Chapter Four

Findings and Discussion

This chapter consists of two parts. The first part deals with the presentation of the findings related to the research questions. The findings were obtained from the result of questionnaire. The second part presents the discussion of the research which provides the information related to findings and the reviewed related theories.

Findings

In this part, researcher presents the answers of the two research questions proposed in this study. The first research question is what problems faced by EED UMY students in learning vocabulary and the second is question is what vocabulary learning strategies mostly used by EED UMY students. This part also explains the findings of research instrument' tests including the reliability and the validity tests.

Finding 1: Problems faced by students in learning vocabulary

After conducting the process of collecting data to 183 students of English Education Department of UMY, the researcher made classification in order to investigate the results of the research instrument. The findings can be seen in every tables provided in this chapter.

The first research question proposed in this study is what are the problems faced by EED UMY students in learning vocabulary. In order to find the data, the questionnaire was made related to the problems in learning vocabulary referring to Montgomery (2007). The problems related to vocabulary consist of problems in reading vocabulary, writing vocabulary, listening vocabulary,

and speaking vocabulary. Based on the results of the questionnaire, the problems faced by EED students in learning vocabulary were as the following.

Speaking vocabulary.

Table 4.1: Problems in speaking vocabulary

Items	Percentage (%)					
	Always	**Often**	**Sometimes**	**Never**	**%**	**∑ %**
Q4	10,4	39,9	45,4	3,8	2,55	
Q9	12,0	31,7	51,4	4,9	2,50	
Q12	3,8	28,4	52,5	15,3	2,20	2,34
Q15	8,2	24,0	51,9	15,3	2,24	
Q20	5,5	24,6	58,5	10,9	2,23	

The result of speaking vocabulary above presents that the most problem faced by students in speaking vocabulary is Q4 that is "It is difficult to arrange the words while speaking (2.55%)". It shows that the students faced difficulty to arrange the words into sentences while they speak. The least problem in speaking vocabulary is Q12 which is "I cannot make conversation clearly (2.20%)".

Reading vocabulary. The most problem in reading vocabulary based on the questionnaire result is Q7, "When I am reading, I find unfamiliar words" (2.90%). There were 86 students answered often. It means that students often find some new vocabularies and they do not understand the meaning of those unfamiliar words. While the least problem faced by students in reading vocabulary is Q17 which is "I do not know and do not understand what I read (1.91%)".

It means that the students can understand the text they have read which is seen from the percentage (1.91%).

Table 4.2: Problems in reading vocabulary

Items	Percentage (%)				%	∑ %
	Always	**Often**	**Sometimes**	**Never**	**%**	**∑ %**
Q7	25,1	47,0	23,0	2,7	2,90	
Q10	7,1	37,7	50,3	4,4	2,46	
Q13	16,4	30,6	42,1	9,3	2,50	2,40
Q14	4,9	24,0	62,3	8,7	2,25	
Q17	2,7	14,8	55,7	25,1	1,91	

Writing vocabulary. The table shows that the easiest problems faced by students in writing vocabulary is Q11 which is, "I cannot develop the sentence into paragraph (2.13%)". It means that the students do not find any difficulty while they are making a paragraph". However, the most problem faced by students in writing vocabulary is Q3 which is, "I find difficulty in using correct grammar when I rewrite some texts (2.56%)". So, the students feel difficult to use correct grammar in writing.

Table 4.3: Problem in writing vocabulary

Items	Percentage (%)				%	∑ %
	Always	**Often**	**Sometimes**	**Never**	**%**	**∑ %**
Q3	11,5	38,8	44,3	5,5	2,56	
Q8	7,7	38,3	46,4	7,1	2,45	
Q11	2,7	24,6	55,7	16,9	2,13	2,31
Q16	4,9	21,9	61,7	11,5	2,20	
Q19	5,5	23,5	57,9	13,1	2,21	

Listening vocabulary.

Table 4.4: Problem in listening vocabulary

Items	Percentage (%)					
	Always	**Often**	**Sometimes**	**Never**	**%**	**∑ %**
Q1	5,5	29,5	57,9	7,1	2,33	
Q2	3,8	33,9	59,6	2,2	2,38	
Q5	2,7	25,7	54,1	13,7	2,09	2,35
Q6	13,1	38,3	39,9	7,1	2,54	
Q18	10,4	35,5	43,7	10,4	2,45	

The table above presents the least problem in listening vocabulary which is Q5, "I cannot retell the story what I listen (2.09%)". Most of the students could retell story after listening it. Retell the story means that students are able to create the summary of the story, so they will use any synonym or antonym to retell.

Meanwhile, the mainly problem faced by students in listening vocabulary is Q6,

"I do not know and do not understand what I hear if the speaker speaks too fast (2.54%)". There were 70 students responded to this question in which they often have problems in listening fast recording.

Finding 2: Vocabulary learning strategies used by EE UMY students

The other research question proposed in this study is what vocabulary learning strategies mostly used by EED UMY students. Based on the findings, the researcher found out some strategies applied by EED UMY students in learning vocabularies. The questionnaire items for finding out the vocabulary learning strategy referred to Schmitt (1997) consisting of memory

strategy, determination strategy, social strategy, cognitive strategy and metacognitive strategy. The results of the questionnaire are presented as follow.

