

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents two main sections: the presentation of the result based on the data analysis and the discussion of the result. In this chapter, the researcher presented the result of the research followed by statement from the respondents. Also, the researcher put several theories / previous studies in relation with the result to strengthen the idea.

Results

The section reports the lecturers' perception on teaching strategy to improve students' vocabulary. Also, this section reports the lecturers' obstacle in implementing teaching strategy to improve students' vocabulary. Moreover, this chapter reports how the lecturers solved their obstacles in improving the students' vocabulary.

The lecturers' perception in teaching strategy to improve students' vocabulary in English Education Department

Every single respondent had their own teaching strategy that can make their teaching and learning process run well in the class. Therefore, from the interviewing, the study found that the respondents had their own teaching strategy to improve students' vocabulary. Here, some strategies that were used by respondents in improving students' vocabulary. Those strategies are reading activity, translation activity, guessing activity, missing lyric activity, and list of vocabulary activity.

Strategies to improve vocabularies in reading activity. In reading activity, there were a lot of activities used by respondents in improving students' vocabulary. Those strategies in reading activities were: pre-reading activity, quiz from reading activity, retelling activity and predicting activity.

Based on the data, three of the respondents used reading activity to improve the students' vocabulary. All of the respondents gave a reading English book to their students. Moreover, the reading English book contained material to support the students in improving their vocabulary. Therefore, all the respondents gave a reading book in their course. As a respondent one mentioned, "I used my reading course to improve students' vocabulary" (R1.1)

Furthermore, respondents two also stated with the similar opinion "I asked my students to read of text book on my course" (R2.2). The last respondent also gave the same argument "I give mandatory reading to my student in my course" (R3.2). Therefore, the respondents believed that reading activity was an important activity to improve students' vocabulary. It was supported by respondents two said "Students get a lot of vocabulary from reading". (R2.5)

From those results above, it was necessary for the lecturers to give some reading books to the students in order to improve the students' vocabulary. This idea was strengthened by respondents' statements who mentioned that reading activity was important to improve not only students' reading knowledge but also students' vocabulary. Matsuoka and Hirsh (2010) supported that there was a strong link between reading comprehension and vocabulary improvement.

The respondents also gave reading assignment to their students in order to make them get number of vocabularies from the reading assignment. For example, the respondent gave the students a Harmer book as their reading assignment after the students **read the** book in weeks. Then, the respondents asked the students the amount of vocabularies the students got from the reading. The result revealed that the majority of the students got a lot of vocabularies than usual.

As the respondent one said, “After I gave my reading assignment, I asked them how many vocabularies you got from reading. Then, most of them answered that they get a lot of vocabularies than usual”. (R2.5)

Having reading assignment with different book might support the students in improving vocabulary acquisition. Therefore, reading assignment was considered important to improve the students’ vocabulary. Hu and Nation (2000) as cited in Matsuoka and Hirsh (2010) stated that the effect of four different text of reading comprehension assisted to increase the size of vocabulary around 5.000 words. So, they suggested that to be more pleasurable in reading and more accurate guessing of unknown word from the context can improve vocabulary acquisition.

Respondent one also said **that students** would get a lot of vocabularies improvement because the students would find the unfamiliar words from reading. Moreover, from reading activity, the students could apply and influence their vocabulary in writing and speaking. As respondent one argued that “from reading activity, it is really important because the students will get new vocabulary and it can apply in writing and speaking” (R1.6). Moreover, respondent two added,

“from reading text book, the students can improve their vocabulary and it can influence their writing and speaking”. (R2.6)

Reading activity was used by lecturers to improve students’ vocabulary and it can influence the students’ writing and speaking. The respondents said that by reading activity the students can get a lot of vocabularies. **Moreover, the students can apply the vocabulary in speaking and writing.**

Additionally, another respondent believed that vocabulary was not merely an input because it would not stick in our mind. Students had to improve it in speaking and writing. As respondent three mentioned, “I give some exercises of the vocabulary from reading in writing and speaking to my students in order to make the vocabulary stick in students’ mind”. (R1.3)

It was considered necessary for the lecturers of EED UMY to involve the students’ vocabulary acquisition in writing and speaking in order to make the students always remember the vocabulary that the students got from reading. Thus, the vocabularies could stick in the students’ mind. Therefore, the respondent believed that by improving the students’ vocabulary from reading and applying it in writing and speaking, the student would be understand of the use of the vocabulary.

