

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter describes and discusses the findings from the data collection to answer the research question: What are student's vocabulary learning strategies to learn English at Madrasah Aliyah in Sleman Regency, Special District of Yogyakarta?

4.1 Research Findings

The general characteristics of the participants shown in the Table 4 below:

Variables	Frequency	(%)
Genders		
Male	52	39%
Female	83	61%
Age		
15	14	10%
16	87	22%
17	30	65%
18	4	3%

From the table above, there are 135 participants who have followed this study. The results from this questionnaire, there are 52 male students or 39% from all sample of this study and 83 for female students or 61% with age range 15-18 years old who filled out the questionnaire. The participants who have followed this study from second grade students in Madrasah Aliyah in Sleman Regency.

Based on data found by distributing questionnaire and descriptive analysis as tool to calculate data by used SPSS and Microsoft Excel. The data can be described into the table below:

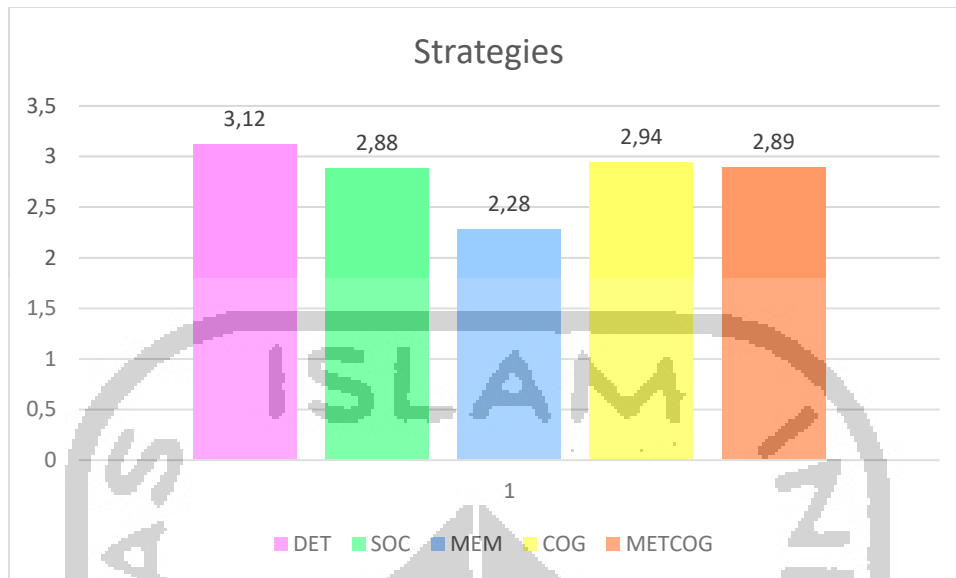


Figure 5.1 Five Domains in Vocabulary Learning Strategies

According on the data above, the survey results of 5 domains of vocabulary learning strategies based on Schmitt (1997) taxonomy are: determination strategies (M=3.12), social strategies (M=2.88), memory strategies (M=2.28), cognitive strategies (M=2.94) and metacognitive strategies (M=2.89). Determination strategies are the most frequently used strategies (M=3.12) and the least frequently used strategies are memory strategy (M=2.28)

