

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter describes the findings of the data collection and its analysis and interpretation. It covers research findings and discussion.

4.1. Research Findings

The results consists of two parts. The first is students' personal information, and the second is students' responses on the 32 statements regarding students' grammar learning strategy use based on Kemp (2007) and Bayou (2015) questionnaires which are categorized into six parts; cognitive, metacognitive, social, affective, compensation, and memory. The data results are presented based on cumulative result and based on each class.

4.1.1. General Findings

Table 4.1 Respondents (n=119)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	52	43.7	43.7	43.7
	B	23	19.3	19.3	63.0
	C	44	37.0	37.0	100.0
	Total	119	100.0	100.0	

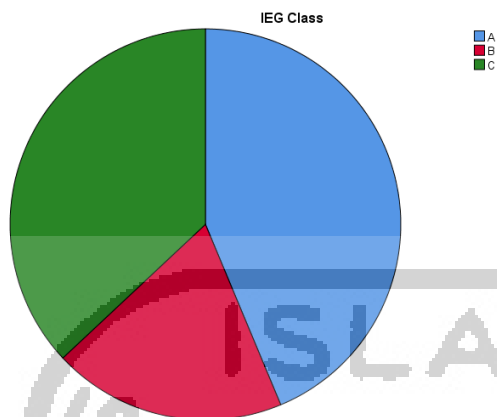


Figure 4.1 Respondents

From the table above, the data results collected from 3 Intermediate English Grammar classes (A, B, and C) which consist of 119 respondents in total. The respondents are dominated by students from class A with 52 respondents or 43,7% from total respondents, followed by respondents from class C with 44 respondents or 37%, and then respondents from class B with 23 respondents or 19,3%.

4.1.2. Main Findings

This part aims to answer the research question on what strategies that used frequently by students in learning grammar in similar context.

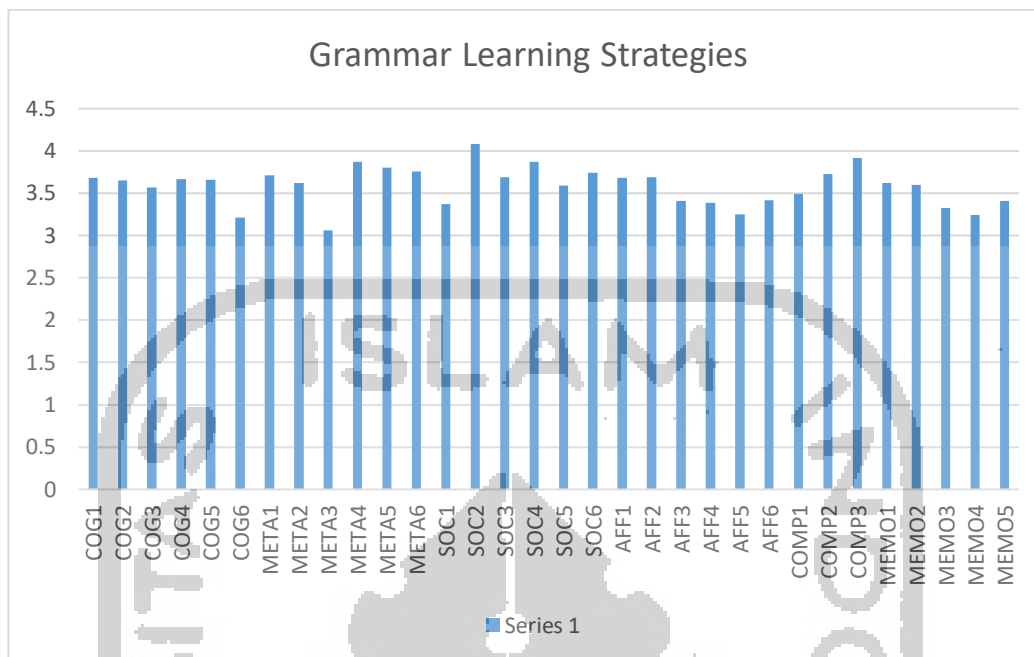


Figure 4.2 Questionnaire's Averages

Based on the data collected via questionnaire to 119 students, it shows that the highest average is 3.72 which is social category, the second highest is compensation strategy with 3.71, the third highest is metacognitive category with 3.63 and the lowest average is 3.44 which is memory category. Meanwhile, the highest score for each statement comes from statement number 14 (SOC2) with 4.08 and the lowest score comes from statement number 9 (META3) with 3.06.