Additionally, the same result also conducted by Nation (2001) as cited in Matsuoka and Hirsh (2010) that the importance of reading might be productive in writing and speaking context in fact that it increased both breadth and depth of vocabulary knowledge. Matsuoka and Hirsh (2010) supported that the students who got rich vocabulary development could be equipped with lexical resource to

make the students more understand of the use of vocabulary appropriately and effectively in communicative contexts.

Using pre-reading activity to improve students' vocabulary. The result also stated that pre-teaching vocabulary was used by lecturers to improve students' vocabulary. In pre-reading activity, before the students read a whole text that was given by respondents, the respondents discussed with the students first. For example, the respondents asked the student to find out the unfamiliar word that the students did not understand. After that, if the students did not know the meaning of the unfamiliar word, the respondents would explain the meaning of the vocabulary in order to make the students understand the vocabulary. Thus, when the students read the whole text, they would understand.

One out of three respondents said that before the students read a whole text, the respondents asked the students to find out the unfamiliar vocab in order to make the students understand the whole text. The respondent one mentioned "I use pre-reading to improve my students' vocabulary such as I asked the students to find out the unfamiliar word then I explain the unfamiliar word to the students if the student do not know the word". (R1.2)

In this case, one out of three respondents of this study seemed that the respondent had a discussion strategy in pre-reading to improve students' vocabulary. It was indicated from respondent one that the respondent asked the student to find out unfamiliar word before reading the whole text. So, it meant that the respondent had discussed with the student to find out the unfamiliar word. It was clear that this result was also supported by Barnet (1988) as cited in Antoni

(2010) that one of the activities in pre-reading was discussion of the text in which the teacher discussed with the students before the students reading. Indeed, the goal of discussion in pre-reading was to know the word that the students did not understand before the students read a whole text.

Larsen-Freeman (2000) supported that the lecturers helped the students with unfamiliar vocabulary which the students did not understand. Antoni (2010), stated that in pre-reading, the lecturers were active to ask their students by asking some questions which was related with unfamiliar words within texts.

Using quiz activity to improve students' vocabulary. Quiz strategy was used by the lecturers to improve students' vocabulary. In improving vocabulary, the lecturers gave a quiz such as mini quiz. In reading activity, the lecturers gave a quiz after the students finished their reading. For example lecturers asked the students some vocabularies in English or vice versa, then the students should answer the meaning of the vocabulary. Moreover, the vocabulary that was given by the lecturers in the quiz was the vocabulary that the students got from reading. As respondent one mentioned, "I gave mini quiz after the students had done their reading". (R1.14). Having this activity meant that the lecturers wanted to review their students' comprehension and the students' understanding on the vocabulary from reading.

Besides, the respondent three also used quiz to review the students' vocabulary that students had got from reading. In this activity, the lecturers wanted to know whether the students still remembered the vocabulary that

students got from reading. As respondent three said, “I did review the vocabulary that students had got from reading then I show-up in the quiz”. (R3.6)

Commonly, most of the lecturers did the review of vocabulary as their strategy in teaching reading, especially after reading, to improve the students’ vocabulary. It was supported by those respondents who stated that the respondent used quiz as a review activity to the students’ vocabulary after the student finished their reading. It was in line with Brown (2001) who stated that reviewing as one of techniques for series of approaching in a reading text was used to assess the importance of what one has just read. Nuttal (1996) as cited in Antoni (2011) stated that reviewing activity made you to think what you have learned.