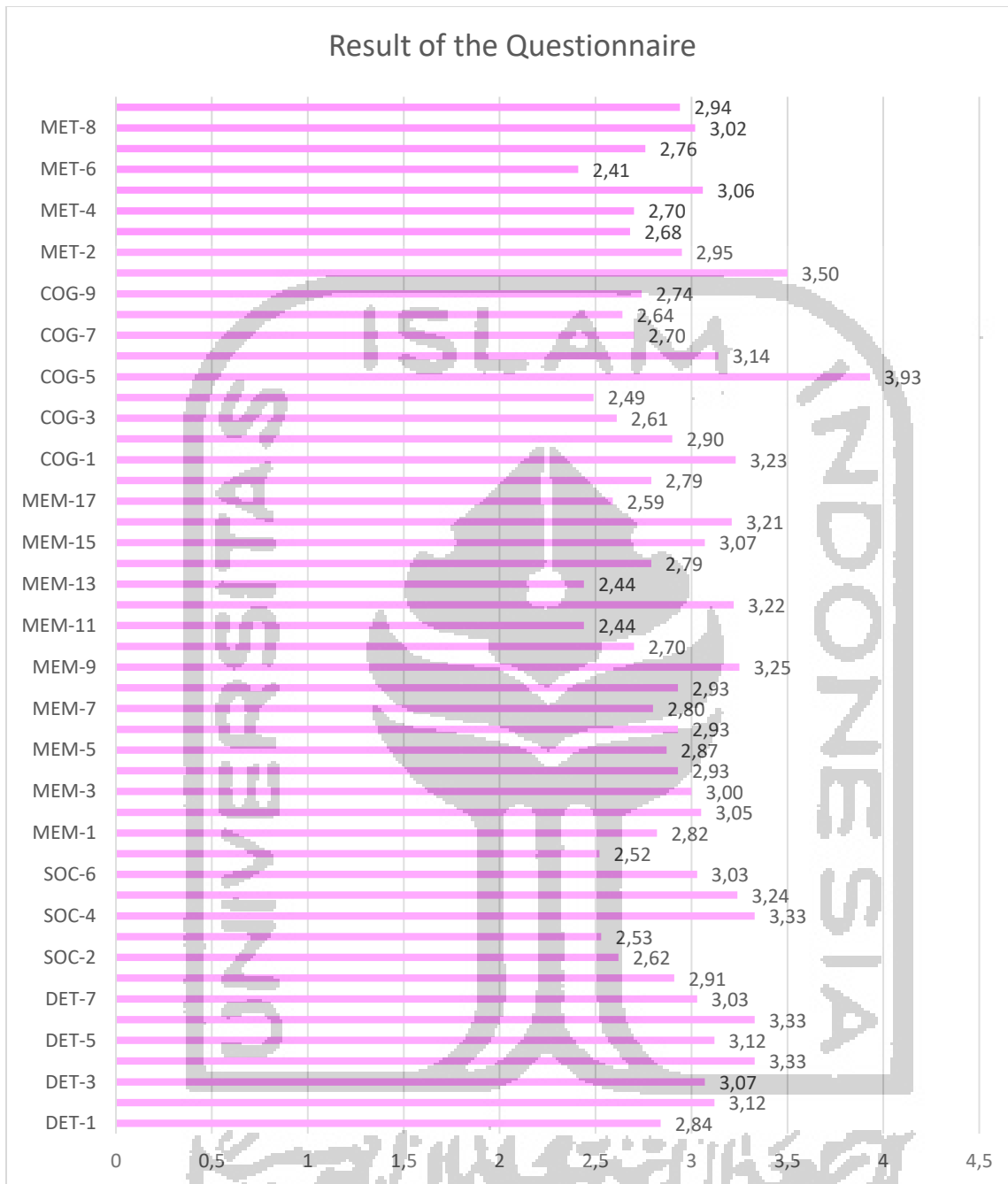


Figure 5.2 Vocabulary Learning Strategies per-Items

Based on the chart above the data obtained from 135 students, the table showed the most frequent strategy is item number 37 (Mean:3.93; SD:0.96) with statement “(Saya akan membuat catatan kosakata baru selama pelajaran)” and the least frequent strategy is item 36

(Mean:2.41;SD:1.12) with statement: “*Saya akan mendengarkan program radio bahasa Inggris untuk belajar kosakata*”.

