

Chapter Four

Findings and Discussion

This chapter presents the findings and discussion of this research. The findings of this research are followed by discussion that contain the analysis of the findings and literature. Both findings and discussion are meant to answer the research questions on “what are student’s problem in learning vocabulary through speaking at English Language Education Department of Universitas Muhammadiyah Yogyakarta?” and “what are student’s strategies to solve the problem in learning vocabulary at English Language Education department of Universitas Muhammadiyah Yogyakarta?”

The findings of this research indicate several points of student’s problems in learning vocabulary at ELED of UMY. The findings of this research showed that the students had problems in learning vocabulary especially in speaking. The problems include the difficulties in finding the meaning of the word, mispronunciation, low language ability, and inability to memorize the word. Moreover, the strategies that are used by students in learning vocabulary at ELED of UMY was used of various references (*dictionary, asking friend, recalling the memory, and imitating to the lecturer*), memorizing, taking note, using English song, and regular practice.

Problems which are faced by students in learning vocabulary

Five participants have been interviewed to get the data to answer the first research question. When students learned vocabulary in speaking, they faced several problems. The researcher found four problems in this study. The students’ problems in learning vocabulary at ELED of UMY are as follows:

The difficulties in finding the English word. Two participants argued that the problem in learning vocabulary came from difficulty in finding the English word. The participants found the difficulties in finding the meaning of the English word and difficult to find the English word. Sometimes when they spoke they did not know the English word or to find the new word in English.

Adele said that "I have difficulties to find the word in English word" (Adele.3). In addition they have problem when they spoke and they did not know the word in English word. In line with this finding, Daud said that "When I speak, I am difficult in choosing the English word." (Daud.1). He got a problem in choosing the English word. If they could not solve their problem in finding the English word, they will have difficulties in changing their vocabulary to be better.

Those two participants have already explained their argument based on their experience. From this finding, finding of the English word became a challenge. Sometimes, when they spoke, they did not know the word in English, it made their speaking not well. It was supported by Boonkangsaen (2012). The challenge in finding the English word for foreign language is difficult to understand between the form and the meaning of the words, and discriminating the meaning of closely related words.

Mispronunciation. Mispronunciation became another problem that was faced by students. Three participants stated that they had difficulties to pronounce the word. The finding is explained below.

Daud said that "The problem that I have is pronunciation, maybe on how we pronounce the word" (Daud. 2). Then, Adele also said that "My problem is in pronunciation, usually I have problem with the words like when we say /b.r.e.i.k/ sometimes became /b.r.i.k/" (Adele.1). In line with this finding, Viola said that "I have problem to pronounce the

word, because in English language the letter and pronunciation are sometimes different” (Viola.2).

Based on the findings, it can be summarized that the problem faced by the students was mispronunciation. It is supported by Thonrbury (2005) who stated that first problem faced by students in improving their vocabulary is pronunciation. His research demonstrated that the words that are harder to pronounce are harder to learn. This is in line with the research finding about mispronunciation that four of five students had problem in pronunciation. They felt difficult to pronounce the word especially when they find the new word that difficult to pronounce.

Low language ability. This finding was mentioned by four participants. In this study, grammar become a problem in learning vocabulary especially in speaking.

Daud remarked that “my problem in speaking is related to the grammar, so, it is the use of the words that do not exist in *Bahasa Indonesia* like verb 1 and verb 2 in” (Daud. 3). In addition Adele said that “I have problem. When I speak, it must have a verb, and sometimes I forget to use verb” (Adele.2). Adele also said that “I also have problem in changing the word from verb 1 to verb 2, sometimes I am confused to choose the verb especially in speaking” (Adele.4). in addition, Viola commented that”when I speak, it feels like my grammar is correct, but suddenly I realize that there is no verb or subject” (Viola.1). In the other hand, Adia said that “in speaking it is difficult to change the word from verb 1 to verb 2” (Adia. 2).

From those statements, the participants had problem in learning vocabulary. Grammar could be a big problem for some students. They should master grammar to make their speaking accurate and they were not confused to change the verb in verb 1 to verb 2. In line with that finding, Dekeyser (2005) said that the difficulties that are faced by students in learning grammar is form. The students learn grammar form that fits any of criteria may

experience problems of form meaning mapping. Dekeyser (2005) also illustrated that, for students learning verb is difficult because it need presents, past, and past participle in every situation, for example: I walked to the park yesterday.

Inability to memorize the word. This finding was mentioned by Adia and Fatiha as problem in learning vocabulary especially in speaking.

