

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the findings and discussions which contain the data gathered from both of observation and questionnaire. It includes kinds of strategies which are used by the students in improving vocabulary and how the students use the strategies.

4.1 Kinds of Strategies Used by the Students in Improving Vocabulary

4.1.1 Finding

In this research, it is found from both of the observation and the questionnaire that there are twenty one strategies from thirty one strategies of Schmitt's which used by the fifth grade students at SDN Kebraon II Surabaya, namely: *analyzing part of speech, analyzing pictures or gestures, guessing meaning from textual context, using a dictionary, asking teacher, asking classmates, studying and practicing meaning in a group, connecting word to a previous personal experience, connecting the word to its synonyms and antonyms, imaging word form, imaging word's meaning, studying the spelling of a word, saying new word aloud when studying, using physical action when learning a word, verbal repetition, written repetition, keeping a vocabulary notebook, using English-language media, testing with other tests, skipping or passing new word, and continuing to study a word over time*. The findings in this research are concluded in two tables. Table 4.1 aims to show the kind of strategies which are

used by the students in improving vocabulary and table 4.2 aims to show the rank of the strategies which are used by the students in vocabulary learning.

Table 4.1 Kinds of strategies are used by fifth grade students

No.	The Kinds of Strategies Used
1	Analyzing part of speech
2	Analyzing any available pictures
3	Guessing meaning from textual context
4	Using a dictionary
5	Asking teacher for a synonym, paraphrase, or L1 translation of new word
6	Asking classmates for meaning
7	Studying and practicing meaning in a group
8	Connecting word to a previous personal experience
9	Connecting the word to its synonyms and antonyms
10	Image word form
11	Image word's meaning
12	Studying the spelling of a word
13	Saying new word aloud when studying
14	Using physical action when learning a word
15	Verbal repetition
16	Written repetition
17	Keeping a vocabulary notebook
18	Using English-language media (songs, movies, etc.)
19	Testing oneself with other tests
20	Skipping or passing new word
21	Continuing to study word over time

Table 4.1 indicates that among those twenty one strategies, the most used by the students is Memory strategies. As have been previously written in the chapter two, memory strategies are commonly used to memorize the words. Thus, it is no wonder that the students in this research mostly employ memory strategies.

In order to ease in analyzing the kinds of strategies are used by the students, it is created a rank of the strategy used from the most used to the least used (see Table 4.2). There were some strategies which employed by the whole of students in the fifth grade, namely *analyzing part of speech*, *analyzing picture*, *using dictionary*, *studying the spelling of word*, *verbal repetition*, *keeping a vocabulary notebook*, and *using physical action*. And there is a strategy is employed by a few students, namely *connecting a word to its synonyms and antonyms*.

Table 4.2 Rank of strategies are used by the students

Strategy Used	Number of Users
1. Analyzing part of speech	28
2. Analyzing any available pictures	28
3. Guessing meaning	25
4. Using a dictionary	28
5. Asking teacher	26
6. Asking classmates for meaning	25
7. Studying and practicing in a group	6
8. Connecting word to a previous personal experience	12
9. Connecting the word to its synonyms and antonyms	4
10. Image word form	22
11. Image word's meaning	22
12. Studying the spelling of a word	28
13. Saying new word aloud when studying	23
14. Using physical action	28
15. Verbal repetition	28
16. Written repetition	8
17. Keep a vocabulary notebook	28
18. Using English-language media	23
19. Testing oneself with other tests	18
20. Skipping or passing new word	10
21. Continuous to study word over time	22

4.1.2 Discussion

4.1.2.1 Analyzing part of speech

Analyzing part of speech strategy is used by all of the students in this research. The students employed this strategy because they have learnt about tense in the fifth grade. The students have to learn part of speech to improve their abilities in English subject. From the observation, it is known that all of the students employed this strategy to complete the dialogues or to arrange the words into correct sentences.