On the other hand, the respondent three also used quiz to improve students’ vocabulary. After that, the students should guess the synonym of the vocabulary in the reading activity that was highlighted by the respondent. The goal of this activity was that the students were not only to master one vocabulary but also to enrich the polysemy of the vocabulary. As respondent three said that “I gave quiz after the students had done their reading and then I asked them to find out the synonym of the vocabulary”. (R3.3)

The same results also supported by Larsen-Freeman (2000) who stated that the teacher asked the students to find out the antonym and synonym from same list of vocabulary given by teacher. Another research was also conducted by Pan and Xu (2011), stated that synonym conveyed the same concept; people often used the synonym to explain new word in vocabulary teaching. Mehta (2000) supported that synonym might be used to help the students to understand the

different shades of meaning if the synonym was better known than the word taught. Synonyms also helped to enrich the students' vocabulary bank and provide alternative words instantly.

Using guessing activity to improve students' vocabulary. Based on the data obtained, guessing strategy was used by lecturers to improve students' vocabulary. In guessing activity, the respondent tried to give a new vocabulary or unfamiliar word with a complete sentence to the students then the student try to guess what the complete sentence mean. Third respondent stated, "In every of my course I gave new vocabulary to my students, I would not directly explain the meaning but I made it in sentence to make the student guess what the word mean". (R3.1)

Third respondents also stated, "I gave a new word or unfamiliar word within sentence which was focusing on the unfamiliar words and then I asked to my students to guess what unfamiliar word that was". (R3.1)

In this activity, the lecturers involved the students to improve students' vocabulary acquisition. Moreover, the respondent tried to make the students feel free to learn by guessing the unfamiliar word. Gibbons (2002) as cited in Antoni (2010) supported that showing the title was one way to ask the students to guess the kind of text and what the text was about and guess the content of the text that they would learn. Moreover, it would make the students try to speak spontaneously; hence, the students' vocabulary might improve.

This in line with the strategy was put forward by USA National Reading Panel (2000) as cited in Antoni (2010) that prediction is one of the strategies to

ensure the students' comprehension of the content while the students should understand the vocabulary first.

Using retelling activity to improve students' vocabulary. Generally in reading process, most of the lecturers asked the student to present what the students have got from reading. From this result one out of three respondents was used retelling to improve students' vocabulary.

The respondent gave a reading book to the students then the students must retell what they had read. This activity was really supporting the students to improve their vocabulary because by retelling the context of reading, the students automatically improved their vocabulary they got.

It was stated by respondent one, "I asked my students to present what they had read from reading activity". (R1.15)

This result was also supported by the statement of Hamra and Syatriana (2012), that after reading, every student came in front of class then they had to present, share or retell their ideas on what they had just got from reading to their teacher and their friends. This activity made the students not only improves their speaking but also their vocabulary. Hood's (2005) as cited in Antoni (2010) stated that in the ideas of doing retelling, each student listened to others retelling, and then the class discussed the similarities and differences with the different versions.

Using list of vocabularies to improve students' vocabulary. List of vocabulary was also applied by the lecturers to improve students' vocabulary. One out of three respondents said that it was really important to give new vocabulary

to the student in order to get new enhancement of vocabulary. Before doing teaching, the respondent wrote five until ten vocabularies in the whiteboard then asked the students to write down the vocabulary. The goal of this activity was to make the students to get new vocabulary and to have a lot of vocabularies improvement. The respondent two mentioned, “I give five until ten vocabularies in every course before I teach”. (R2.1)

Even though there was only one out of three respondents implementation this strategy, it was really supporting the students’ vocabulary improvement. The same result also supported by Little and Kobayashi (2015) that using word list might improve students’ vocabulary. Another research conducted by Based on Gu and Johnson (1996) cited in Gebhard (2000) stated that memorizing words in every day and writing new words or translation equivalents repeatedly were the other way to improve students’ vocabulary. This fact was supported by Oxford (1990), “to better understand what is heard or read, printed resources such as dictionaries, word lists, grammar books, and phrase books may be valuable” (p.81) .