4.1.3. Finding of Each Category of the Questionnaire

4.1.3.1. Cognitive

Based on the data collected from the respondents, the average result of cognitive category is shown in the chart below.

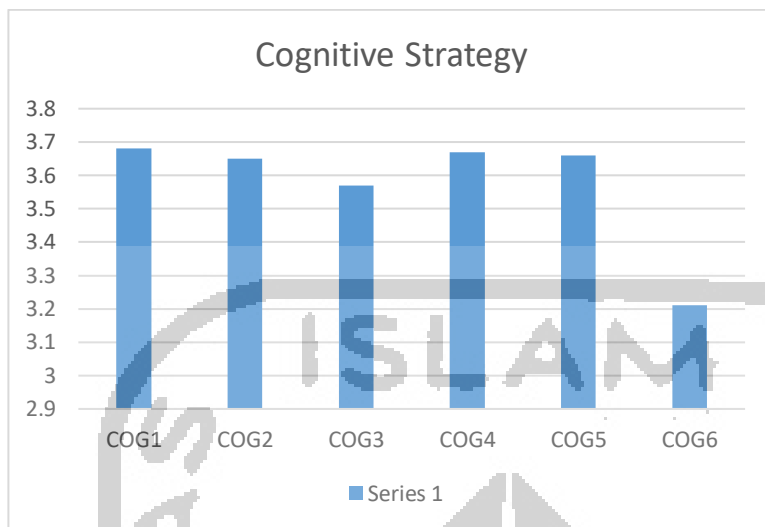


Figure 1.3 Cognitive Strategy Average

The chart above describes the cognitive strategy that students might use when they learn grammar. The highest average comes from the statement number 1 (COG1) which is associating new English grammar structure with the existing structures with 3.68. The second is COG4 which is highlighting important parts of grammar rules with 3.67. The third is followed by COG5 which is learning how to use English grammar correctly by reading and watching in English with 3.66. After that the fourth is followed by COG2 which is classifying the grammar structure into group of similar things with 3.65. Then, followed by COG3 which is comparing English grammar structure with the native language with 3.57. The lowest average comes from COG6 which is doing grammar exercises at home with 3.22. From these statements above, it can be concluded that the students tend to associate the new grammar structure with the one that they already learned.

4.1.3.2. Metacognitive

Based on the result of the questionnaire, the average of metacognitive category is shown in the chart below.

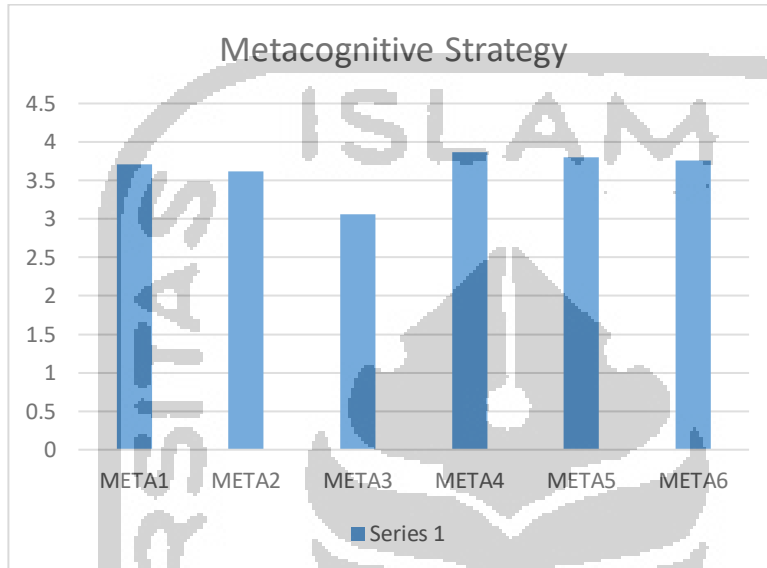


Figure 4.4 Metacognitive Strategy Average

The chart above describes the metacognitive strategy which students might use when learning grammar. The highest average comes from statement number 4 (META4) which is noticing grammatical mistakes with 3.87. The second is META5 which is trying to become a better learner with 3.8. Later, the third is followed by META6 which is looking for company who can help improving grammar proficiency with 3.76. Then, the fourth is followed by META1 which is paying attention to the rules provided with 3.71. After that, the fifth is followed by META2 which is trying to notice new grammar structure in listening or reading with 3.62. Then, the lowest average comes from META3 which is previewing the grammar subject before class with 3.06. Thus, it can

be concluded that the respondents usually check their own mistake and try to compare it with the correct one.