4.1.2.2 Analyzing pictures or gestures

Analyzing pictures or gestures strategy is usually used by the students to improve their vocabularies. In this research, only **analyzing pictures strategy** is found to be used by all of the students in the classroom. In each beginning of material in the book, it is provided kinds of pictures concerning certain material. For example, in the post office material there are many pictures concerning to it such as postmark, postage, stamp, and so on. During the observation, it is known that the students used this strategy to match the kind of pictures to the words. All of the students in the classroom used this strategy to help them in vocabulary learning.

4.1.2.3 Guessing meaning from textual context

Guessing meaning strategy only could be identified through the questionnaire because it is unobservable. Students commonly employ this strategy in reading skill. It is included in the determination strategies which aim to help the

students in discovering a new word in the first time. From the questionnaire, it could be known that there are twenty five students of the fifth grade employed this strategy when they did not understand about the meaning of words in context.

4.1.2.4 Using a dictionary

Using a dictionary is the most common strategy which is used by almost the entire students in the world in the process of language learning. Students usually employ this strategy to face difficulty in translating the words anywhere likewise as all of the students in this research. Most of the students in this research also used this strategy in the classroom. They matched kind of pictures and the words by using this strategy as well because they were still unfamiliar with the term such as scale and postage in the post office material. Therefore, using dictionary strategy is very helpful for the students in the language learning.

4.1.2.5 Asking teacher

Asking to the teacher strategy is used by twenty six students in this research. It could be seen during the observation was conducted and from the questionnaire. During the observation, it is found that the students tended to ask the teacher when they did not understand about the meaning of words or they wanted the teacher to correct their assignments. There was also a student who asked about the difference of word 'can' and 'please' in completing the dialogues. From the questionnaire, all of the students who employed this strategy assumed that they asked the teacher if they did not understand about the word.

4.1.2.6 Asking classmates for meaning

Asking classmates for meaning strategy is used by twenty five students in the classroom. During observation, it is known that the students asked their friends to make sure the meaning of an unfamiliar word or material in the classroom. Despite the students brought a dictionary by themselves, they still used this strategy to help them in the process of vocabulary learning. Asking classmates strategy is included part of social strategies in which the students need to interact with others.

4.1.2.7 Studying and practicing in a group

Studying and practicing in a group is still part of social strategies. Students need others to apply this strategy. Through the observation, it is found that this strategy was used by six students in the classroom. The students studied and practiced in a group after they collected the assignments to the teacher. The way of applying this strategy is made it as a guess. The students used a dictionary as their guidance to answer the questions of guess from other friends.

4.1.2.8 Connecting word to a previous experience

This strategy only could be identified through the questionnaire. Connecting word to a previous experience means associating new word to previously knowledge. This strategy cannot be found through observation because it is needed mental linkage. From the questionnaire, it is found that twelve students used this strategy in vocabulary learning.

4.1.2.9 Connecting the word to its synonyms and antonyms

Connect the word to its synonyms and antonyms strategy is only used by four students in this research. This strategy could be identified through observation and questionnaire. Through observation, it is looked that these students used their memories to previously knowledge and connected the same meaning of it to the new word. For example, Putri as one of the subjects in this research connected the usage of a quarter and fifteen minutes in review material about telling the time (see Appendix 4).

4.1.2.10 Image word form

Image word form strategy applies mental linkage. It is like as the name, this strategy involves memory in image word form in language learning. This strategy could only be known from the questionnaire because it is unobservable. There are twenty two students used this strategy in vocabulary learning.

4.1.2.11 Image word's meaning

The function of this strategy is almost similar with image word form strategy. It also needs mental linkage when the students use it. Therefore, this strategy is unobservable and only could be known from the questionnaire. There are twenty two students used this strategy in vocabulary learning.

4.1.2.12 Studying the spelling of word

Studying the spelling of word strategy is automatically used by the students when they found an unfamiliar word either in the book or on the board.

The students tended to spell the word that is written by the teacher despite they had known the meaning of the word such as the word of kicking. Because of studying the spelling of word strategy is included in the memory strategies; all of students in this research used it to help them in memorizing the unfamiliar words.