Conducting translating activity to improve students’ vocabulary.

Translating was one of the lecturers’ strategies to improve students’ vocabulary. Essentially, the translating strategy was used by the lecturers to help the students to find out the kinds of unfamiliar word from the reading. It was proven by one out of three respondents who said “I wrote a complete sentence or unfamiliar word in the blackboard then I asked my students to find out the meaning, for example describe learner, what is describe and what is learner” (R2.3).

Lawson and Hogben (1996) stated that the students translated the Italian sentence which was containing the target word only. Additionally, this result had been identified by Oxford (1990) who stated that translating was a helpful strategy in language learning where the learners used their own language as the basis understanding in the new language. So, this activity was really helpful for the students to improve their vocabulary.

Using missing lyric to improve students' vocabulary. Missing lyric was also used by the lecturers in improving students' vocabulary. This activity was to support the students to improve their vocabulary. The respondent used music to improve students' vocabulary. For example, the respondent gave the lyric of music to the students then the students should fill the missing lyric of the music while listening. As third respondent mentioned, "I used listening to the music and then I asked students to fill out the blank of the text song". (R3.4) Larsen-Freeman (2000) stated that the students filled in the blank with new vocabulary in the series sentence with words are missing.

In conclusion, the most important factor supporting students' vocabulary improvement was the lecturers' strategies. The lecturers' strategies made the students have their own learning style so that they could improve their vocabulary.

The lecturers' obstacle in teaching strategy to improve students' vocabulary in English Education Department

This study explored the lecturers' obstacle in implementing those strategies to improve the students' vocabulary. A lecturer could not avoid every

possible obstacle in teaching process. It could be seen from the data interview that all respondents argued that they got obstacle in improving students' vocabulary. There were many obstacles which came from various sides, for instance, obstacles were from the students' willingness and time limitation.

Students' willingness. Based on the data obtained, the respondents' obstacle in improving students' vocabulary was coming from the students. It was supported by all respondents who mentioned that the students were the obstacle when the respondents applied their teaching strategy. It was indicated from the students who did not want to read a book given by the lecturers. Also, the students did not independently improve their vocabulary.

Three respondents found their obstacle in their own class. As the respondent one said, "the students do not independently to improve their vocabulary and the students do not want to read" (R1.9). The second respondents also stated, "the students' willingness and motivation to read, it is really low" (R2.7). It was also supported by respondent three who said that "the students do not want to read a book that had had given by me". (R3.2)

Based on the result above, it was shown that the students did not have willingness and motivation to improve their vocabulary although the lecturers had an excellent strategy to improve students' vocabulary. However, those strategies did not make any sense for students to improve their vocabulary if the students themselves did not want to improve their vocabulary. The same result also was conducted by Batubara (2014), that the students of university had a lack of interest in reading activity. It means that the students did not have motivation and goal to

study. Thus, giving motivation and encouragement to the student in improving students' vocabulary were really important for lecturers.

Time limitation. Based on the result of the interview, time management was the respondents' obstacle in improving the students' vocabulary. It was supported by respondent one who said that to improve students' vocabulary was not enough to do only in the class but also in the outside in the class. It was because of the time and the respondents' focused goal of the learning process in the class. The respondent one said "actually to improve the students' vocabulary is not enough in the class because of the time". (R1.8)

The Lecturers' Strategies to Solve Their Obstacles in Improving Students' Vocabulary

In the other hand, although most of the lecturers had their own obstacle in improving students' vocabulary, the respondents had their own strategies also to solve their obstacles in improving students' vocabulary.