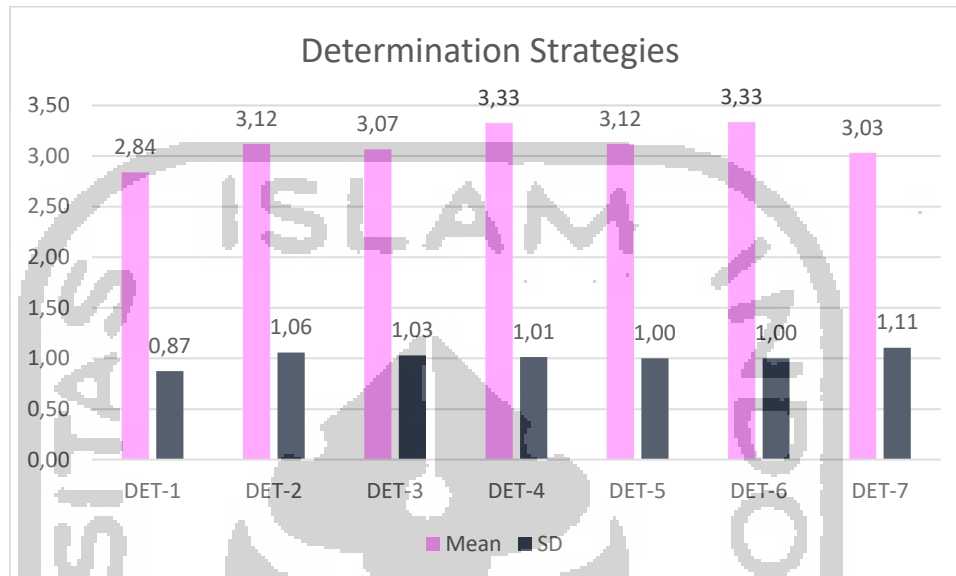


Figure 5.3 Determination Strategies

According to data on the chart above, the most frequently strategy from determination strategies is item DET-4 (*Saya akan menggunakan kamus bahasa Inggris-Indonesia untuk memeriksa arti kosakata*) (M=3.33), the least strategy is item DET-1 (*Saya akan menganalisa kelas kata (kata kerja, kata benda, dan lain-lain) untuk menentukan makna kosakata*) (M=2.84).

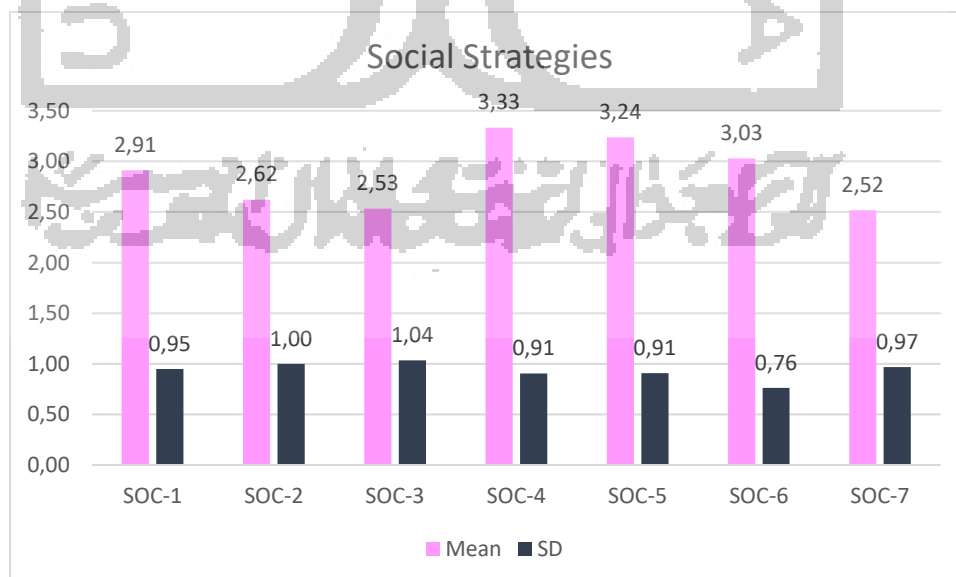


Figure 5.4 Social strategies

Based on result from the table above the most frequently strategy from social strategies is item SOC-4 (*Saya akan menanyakan arti kosakata baru ke teman sekelas saya*) (M=3.33), the least strategy is item SOC-7 (*Saya akan menggunakan kosakata baru untuk berbicara dengan orang-orang Inggris dan Amerika*) (M=2.52)