4.1.2.13 Saying new word aloud when studying

Saying new word aloud strategy is used by twenty three students in this research. It is found through observation and questionnaire that the students of this strategy tended to say aloud a new word after they knew the correct pronunciation of the word. This strategy is part of memory strategies which aims to help them in memorizing the new word.

4.1.2.14 Using physical action

Using physical action strategy is used by all of the students in the classroom when the teacher said about something. This strategy is also part of memory strategies in which indirectly it helps the students in memorizing the words. The students tended to act out immediately the words which were said by the teacher such as “Open the book page 55!” or “Clean the whiteboard, please!” The students also tended to practice the word when they knew the meaning of it.

4.1.2.15 Verbal repetition

Verbal repetition strategy involves imitation. From the questionnaire, the students said that they tended to imitate the way teacher talked. Meanwhile, during the observation, it is found that the students employed this strategy when

the teacher asked them to repeat after her. The students also automatically repeated the new words despite the teacher did not ask the students to do it. The verbal repetition strategy is included in the cognitive strategies. All of the students in this research used this strategy in the classroom.

4.1.2.16 Written repetition

Written repetition strategy in this research is only known from the questionnaire. There are eight students said that they used this strategy in vocabulary learning. The function of this strategy is almost same as verbal repetition strategy because this strategy also involves imitation. This strategy is included as one of unobservable strategies in this research because it directly connects to the teacher. Therefore, this strategy is only found from the questionnaire.

4.1.2.17 Keep a vocabulary notebook

Keeping a vocabulary notebook also becomes a preferred strategy which is used by all of the students in the fifth grade. The students automatically took a note when they found an unfamiliar word and its meaning. Despite there are a few students felt bored to take a note in the learning process, they still obeyed when the teacher asked them to do it. The teacher made taking a note each unfamiliar word in the notebooks as a habit for the students because this practice aims to improve their memories and their cognitive skills in vocabulary learning. In the questionnaire, most of the students also said that they employed this strategy.

4.1.2.18 Using English-language media

Using English-language media strategy such as listening to the music or watching movie spoken in English is also used by twenty three students in this research. This strategy is part of metacognitive strategies that support the cognitive strategies. Unfortunately, it is only found from questionnaire. During the observation, there is no activity which involved this strategy in the classroom.

4.1.19 Testing oneself with other tests

Testing oneself with other tests strategy is used by eighteen students in this research. This strategy is identified from the questionnaire. As could be seen in the chapter II, the students could manage their readiness in language learning by using this strategy.

4.1.20 Skipping or passing new word

Skipping or passing new word is also part of metacognitive strategies. This strategy is commonly used in reading skill. There are ten students used this strategy in language learning. The students said in the questionnaire that they read without looking up every unfamiliar word.

4.1.21 Continuous to study word over time

Continuing to study word over time strategy is used by twenty two students in this research. In the questionnaire, the students said that they learnt from their mistakes in using the new word. By using this strategy, the students

could improve their vocabularies in language learning. This strategy is commonly employed by the students at home.

4.2 How the Students Use the Strategies

4.2.1 Finding

The data of how the students use the strategies are collected from observation and questionnaire. Most strategies which are described above are used repeatedly by the students until the strategies become a habit for them in the learning process. *Analyzing part of speech, analyzing picture, using a dictionary, spelling of word, using physical action, verbal repetition, and keep a vocabulary notebook* are kinds of strategies which were employed by the students in each meeting of English subject. The teacher regarded that these strategies as drilling for the students to improve their vocabularies in language learning.

4.2.2 Discussion

As be known before, there are twenty one kinds of strategies are identified through the observation and the questionnaire. The questionnaire is needed to find out the kind of strategies which are unobservable in the classroom. In this section, there are only ten strategies which are discussed because these strategies are included as observable strategies.