Giving motivation. Based on the data, all the respondents gave some motivations to their students. There were many kinds of motivation that were given by the respondents. The goal of motivating was to build students' motivation to read a lot. There was a respondent who gave motivation by telling a famous story of person who succeeded in studying language by reading. In short, the respondents had their own strategy to solve their obstacle in improving students' vocabulary. As the participant one said, "I gave motivation to the students by telling the famous story of person who successfully in studying language by reading. (R1.12)

This result presented that telling the story might build the students' motivation to read so that automatically the students would read independently. Thus, their vocabulary will improve. Hamra and Syatriana (2012) stated that good reader came from students who were interested and motivated to read, therefore, giving motivation to the students was important.

Moreover, another respondent also stated, "I gave motivation to the students to read a lot because by reading you can find a lot of vocabularies there". (R3.8)

The result showed that the lecturers is not only delivering knowledge to the student but also giving motivation in teaching and learning process. Therefore, becoming a teacher should give a motivation to the students, helping and supporting the students in learning process, consequently the students can build their awareness the important of reading. Sardiman (2011) supported that motivation was really crucial thing in teaching and learning process since giving motivation would build someone's felling and effort to do something; even if it was something that they did not like.

Giving suggestions. In the other hand, besides the lecturers gave motivation, the lecturer also gave suggestion to their students in order to make the students motivated to read. Suggestion was really necessary for the students that because it would affect the students' learning style in improving their vocabulary. It was supported by respondent two who said "I suggested to my students to read a lot in order to find a lot of new vocabularies when they read". (R2.4)

Additionally, lecturers also suggested the students to bring dictionary in order to find some difficulties of vocabulary while reading. It was in line with respondent two who said “I asked my students to bring dictionary in order to find the meaning of difficulty vocabulary”. (R2.9)

The result presented that the respondents’ suggestion was really important to the students. By giving suggestion to the student to read a lot, the students would find a lot of vocabularies so that it would build the students motivation on the importance of vocabulary. The lecturers also encouraged and motivated the students to read more because the student would get a lot of vocabularies when reading (Nurhanifah & Widayati, 2013).

Furthermore, teacher asked the students to look up to some dictionaries when the student found difficult words during in reading. Schmitt (2000) supported that dictionary was the main source to look up the meaning of the word.

Giving encouragements. From the interview, the respondent encouraged the students to read more in order to improve students’ vocabulary. There was a respondent who believed that in improving students’ vocabulary was not only done in in the class but also outside of the class. The respondent encouraged the students to read a lot outside of the class. The respondents asked the students to utilize the technology by reading news from internet or watch English video from YouTube. Those were the kinds of activities that could improve students’ vocabulary.

It was also supported by respondent one said “I encouraged my students to listen and read outside of class, such as read a lot about English news and utilize

the technology in this sophisticated era such as you may watch English video from YouTube". (R1.13)

This result showed that by encouraging the students to utilize the technology, it could make the students became more interested to read so that it would improve their vocabulary. The same idea also resulted from Williams and Williams (2013) who stated that the use of technology and information from the Internet such as Facebook, Twitter, YouTube and phone apps made the students more interested. Therefore, by the interest to open those applications, it would build the students' reading motivation so that automatically the students could improve their vocabulary.

Additionally, utilizing of the technology could involve the students' language acquisition. Wardaugh (1986) and Trianto (2007) as cited in (Achmad, 2013) stated that utilizing ICT could promote the faster information, supporting the students' motivation, creation and innovations in improving English vocabulary mastery.

Based on the result, it could be concluded that motivation, suggestion and encouragement were really fundamental part in education. Terrell H. Bell as cited in (Towndrow, Koh, and Soon, 2008) state that one famous motivator in education stated that there were three things to remember about education. The first one is motivation. The second one is motivation. The third one is motivation. Therefore, giving motivation is really necessary for the students.