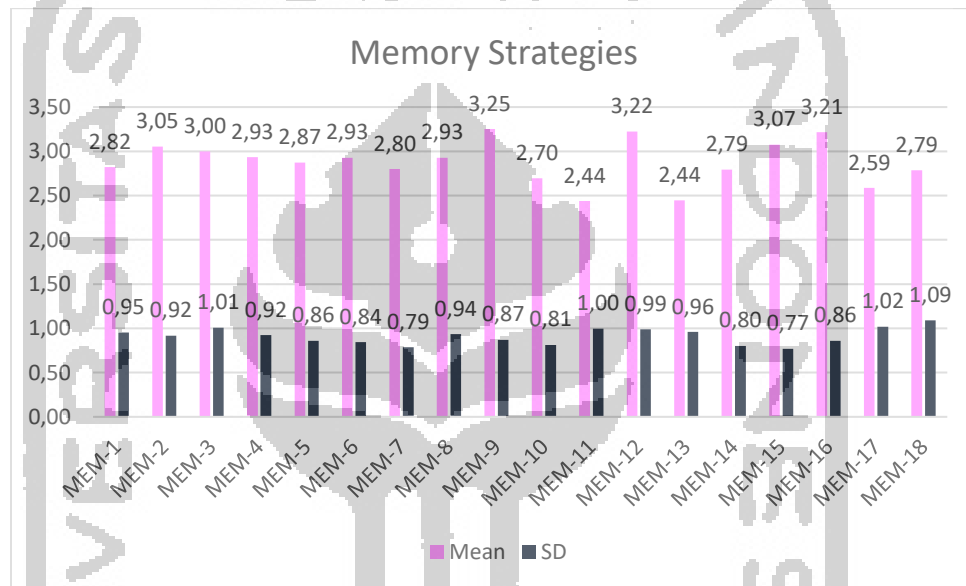


Figure 5.5 Memory strategies

According to the data shown on the chart above, the most frequently strategy is item MEM-9 (*Ketika saya mempelajari sebuah kosakata, saya akan ingat ejaannya*) (M=3.25). The least strategy is item MEM-11 (*Ketika saya belajar sebuah kosakata, saya akan membacanya dengan lantang*) (M=2.44)

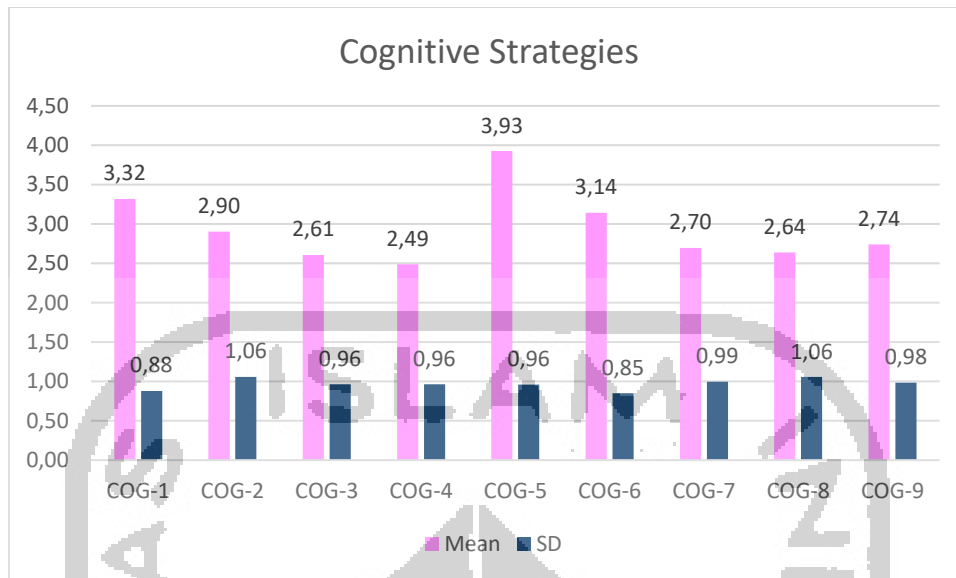


Figure 5.6 Cognitive strategies

Based on the chart shown above the most frequently used strategy is item COG-5 (*Saya akan membuat catatan kosakata baru selama pelajaran*) (M=3.93). The least strategy is item COG-4 (*Saya akan menggunakan satu kartu kosakata untuk mengingat kosakata baru (kartu ditulis kosakata bahasa Inggris di satu sisi, sisi lain menulis arti bahasa Indonesia yang sesuai)*) (M=2.49).

