

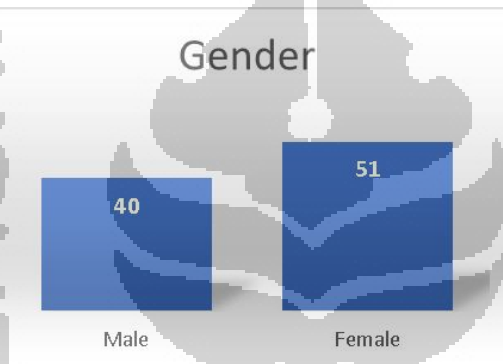
## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

This chapter describes the findings obtained from the questionnaires to examine vocabulary learning strategies used by the students in a senior high school in Sleman grade XII who participate in this survey research.

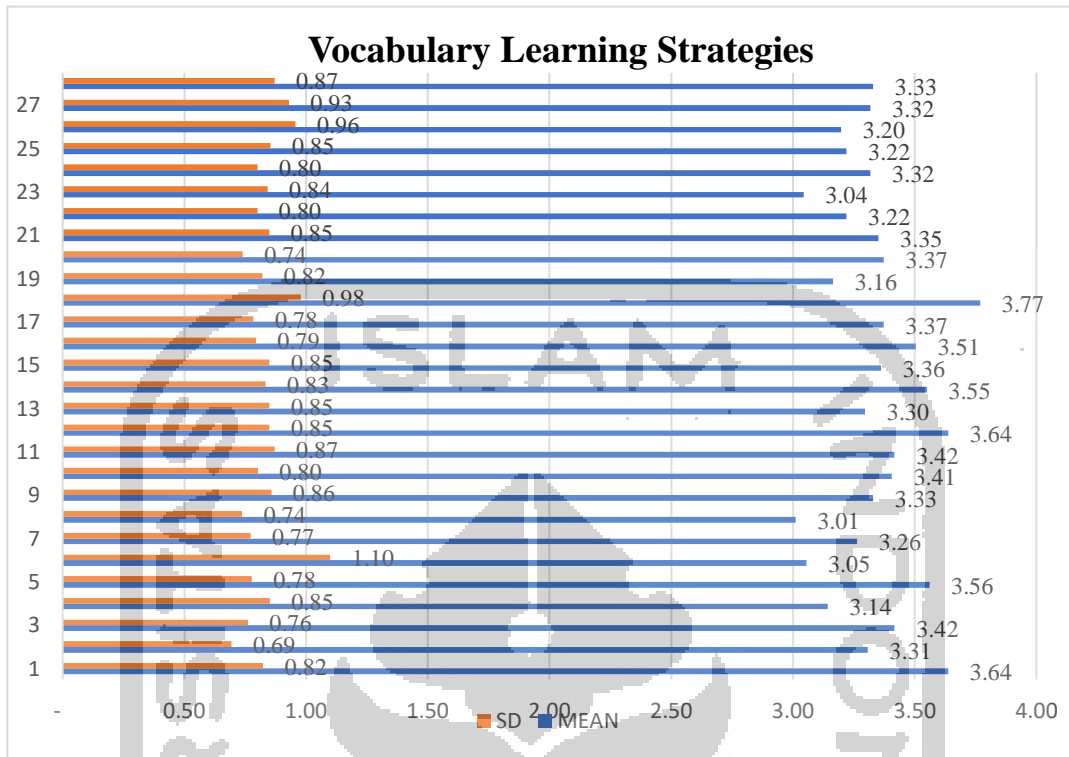
#### 4.1 Research Findings

The characteristic of general participants shown in the table below:



**Figure 1. Chart of Gender**

From the table above, there are 91 data involved in this study. The result of the questionnaire shown that between female and male almost balance, female with 51 participants and male with 40 participants from all of the total participants that submitted the questionnaire.