Giving appropriate book. The others effort that had been done by lecturers was that the lecturers tried to know the students' characters. Such,

lecturers tried to find the appropriate material from many resources in order to make the students willing to improve their vocabulary. Later, the students liked and were motivated to improve their vocabulary from students' boredom of reading English book. It was supported by respondent one who said, "I chose an interesting topic to my students, such as I gave Totocan Novel in English word and I found that many students are interested to read it". (R1.16)

The other respondent also mentioned, "I gave an interesting reading book in order to make the students like to read by their own willingness". (R2.8)

Giving an appropriate reading book was the respondent's strategy to improve the students' vocabulary in order to make the students want to read. Hamra and Syatriana (2012) reported that teacher selected an interesting material to the students in order to increase the students' vocabulary and their reading habit. Brown (2001) stated that suitable and appropriate content or material for students would make the reading became interesting and enjoyable. So, it was helping the lecturers' goals in improving students' vocabulary.

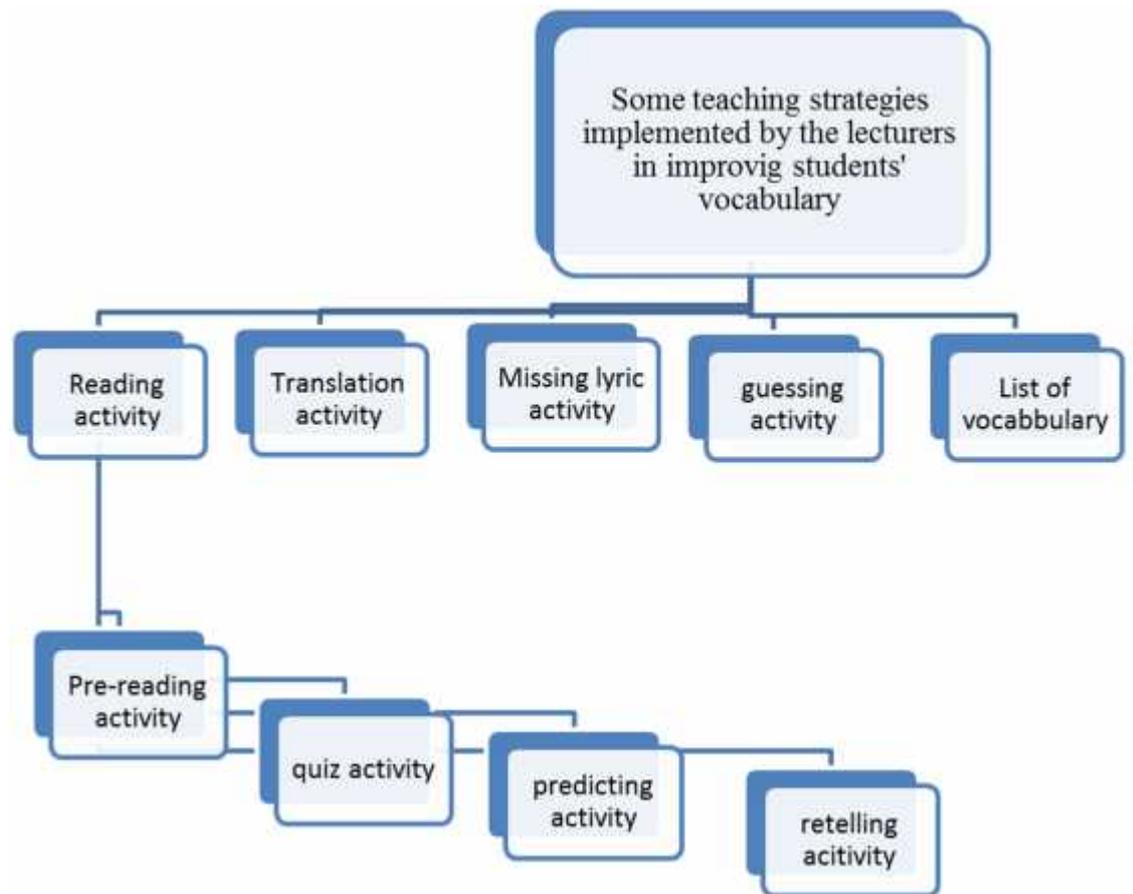


Figure 4.1 presents that the lecturers' strategies in improving students' vocabulary