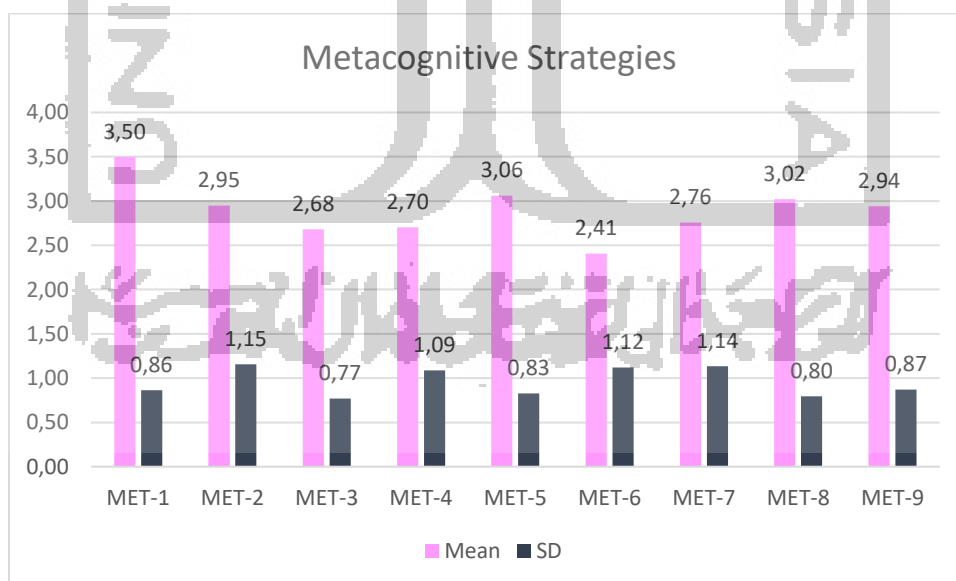


Figure 5.7 Metacognitive strategies

According to chart above, the most frequently used strategy is item MET-1 (*Saya akan menggunakan lagu bahasa Inggris untuk mempelajari kosakata baru*) (M=3.50). The least strategy is MET-6 (*Saya akan mendengarkan program radio bahasa Inggris untuk belajar kosakata*) (M=2.41)

4.2 Discussion

Based on overall data collected by using vocabulary learning strategies questionnaire, the most frequently used strategies by Madrasah Aliyah students are determination strategies (M=3.12), and then followed by cognitive strategies (M=2.94), next is metacognitive strategies (M=2.89), then is social strategies (M=2.88), and the last is memory strategies with (M=2.28).

The data analysis also shows the most and least frequently used strategy by Madrasah Aliyah students. From determination strategies, the most frequent strategy used by students' is item 4/DET-4 with statement "Saya akan menggunakan kamus bahasa Inggris-Indonesia untuk memeriksa arti kosakata" (M=3.33), followed by item 1/DET-1 with statement "Saya akan menganalisa kelas kata (kata kerja, kata benda, dan lain-lain) untuk menentukan makna kosakata" (M=2.84) as the least determination strategies. It means that students prefer to find the meaning of new word by dictionary than judge the meaning. After that, in social strategies, the most frequently used strategy by students is item 11/SOC-4 with statement "Saya akan menanyakan arti kosakata baru ke teman sekelas saya" (M=3.33), the least frequently used strategy by students is item 14/SOC-7 with statement "Saya akan menggunakan kosakata baru untuk berbicara dengan orang-orang Inggris dan Amerika" (M=2.52). It means students prefer to ask their classmate than try to speak with Native speaker. In memory strategies the most frequently used strategy is item 23/MEM-9 (Ketika saya mempelajari sebuah kosakata, saya akan ingat ejaannya) (M=3.25), and the least frequently used strategy is item number 25/MEM-11 (Ketika saya belajar sebuah

kosakata, saya akan membacanya dengan lantang) (M=2,44). It means that students prefer to save new word in their mind than speak loud. The most frequently used strategy used in cognitive strategies is item 37/COG-5 with statement “Saya akan membuat catatan kosakata baru selama pelajaran” (M=3.93) and the least frequently used strategy is item 36/COG-4 with statement “Saya akan menggunakan satu kartu kosakata untuk mengingat kosakata baru (kartu ditulis kosakata bahasa Inggris di satu sisi, sisi lain menulis arti bahasa Indonesia yang sesuai)” (M=2.49). It means that students tend to write a note during the class session than use flash card to learn new vocabulary. In metacognitive strategies showed that item 42/META-1 with statement “Saya akan menggunakan lagu bahasa Inggris untuk mempelajari kosakata baru” (M=3.50) as the most frequently used strategy by students, and item 47/META-6 with statement “Saya akan mendengarkan program radio bahasa Inggris untuk belajar kosakata” (M=2.41) as the least frequently strategy in metacognitive strategies used by students. Based on that, students used vocabulary by listening songs than listening English radio program.

The result from this study Madrasah Aliyah students use cognitive strategies as the most frequently used vocabulary learning strategies. The findings are different from Yeh and Wang (2004)’s findings - cognitive strategies as the most frequently used and social strategies as least frequently used by the students. Noprianto and Purnawarman (2019) research, the most frequently used by students are determination strategies and the least frequently strategies are cognitive strategies. The findings are also different from to Bonsa and Mariam (2014) which find that the most frequently used strategy are cognitive strategies and the least frequently used strategy by students are metacognitive strategies.