4.1.3.3. Social

Based on the result of the questionnaire answered by the respondents, the average of social strategy is shown in the chart below.

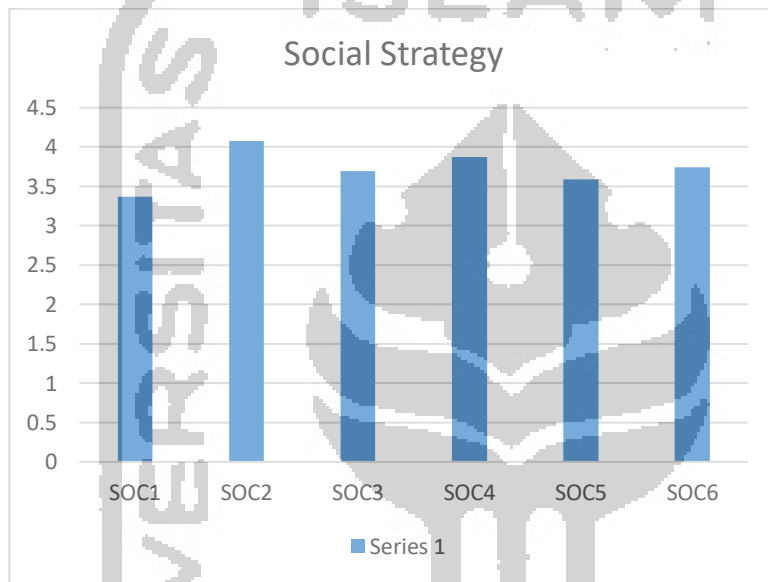


Figure 4.5 Social Strategy Average

The chart above shows the social strategy that students might use when they learn grammar. The highest average is from statement number 2 (SOC2) which is asking friends about new structure with 4.08. The second comes from SOC4 which is listening to feedback from the teacher with 3.87. The third is SOC6 which is encouraging oneself to speak English with 3.74. Afterwards, the fourth is followed by SOC3 which is studying grammar with friends with 3.69. Then, followed by SOC5 which is asking good English speaking to correct grammar mistakes when talking with 3.59. Then, the lowest average comes from SOC1 which is asking the teacher to repeat the explanation

of new structure with 3.37. It means that the students mostly ask their friend if the teacher's explanation is not clear enough for them.

4.1.3.4. Affective

Based on data collected from the questionnaire, the average result of affective strategy is shown in the chart below.

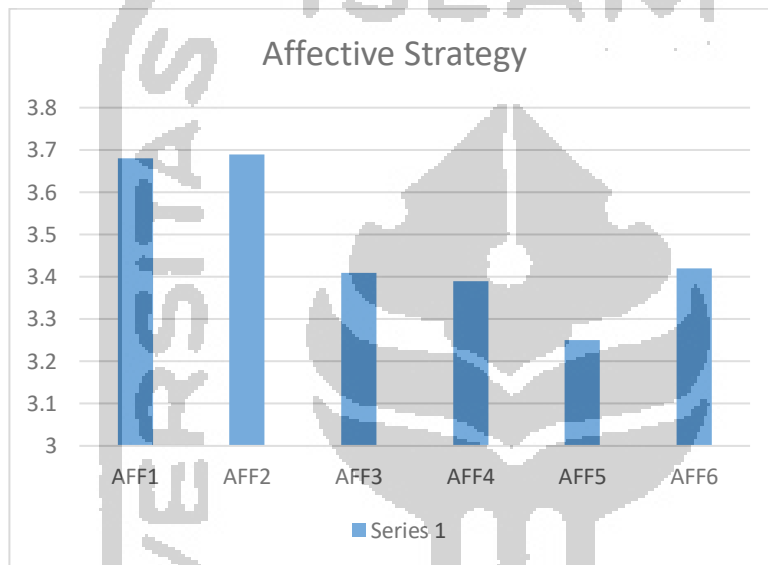


Figure 4.6 Affective Strategy Average

The chart above conveys the affective strategy that students might use when learning grammar. The highest average comes from statement number 2 (AFF2) which is using the rules in the speech with 3.69. The second comes from AFF1 which is trying to relax whenever feeling afraid of using ungrammatical sentence with 3.68. Afterwards, the third is followed by AFF6 which is asking for teacher's corrections with 3.42. Then, the fourth is followed by AFF3 which is giving a reward to oneself with 3.41. After that, the fifth followed by AFF4 which is feeling nervous when studying grammar with 3.39. Then, the lowest average comes from AFF5 which is sharing the feeling when

learning grammar with 3.25. Thus, it can be concluded that the students try to use the grammar rules in their speech although they are afraid of making mistake.