Adia said that “I found new words that it is difficult to remember, I should remember them continuously to make our speaking better” (Adia.1). She felt that when she found a new word and it was difficult to remember it. In addition, Fatiha said that “I have problem in speaking, it is difficult to remember the word even easy vocabulary” (Fatiha.1).

Some students have problems in memorizing the word when they found new vocabulary and it was difficult to remember. If the students did not use strategy to solve this problem it can be difficult for students to solve this problem. Webb and Chang (2012) mentioned that, the common problem in learning vocabulary is students have difficulty in memorizing the word. When students found new words and they did not practice regularly, it would make the students forget the words.

Strategies that are used by students to solve their problem in learning vocabulary through speaking

Related to strategies the researcher had gathered the data through interview from five participants. The strategy that used by students to solve their problem in learning vocabulary were divided into eight categories.

The use of reference to find the English word and pronunciation. Five participants stated that they used this strategy to solve the problem in learning vocabulary. In using reference it can be beneficial for them to solve the problem in learning vocabulary especially

in speaking. The strategy related to the references are the use of dictionary, recalling the memory, and asking friend.

The use of dictionary. Almost all participants stated that they use dictionary to solve their problem. Dictionary was beneficial for students to solve their problem in learning vocabulary.

Daud said that “To find the English word I use dictionary.” (Daud.4). In line with this finding, Adele said that “Usually I look up dictionary to know the word in English” (Adele.10). They used dictionary to find the English word. Then, Adele also add that “I also look up online dictionary to check how to pronounce the word” (Adele.8). In addition Viola also said that “usually I look up Google dictionary to check how to pronounce the word” (Viola.3). Differently from Daud, Adele, and Viola, Aida remarked that “I open dictionary and learn about verb 1, verb 2, and verb 3” (Adia.3).

According to Harmer (2001), dictionary does not only tell you the meaning of a word. It also tells learners the grammar, pronunciation, and stress placed of the word. Dictionary gives information about grammar, pronunciation, stress word, and give example of how to use the word in a form of complete sentences. The students can check their pronunciation by using dictionary, some of participants used online dictionary to make easier to check the word.

In addition, Eslami and Huang (2013) stated that, dictionary helps students to find the particular meaning of an unfamiliar word in a given context. Students also use dictionary to learn change a word like, from the present into past and from the past into past participle. Dictionary is beneficial for the students in helping them to solve the problem.

Dictionary is the strategy that students can use in finding the English word and how to pronounce the word. In using dictionary there are two kinds that can be used by students. The dictionary of *Indonesa- English* is used to find the English word, then the dictionary of *English –Indonesia* is used to know how to pronounce the word. According to the Harmer (2001) above, this strategy is appropriate for students in improving their problem especially in finding the English word and pronunciation.

Recalling the word. Recalling the word is the technique that used by the students, to solve their problem in pronunciation. Daud and Adele mentioned that in learning vocabulary they have a strategy to solve their problem. As they stated below.

Daud said that “When I found the word that I forget how to pronounce, I try to recall it that I ever had studied how to pronounce it in phonology class at semester 3” (Daud.5). In line with that, Adele said that “When I found the word, it is difficult to pronounce and I recall it. I ever found it in phonology class” (Adele.5). All of participant has same strategy to solve their problem. When they found the word they cannot to pronounce the word. Then, they try to recall those words that they ever join phonetic class, and they learn how to pronounce the word. It helps them to solve their problem in pronouncing the word.

Two of five students mentioned that this strategy can help them to solve their problem in pronunciation. Students used a recalling words as a technique in solve their problem. When students find the words and they have ever found those words and know how to pronounce them, but when they find those words again they forget how to pronounce them. It was supported by Abdel (2000) stated that, recalling vocabulary is a good memory enhancing strategy that helps the students to attach new information to the previous information stored in their cognitive system.

Asking friend. Asking friend is the strategy used by one student to make her speaking better and when she doesn't know the meaning or how to pronounce of the word. She asked her friends to know the meaning of the word or how to pronounce it.

Adele said that "When I do not know how to pronounce a word, I ask my friend about how to pronounce the word" (Adele.6). She said that when she did not know how to pronounce the word, she asked her friend to check their pronunciation.

Pronunciation and meaning are the problems that were mentioned by students. To solve those problem students need to use strategy. All of the strategies that were mentioned by students, one of them was asking friend. Students usually asked their friend about pronunciation and meaning of the word. In this case, students asked friend to know how to pronounce the word.