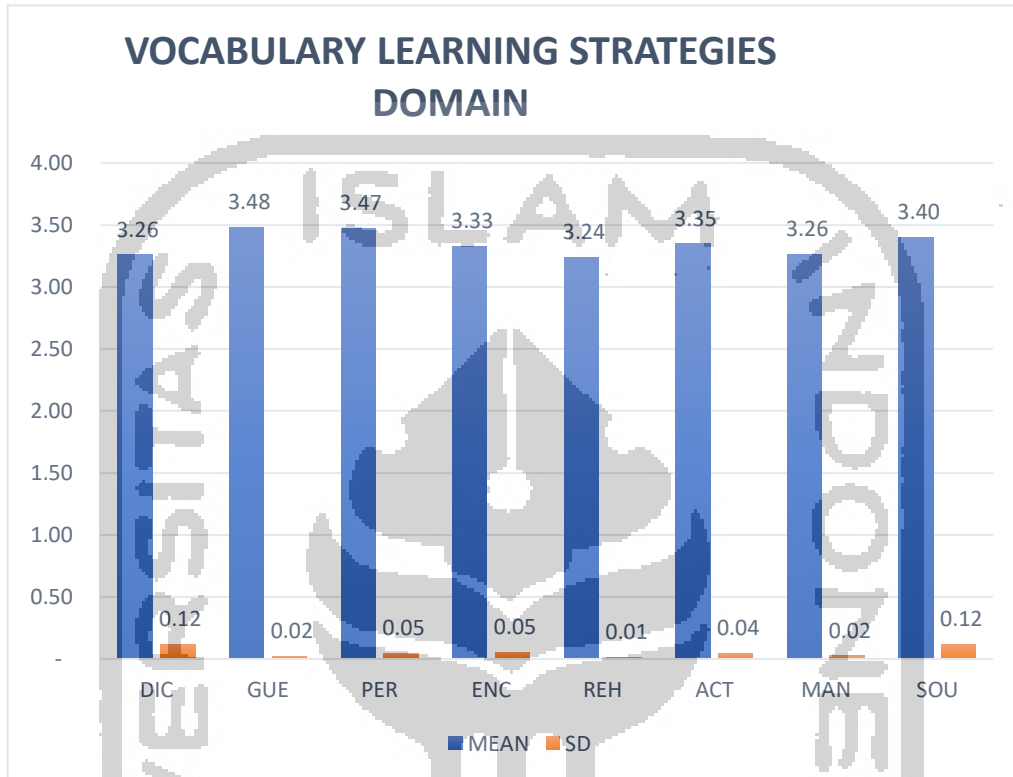


**Figure 2. Chart of Vocabulary Learning Strategies**

Based on the data obtained from 91 students, the finding shows the highest mean value was found in item number 18 (M= 3.77) and standard deviation (SD= 0.98) (*I listen to English songs, radio programs, watch English movies etc. to increase my vocabulary*).

And the lowest mean value was found in item number 8 (M= 3.01) and standard

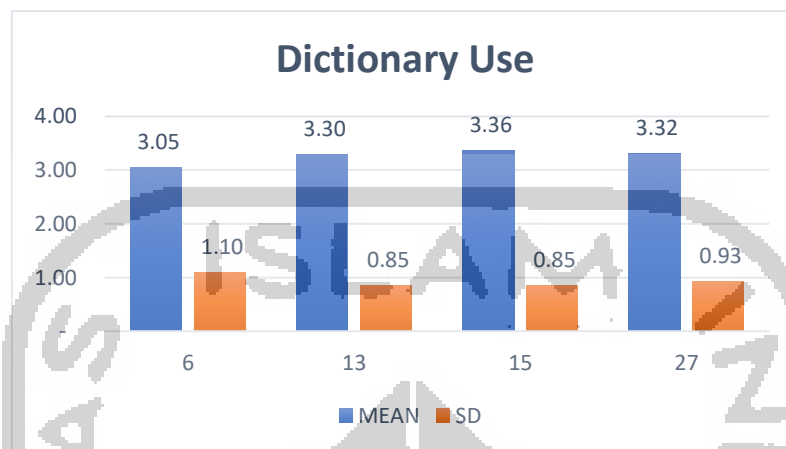
deviation (SD=0.74) (*I analyze the structure (root and affix) of a new word to remember it (e.g. in-formal, color-less).*)