4.2.2.1 Analyzing part of speech

The application of *analyzing part of speech strategy* is important for the students because in the fifth grade the material of present tense have been taught

by the teacher. The students commonly employed this strategy to arrange the words into sentence, either from the book or from the teacher, or completing the dialogues from the book. In arranging words to be correct sentence, the students needed to analyze where subject, auxiliary verb, verb, and object in the context. In completing the dialogues, it was needed by the students to analyze the correct word based on the tense that they had learnt before.

4.2.2.2 Analyzing pictures

Analyzing pictures strategy was used by the students in each of beginning material. It aims to explore the vocabulary knowledge the students have of the material. The students were asked to match the pictures and the meanings that existed in the book. First, they generally matched the familiar words to the meaning that they knew before. Then, they conducted the reminder questions by finding out the meanings that were existed in the book and immediately connected to the correct pictures.

4.2.2.3 Using a dictionary

Using a dictionary is the most important strategy which must be had by all of the students in language learning. The students commonly employed this strategy to translate the meaning of words. The students automatically opened their dictionaries when they found difficulty in translating the words. When they were analyzing part of speech or the pictures, the students also used a dictionary as a media to help them in understanding the meaning.

4.2.2.4 Asking teacher

Asking to teacher strategy was employed by the students when they were confused about the words or the meaning of the words. Before they asked to the teacher, they commonly asked to their classmates first that means the application of *asking classmates strategy* is also involved in this activity. The students used both of those strategies when they faced difficulty in finding out the meaning of words through dictionary.

4.2.2.5 Studying and practicing in group

Studying and practicing the meaning in a group is only used by a few students. These students began this activity after they finished their assignments. The way of this strategy is included enjoyable for the students of this strategy use. They used a dictionary as a media to give questions about the words. The students alternately became a questioner and the others must answer the questions. If they were wrong in answering the questions, they laughed together and were given a punishment such as touching something in the classroom.

4.2.2.6 Connecting word to synonyms and antonyms

The user of *connecting word to synonyms and antonyms strategy* is hard to be observed because it needed mental process. There are only four students that could be observed in the classroom. These students employed this strategy in the material of telling the time in which there are some terms have the same meaning such as a quarter and fifteen minutes or a half and thirty minutes. There is one student used this strategy in road sign material to connect the word to its antonym,

namely turn left and turn right. The students commonly used this strategy to remind themselves about the words.

4.2.2.7 Studying the spelling of word

Study the spelling of word strategy was used by all of the fifth grade students in the classroom. When they found a new word in the book or on the board, they tended to spell it softly by pointing their hands. After they spelt it, most of them automatically said the word aloud. In this activity, the application of *saying new word aloud when studying* is involved. When the students said the word aloud, the teacher commonly corrected the pronunciation of the word immediately.

4.2.2.8 Using physical action

The application of *using physical action* also was employed by all of the students in the process of English subject. The students generally acted out their physicals in the teacher's word order. During observation, it is found that when the teacher said, "Open the book page 55!" The students immediately responded the order by acting out their physicals to open the book. It is also known when the teacher asked some students to conduct something, such as cleaning the whiteboard or putting the trash to the basket.

4.2.2.9 Verbal repetition

Verbal repetition strategy also became a preferred strategy which was used by all of the students in the classroom. This strategy involves imitation

automatically. When the teacher asked them to repeat the new word, the students automatically imitated to say the word. This strategy was commonly used by the students when it was found new words in the textual context.

4.2.2.10 Keep a vocabulary notebook

Keep a vocabulary notebook strategy was created by the teacher as habit for the students in improving their vocabularies in the classroom. This strategy involved the students' cognitive skill. The application of this strategy necessitated the students to write various words in their notebooks. When there was an unfamiliar word in the textual context, the teacher translated it and asked the students to note the words along with the meanings.

The application of the strategies above is included in the observable strategies, and the rest of the application of the strategies is unobservable strategies. Oxford (1990:194) states that "there are many language learning strategies that cannot be observed". *Guessing meaning, connecting word to previous experience, image word form, image word's meaning, written repetition, using English-language media, testing oneself with other tests, skipping or passing new word, and continuing to study over time* are included as kinds of unobservable strategies in this research because they refer to mental process and are invisible.