Imitating to the lecturer. Imitating to the lecturer is the technique to imitate what the lecturer says to build up their knowledge about vocabulary. Adele mention that to solve her problem in vocabulary. She took attention to the lecturer what the lecturer says.

Adele said that "sometimes in the class, I concern with what lecturer says and I will remember on how the lecture pronounce the word" (Adele.7). She took attention to the lecture. What lecturer said and how pronounced lecturer the word, she would remember the word that the lecture mentioned.

Imitating to the lecturer to know the pronunciation of the word is the strategy that is used by students in learning vocabulary especially in speaking. This strategy can help students to overcome their problems in add the ner word and how to pronounce the word.

Taking note. Taking note is the strategy to make students did not forget the word. This strategy was mentioned by three participants. Viola, Adele, and Aida used taking note to overcome their problem in learning vocabulary.

Viola said that “I make a note. For example, when I write all what I will say, I check the grammar and sometimes I find sentences which have subject but do not have verb” (Viola.4). She made a note before her spoke and check if it needed a verb or subject. Then, Adele mentioned that “I usually memorize the verb before I speak” (Adele.9). Differently from Adele, Aida remarked that “usually I take a note for the words in mobile phone or book then I search the meaning in the dictionary and memorize it” (Aida.3).

From those findings, taking note can help the students in increasing vocabulary. According to Gu (2003) taking note is the strategy that can be used by students in learning vocabulary. Gu (2003) stated that, taking note is the essential strategy that students can use in solving their problems especially the problem in learning vocabulary through speaking because, before they speak they taking note what they will says and remember the sentences and the verb. This strategy is appropriate for students to solve their problem in incapability in memorizing the word and the difficulties in knowing the meaning of the word. It can be beneficial for students in memorizing the word

Using English song. Using a song was beneficial to increase students’ knowledge about vocabulary. This finding was mentioned by one participant.

Fatiha said that “To find a new vocabulary, I often use an English song in speaking skill because, it has lyric of the song then I can find the new word and know how to pronounce the word” (Fatiha.2). She used a song to make their vocabulary better. When she heard a songs she could find the new word then checked into dictionary about the meaning of the word and when she find new word then know how to pronounce the word from the songs. This strategy was helpful for her to build their knowledge about vocabulary. Listen to the song can be beneficial for students in find the new word or for correct the pronunciation of the word. Maulaya (2008) said that, the use of song can be a strategy to improve student’s

language skills, speaking in particular. Using a song can be interesting and improve their vocabulary. This strategy would not make students feel bored in learning vocabulary.

Regular practice. To increase their vocabulary, students should practice more in learning vocabulary. This statement was mentioned by Fatiha. She said that “for speaking, we must practice a lot to make our speaking better” (Fatiha. 4). To make her speaking better she need doing practice in her daily life. Some students have a lot knowledge of vocabulary but they don't practice continuously, it makes their speaking bad.

Gaim and Redman (2004) said “information stored in the memory will fail into disuse unless it is activated fairly regularly” (p.15). Students should practice more to increase their knowledge about vocabulary and make students not forget their memories about vocabulary. To achieve this strategy students have to practice speaking with their friends, so students can develop natural ability to speak fluently and effortlessly.

More practice can help students in improving their vocabulary in speaking. This strategy is helpful for students who wants to increase their vocabulary. All of the problem that students faced can used this strategy to solve their problem in learning vocabulary through speaking. The problems that are faced by students are the difficulties in knowing the meaning of the word, miss pronunciation, poor grammar, incapability in memorizing the word. According to Gaim and Redman (2004) regular practice is appropriate strategy for students to solve their problems in learning vocabulary especially in speaking. The continuously students practice the word the better for students in mastering the vocabulary.

Every students has different problems and also has different strategies to solve their problems. Some students mentioned the problems in learning vocabulary and to solve the problems by using strategies. Not all of strategies that students used in learning vocabulary is appropriate and one problem can be used two or three strategies to solve students problems in

learning vocabulary. So, the difficulties in finding the English word is the problem that appropriate in using strategy of references especially in using dictionary to check the meaning of the word. The second problem is mispronunciation. Five strategies can help students to solve their problem in pronunciation, the strategies are check into dictionary, recalling the memory, asking friend, imitate to the lecture and using English song. Those strategies are appropriate for students to solve their problem in pronunciation. The next problem is poor grammar, the strategies that are appropriate for students are using dictionary and practicing. It can help them in solving their problem. The last problem is incapability in memorizing the word. Taking note and practice are the strategies that appropriate for students to increase their memory in vocabulary.