**Figure 3. Chart of Vocabulary Learning Strategies Domains**

Based on overall domains on the chart above of Vocabulary Learning Strategies, there are 8 domains in an examination vocabulary learning to identify the pattern of vocabulary learning strategies according to Wei (2007): Dictionary use strategies, guessing strategies, Perception strategies, Encoding strategies, Rehearsal strategies, Activation strategies, Management strategies, Source strategies. In the data of chart above, the highest

score is Guessing strategies ( $M= 3.48$ ) and standard deviation ( $SD= 0.02$ ) and the least score is Rehearsal strategies ( $3.24$ ) and standard deviation ( $SD= 0.01$ ).



**Figure 4. Chart of Dictionary Use Strategies**

Based on the chart above, the result for Profile of Dictionary Use Strategies the highest score is item number 15 (*When I look up a word in the dictionary, I read all the meanings of new words*) with mean ( $M=3.36$ ) and standard deviation ( $SD= 0.85$ ). for the least score is item number 6 (*I carry a pocket dictionary (including an electronic dictionary) to look up the words I don't know*). ( $M=3.05$ ) and standard deviation ( $SD=1.10$ ).

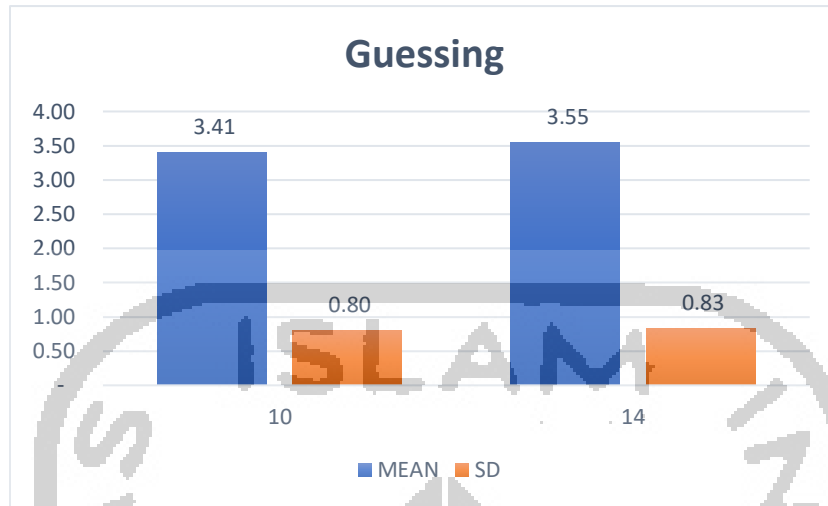
a. Items of Dictionary Use Strategies

DIC 6: I carry a pocket dictionary (including an electronic dictionary) to look up the words I don't know.

DIC 13: When I look up a word in the dictionary, I read all the meanings of new words.

DIC 15: I look up new words in an English-Indonesian dictionary.

DIC 27: I look up new words in an English-English dictionary.