4.1.3.5. Compensation

Based on the result of the questionnaire answered by the respondents, the average of compensation strategy is shown in the chart below.

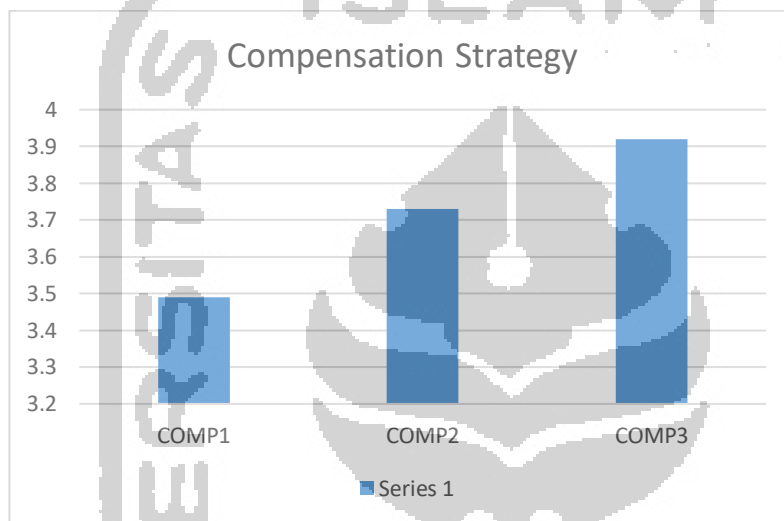


Figure 4.7 Compensation Strategy Average

The chart above defines the compensation strategy that students might use when they learn grammar. The highest average comes from statement number 3 (COMP3) which is improving grammatical mistake with 3.92. Then, the second is followed by COMP2 which is using other structure to deliver a speech with 3.73. The lowest average comes from COMP1 which is discovering the underlying grammar rules with 3.49. Therefore, the students take others' correction of their grammatical mistake in order to improve themselves.

4.1.3.6. Memory

Based on the result of the questionnaire answered by the respondents, the average of memory strategy is shown in the chart below.

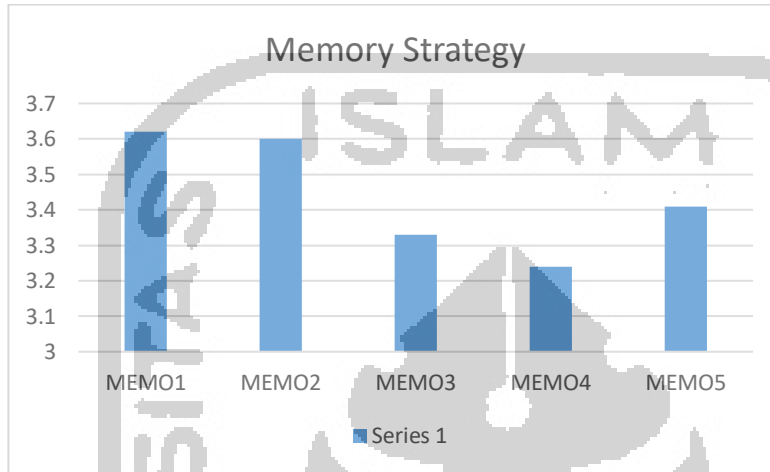


Figure 4.8 Memory Strategy Average

The chart above describes the memory strategy that students might use when they learn grammar. The highest average comes from statement number 1 (MEMO1) which is thinking of the relation between existing grammar structure and the new one with 3.62. The second is MEMO2 which is using new structures in order to remember them well with 3.6. After that, the third is followed by MEMO5 which is trying to remember the new structure by making mental picture with 3.41. Then, the fourth is followed by MEMO3 which is trying to remember grammar information by using location on the page with 3.33. The lowest average comes from MEMO4 which is reviewing grammar lessons regularly with 3.24. Thus, it can be concluded that the students try to hook the grammar structures that they know and the new structure.

4.2. Discussion

The data obtained from the questionnaire was linked to the previous studies, theories, and concept from literature. The results of the data from the students who took Intermediate English Grammar class A, B, and C were calculated in 2 steps. The first step was the overall data. Based on the chart discussed above, the highest average comes from Social strategy with 3.72. Meanwhile the lowest average comes from Memory strategy with 3.44.