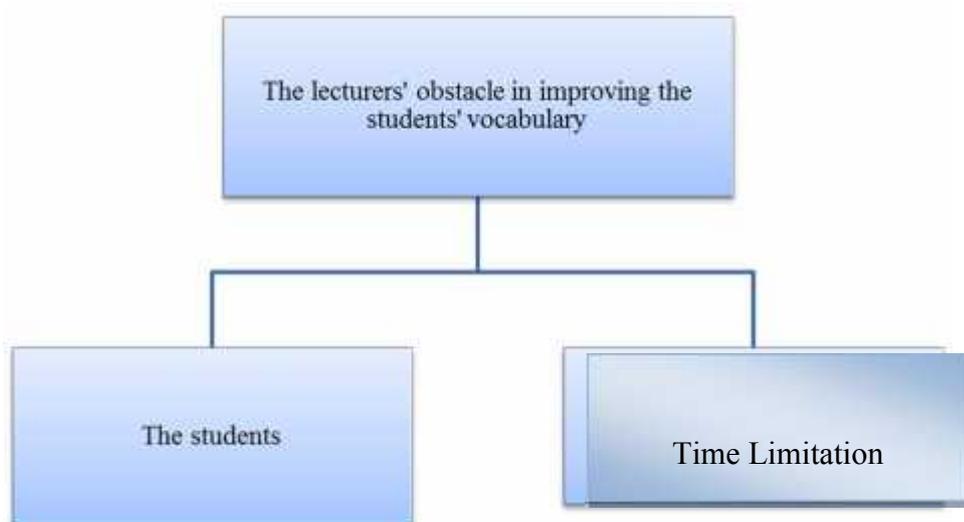


Figure 4.2 presents that the lecturers' obstacle in improving students' vocabulary

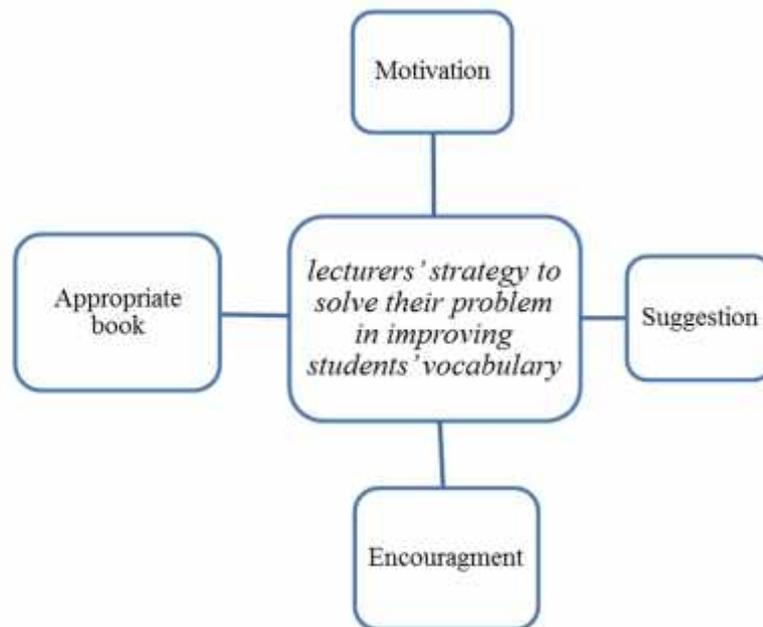


Figure 4.3 present that the lecturers' strategy to solve their obstacle in improving students' vocabulary.