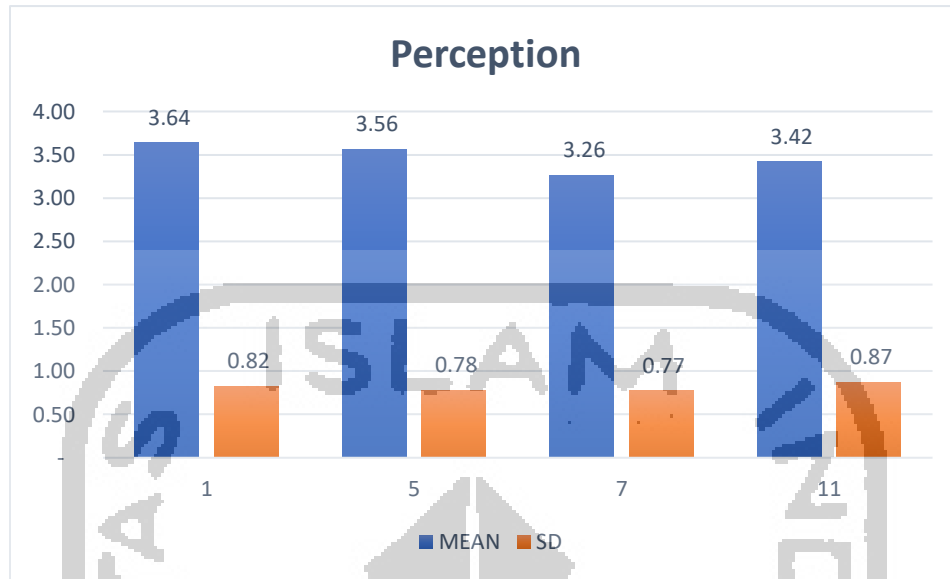
**Figure 5. Chart of Guessing Strategies**

Based on the chart above, the result for profile of Guessing Strategies the highest score is item number 14 (*I check to see if my guesses about the words are right or wrong.*) (M=3.55) and standard deviation (0.83). For the least score is item number 10 (*I guess the meaning of words I don't know*) (M= 3.41) and standard deviation (SD=0.80)

b. Items of Guessing Strategies

GUE 10: I guess the meanings of words I don't know.

GUE 14: I check to see if my guesses about the words are right or wrong.



**Figure 6. Chart of Perception Strategies**

Based on the chart above, the result for Profile of Perception Strategies the highest score is item number 1 (*I pay attention to the pronunciation of a new word.*) with score of mean ( $M=3.64$ ) and standard deviation ( $SD=0.82$ ). for the least score is item number 7 (*I pay attention to the grammatical patterns (e.g. parts of speech, countable/uncountable) of a new word*). With score of mean ( $M=3.26$ ) and standard deviation ( $SD0.77$ ).

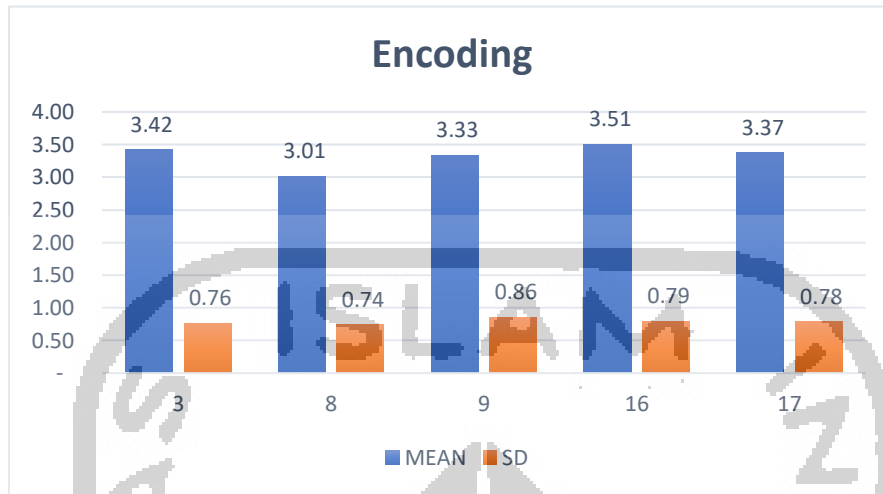
c. Items of Perception Strategies

PER 1: I pay attention to the pronunciation of a new word.

PER 5: I used my textbook to learn new words.

PER 7: I pay attention to the grammatical patterns (e.g. parts of speech, countable/uncountable) of a new word.

PER 11: I pay attention to the unfamiliar usage of a known word.