The second step elaborated each category of the questionnaire. There are 6 categories, which is cognitive, metacognitive, social, affective, compensation, and memory. Cognitive strategy consists of 6 statements with average $\bar{X} = 3.57$. Metacognitive strategy consists of 6 statements with average $\bar{X} = 3.63$. Social strategy consists of 6 statements with average $\bar{X} = 3.72$. Affective strategy also consists of 6 statements with average $\bar{X} = 3.47$. Compensation strategy consists of 3 statements with average $\bar{X} = 3.71$. The last strategy is Memory strategy which consists of 5 statements with average $\bar{X} = 3.44$.

The strategy that the students use most is social strategy with average 3.72. Different from previous studies conducted by Zhou (2017), Zekrati (2017) and Jia & Wang (2017) stated that cognitive strategy as the dominant one, Bayou (2015) with compensation strategy, Kunasaraphan (2015) with metacognitive strategy. There is a possibility that the students of Intermediate English Grammar class have tendency to learn together with their friends according to the theory of Vygotsky about ZPD. Shabani, Khatib, and Ebadi (2010) discussed the Zone of Proximal Development

(ZPD) by Vygotsky and concluded that the learners experience the best learning when they work together with other skilled people such as classmates, seniors, and teachers who can give them such advantages as new concept, psychological tools, and skills. It means that the learners need to be assisted by their friends or seniors when they do a task, after receiving such favor from skilled people they will try to completing their task even though they do it by themselves. Similar to Vygotsky's theory of ZPD, Hajar (2017) stated that the process of language learning occurs in learners' minds as well as in the practices of teachers and availability of resources, such as classmates and seniors. Huang & Andrews (2010) as cited by Hajar (2017) states that language learners are obligated to achieve specific learning goals when they associate their LLSs with the contribution or obstacle come from other influential social agents such as language teachers and parents. However, since most of the students in Intermediate English Grammar class come from different cities, the social agents here can be their friends or classmates. Hajar (2017) used compulsory and voluntary strategies. Compulsory is a strategy which focuses on achieving specific short-term learning goals, the learners tend to use this strategy when they need to pass certain test such as final exam which requires them to memorize words or vocabularies. While voluntary refers to the learning beyond classroom walls, the learners themselves do the things that help them to strengthen their English such as reading English novels, purchasing English magazines, and using new slang words in daily life. In this case, the present study shows that the learners have high possibility to be more voluntary than compulsory. This is in accordance with the statements in social category in the questionnaire, which one of them is "if I do not understand my teacher's explanation of a new structure, I

ask my friend for help.” From this statement we can see that the learners are voluntarily learning grammar. Thus, it can be concluded that the use of language learning strategies depends on the context and learning goals.

The second strategy that the students use most is compensation strategy with average 3.71. There is a chance that the students who took Intermediate English Grammar class use this strategy when they produce spoken or written expression in the target language to make up for a lack of grammatical knowledge, as stated in the one of the statements in compensation category which is “If I am not sure of using one structure in my speech or writing, I try to use other structure to deliver my message clearly.” There is also one of the strategies in compensation called “getting help” which means asking someone for help by hesitating or explicitly asking for the person to provide the missing expression in the target language (Oxford, 1990). This statement is in accordance with a study conducted by Sahib (2016) about compensation strategies used by EFL learners. In the study, the most employed strategy of compensation is “seek help” which indicated that the learners most often apply the strategy of seeking help and asking for more information as stated in the compensation category “I try to improve my grammatical mistake when someone gives me correction.” Thus, in the present study compensation strategy helps the learners to overcome knowledge limitation.

The third strategy that the students use most frequently is metacognitive strategy with average 3.63. Metacognitive is still preferred because there is an over-generalized belief about good English means good grammar. Mattarima & Hamdan

(2011) stated that many EFL learners in Indonesia pay more attention to the rules when they communicate using English. They are afraid to communicate using English as if they will produce a lot of mistakes, lack of vocabulary and expression as well as mastery of grammar. Thus, it is possible that many students use metacognitive strategy in order to improve their communication skill in using the target language accurately.

The least strategy that the students use is memory strategy with average 3.44. This strategy is contrary to social strategy which provides interaction with other language learners to obtain correct grammatical rules by asking questions or clarification to their proficient friends, meanwhile memory strategy refers to utilizing sundry memory in order to remember and retrieve new information regarding grammatical rules. Oxford (1990) stated that there are not many study reported about the language learners use memory strategy, despite the effectiveness of memory strategy to the language learning itself.