got from interview with some students who learn English in language dormitory. This is the data of the reasons student chooses the strategy in their learning process.

For early planning, the reason of the student chooses this type of metacognitive strategy is they can be easy to manage their time in learning process and it cannot waste their time to planning the textbook when learning activities is beginning. Anderson in Chamot and O'Malley (1999: 47) says that planning is procedure for conflict resolution among competing action statement that applies to the conditional clause in the production system. Planning may be influenced by goals or by input features that seem most useful for performing a task.

For self-management, the reason of the students choose this type in metacognitive strategy is they accustomed to manage themselves because at boarding school they must do all something alone including when they manage their problem or mistaken in learning English.

For grouping, the reason of the student chooses this type in cognitive strategy is they can be easy to learned again if the material collected by them. Besides that, they can remember what they had been learned English in language dormitory. According to Anderson in Chamot and O'Malley (1999: 50) that grouping as a strategy in cognitive strategy for comprehension embedded in his description of parsing production.

For asking for clarification, the reason of the students choose type in socio/affective strategy is they can more understand if the teacher explained slowly. Besides that, it can remember more easily the course. According to Chamot and O'Malley (1999: 206) that asking for clarification can use inside or outside classroom. Inside classroom, the students can ask the teacher, and outside classroom, the students can ask native speaker or other person who knows more about English in conversation.

Based on interview, many of the students choose socio/affective strategy than another strategy, because socio/affective strategy involves interacting with other people to assist learning or using effective control to assist a learning task. Besides



that, they feel if they use socio/affective strategy, they can ease to understand the course and it can be easy to discuss with their friend. Besides that, the students are told not to be afraid to make errors. Chamot and O'Malley (1999: 206) stated that socio/affective strategy designed to reduce students' anxiety are interwoven with many of strategies described.