**Figure 7. Chart of Encoding Strategies**

Based on the chart above, the highest score is item number 16 (*I try to remember the Indonesian equivalent of the word*) with score of mean (M=3.51) and standard deviation (SD=0.79). For the least score is item number 8 (*I analyze the structure (root and affix) of a new word to remember it (e.g. in-formal, color-less)*). With score of mean (M=3.01) and standard deviation (SD=0.74).

d. Items of encoding strategies

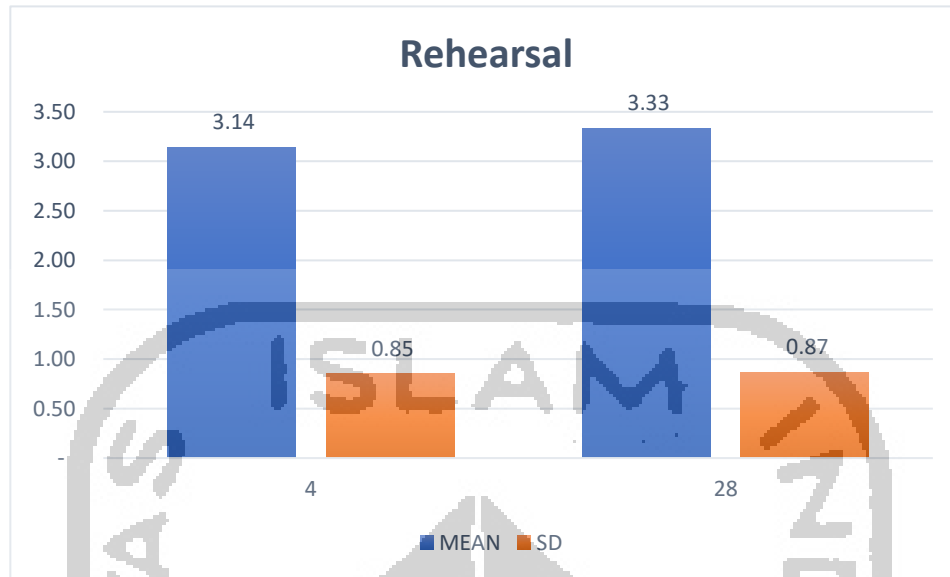
ENC 3: I try to remember the sentence in which the word is used to remember the word.

ENC 8: I analyze the structure (root and affix) of a new word to remember it (*e.g. in-formal, color-less*).

ENC 9: I associate new words with those I already know.

ENC 16: I try to remember the Indonesian equivalent of the word.

ENC 17: I distinguish word with similar meanings.



**Figure 8. Chart of Rehearsal Strategies**

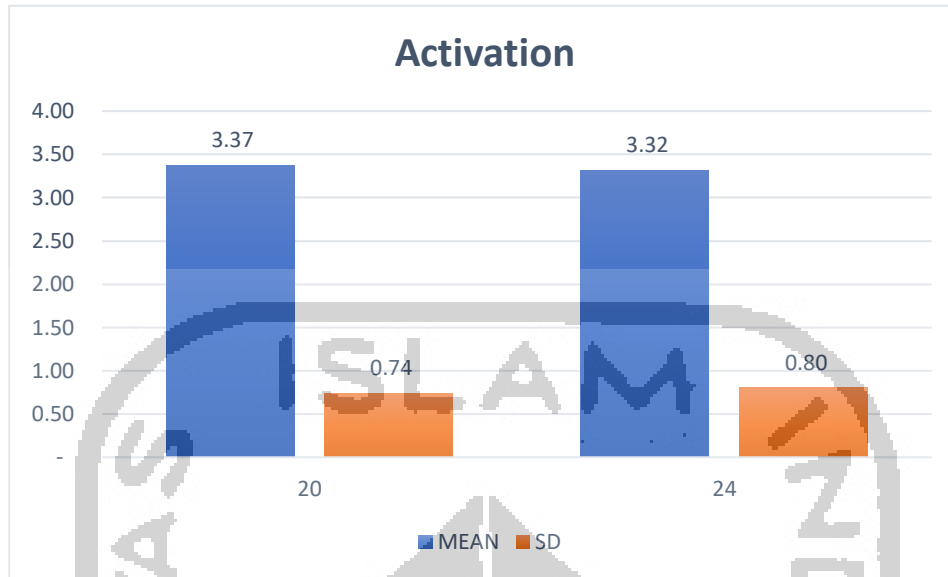
Based on the chart above, the highest score is item number 28 (*I repeatedly visualize the new word to remember it.*) with mean (M= 3.33) and standard deviation (SD=0.87). For the least score is item number 4 (*I repeat a new word out loud several times to remember it*) with mean (M=3.14) and standard deviation (SD =0.85).

e. Items of Rehearsal Strategy

REH 4: I repeat a new word out loud several times to remember it.

REH 28: I repeatedly visualize the new word to remember it.





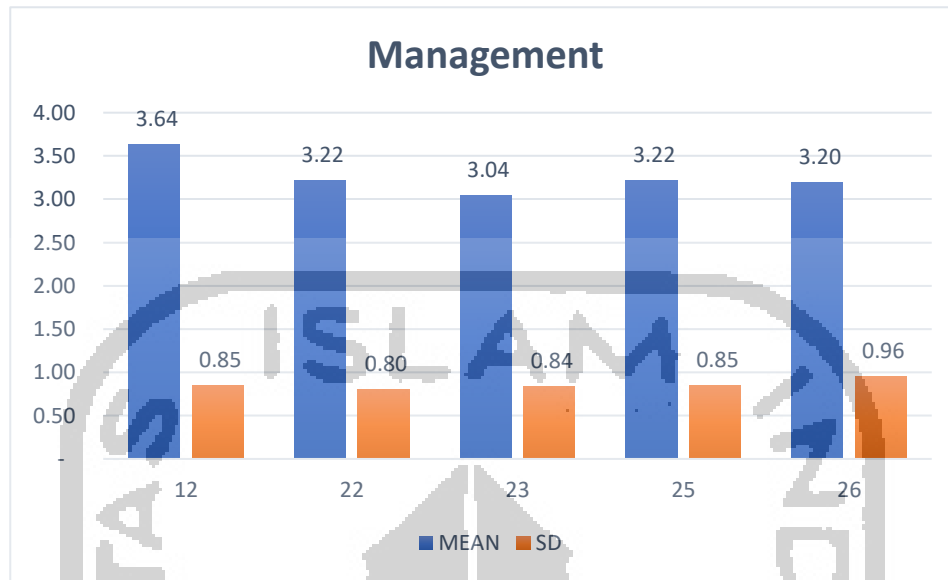
**Figure 9. Chart of Activation Strategies**

Based on the chart above the highest score is item number 20 (*I use the newly-learned words as much as possible in speaking and writing*) with mean ( $M= 3.37$ ) and standard deviation ( $SD=0.74$ ). for the least score is item number 24 (*I make up my own sentences using the words I just learnt*). with mean ( $3.32$ ) and standard deviation ( $SD=0.80$ ).

f. Items of Activation Strategies

ACT 20: I use newly-learned words as much as possible in speaking and writing.

ACT 24: I make up my own sentences using the words I just learnt.



**Figure 10. Chart of Management Strategies**

Based on the chart above, the highest score is item number 12 (*I highlight the words that seem important to me*) with mean ( $M=3.64$ ) and standard deviation ( $SD=0.85$ ). For the least score is item number 23 (*I make plans for my vocabulary learning*) with mean ( $M=3.04$ ) and standard deviation ( $SD=0.84$ ).

g. Items of Management Strategies

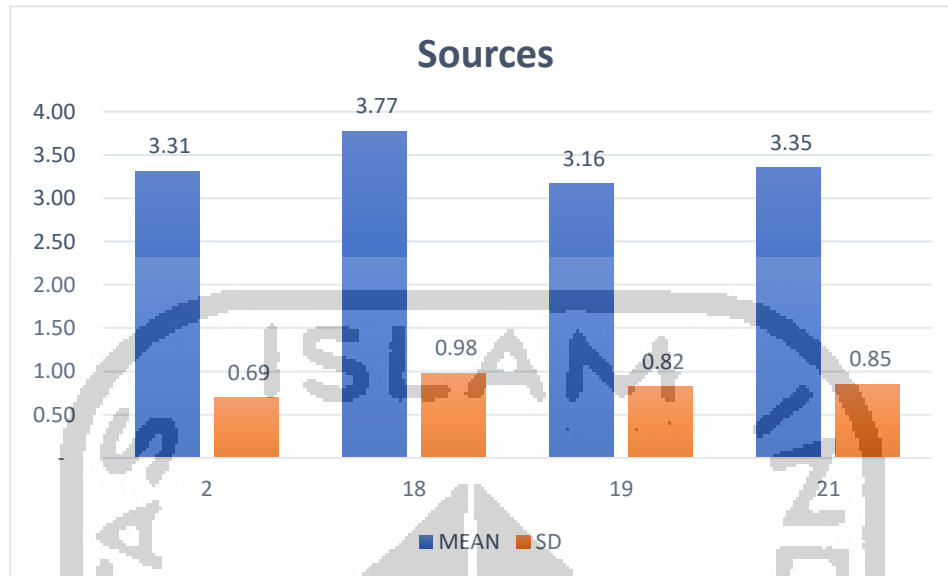
MAN 12: I highlight the words that seem important to me.

MAN 22: I review my vocabulary regularly.

MAN 23: I make plans for my vocabulary learning.

MAN 25: I group words in my own way to remember it.

MAN 26: I keep a vocabulary notebook to jot down words I want to learn.



**Figure 11. Chart of Sources Strategies**

Based on the Chart above, the highest score from sources strategies is item number 18 (*I listen to English songs, radio programs, watch English movies etc. to increase my vocabulary*) with mean ( $M=3.77$ ) and standard deviation ( $SD=0.98$ ). for the least score is item number 19 (*I read stories, magazines etc. outside class to increase my vocabulary*) with mean ( $M=3.16$ ) and standard deviation ( $SD= 0.82$ ).

h. Items of Sources Strategies

SOU 2: I use my textbook to learn new words.

SOU 18: I listen to English songs, radio programs, watch English movies etc. to increase my vocabulary.

SOU 19: I read stories, magazines etc. outside class to increase my vocabulary.

SOU 21: when I come across a new word, I make a note of it.

**4.2 Discussion**

Based on all of the data from questionnaire VLS, the result show that guessing strategies most used by students while learning vocabulary with mean score ( $M= 3.48$ ) and standard deviation ( $SD= 0.02$ ) and for the least strategies is Rehearsal strategies ( $3.24$ )

and standard deviation (SD= 0.01). According to Subon (2013) the value score ranged from 2.22 to 3.80 it can be indicated is in the medium level.

In the previous study from Subon (2013) has similar to this research, one of the aimed of this study is to identify the vocabulary learning strategy employed by form 6 students in Chinese EFL context. The result shows that the students used most is guessing strategies score of strategies is similar, the highest score is guessing strategies followed by perception and encoding strategies and for the least is management strategies, according to Subon (2013) students choose guessing strategies to guess the meaning of the word that they don't know because the students preferred to learn new vocabulary by contextualization. Wei (2007) research aim to identify the pattern of vocabulary learning strategies, this study shows that perceptions strategies has the highest score and activation strategies is the lowest score, according to Wei (2007) perception be the most preferred strategies because the students learn new word with arrange by visualize the word. In other research from Yunhao (2011) aim to the differences vocabulary acquisition strategies used by good and poor language learners and to identify the types of strategies that used by those students, this study found the similar highest strategies with highest score is guessing strategies and for the lowest score management strategies, based on Yunhao (2011) guessing strategies can be the way for students to find meaning and way to get the messages.

Guessing strategies be the most popular strategies, sometimes students think about the words or sentences that they don't know what the meaning is and the simplest way is just guess the answer or the meaning, with the word that familiar by students or the word that they have been heard before.