Memory strategy. This strategy aims to aid students in learning the new words through mental process by linking their existing knowledge with the new words.

Table 4.5: Memory strategy

Items	Percentage (%)						
	Always	**Often**	**Sometimes**	**Seldom**	**Never**	**%**	**∑ %**
Q6	7,1	18,0	45,9	22,4	5,5	2,95	
Q9	19,1	43,2	25,1	8,7	1,1	3,62	
Q12	4,4	24,0	41,5	23,5	6,0	2,95	3,18
Q17	6,6	24,6	44,8	17,5	5,5	3,06	
Q25	15,3	33,9	33,9	14,8	2,2	3,45	
Q29	8,7	23,0	44,8	16,9	3,8	3,07	

The result from the table shows that the memory strategy which the respondents most frequently used for storing and retrieving new information is Q9 that is, "To remember a word, I repeat it aloud to myself (3,62)". There were 79 students answering often to this statement. They mostly used this activity under the memorization strategy to remember some words. In memorization strategy, two activities rarely used by students in learning vocabulary were memorizing words from English magazine and analysing words by breaking it into different parts, which are item Q6 and Q12, "I memorize word from English magazine" and "To remember a word, I analyse the word by breaking it into different parts"

Both got the same number of respond (2,95%)".

Determination strategy. This strategy aims to help students to discover the meaning of the words by themselves without any assistance from anyone or anything.

Table 4.6: Determination strategy

Items	Percentage (%)						
	Always	**Often**	**Sometimes**	**Seldom**	**Never**	**%**	**∑ %**
Q4	13,7	31,7	44,8	9,8	0	3,49	
Q11	7,1	18,6	44,3	20,8	7,1	2,91	
Q13	16,9	38,8	36,6	6,0	1,1	3,62	3,40
Q15	10,9	30,1	43,7	13,7	1,6	3,34	
Q18	19,7	40,4	30,6	7,7	0,5	3,67	
Q27	13,7	31,1	42,1	10,4	2,2	3,42	

In the frequency of determination strategy, the results show that the most frequently strategy used by EED UMY students is item number Q18 (3.67%), which is "Guessing the meaning of the new words from some available pictures, graphs, figures". There were 74 students answering often to this statement. Meanwhile, the least strategy used by EED UMY students belonging to the determination strategy is by analyzing the affixes and roots of the words. It can be seen from the participants' respond in item Q11 "Guess the meaning of the new words by analysing the affixes and roots of them". The total respond was (2.91%)".

Social strategy. From the frequency of social strategy, the result shows that the strategy the students used most frequently was item number Q23, "Ask other people, such as member of one's family or native speaker of English for the meaning of the words (3.30%)". Meanwhile the least used strategy was item number Q14 (3.13%) which is "I ask the teacher to put an unknown word into a sentence to help me understand the word meaning". The social strategy aims to help students to discover the meaning of the words by interacting with someone, such as peers,

classmates, teachers, etc. The following table presents the finding of the social strategy to learn vocabulary.

Table 4.7: Social strategy

Items	Percentage (%)					%	∑ %
	Always	**Often**	**Sometimes**	**Seldom**	**Never**	**%**	**∑ %**
Q3	12,0	23,5	41,0	19,7	2,7	3,19	
Q14	8,2	27,3	42,1	14,8	7,1	3,13	3,20
Q23	13,1	30,1	37,2	14,8	3,3	3,30	

Cognitive strategy. Cognitive strategy is a vocabulary learning strategy which includes repeating and using mechanical meaning to study. The table below shows that to develop automatic vocabulary retrieval, cognitive strategy that students used most frequently was item number Q23, which is "Say the word with its meaning repeatedly" with the total respond was 3,42%. However, the questionnaire item number Q30 which is "Use word cards to learn vocabulary"

Got the least responds which was (2.51%).

Table 4.8: Cognitive strategy

Items	Percentage (%)					%	∑ %
	Always	**Often**	**Sometimes**	**Seldom**	**Never**	**%**	**∑ %**
Q5	13,1	27,9	32,8	23,0	3,3	3,24	
Q7	12,6	16,4	33,9	27,3	9,3	2,93	
Q8	11,5	31,7	35,0	16,9	4,9	3,27	
Q19	10,4	35,5	42,6	9,8	1,1	3,42	3,02
Q20	5,5	27,3	40,4	21,9	3,8	3,05	
Q22	3,8	21,3	33,3	33,3	7,7	2,78	
Q30	3,8	11,5	35,5	30,6	18,6	2,51	

Metacognitive strategy. The result of the questionnaire shows that the most frequently used activity to learn vocabulary under the metacognitive strategy was item number Q26, "Remember words by watching an English speaking film with subtitles" which gained 4,10% responds. For the activity which is least used by EED UMY students in metacognitive strategy was Q10 which is remembering words by playing crossword puzzles and scrabbles (2.66%). There were only 3 students answered never in this statement. Therefore, the students are not interested with this activity to learn vocabulary. The following table presents the finding on metacognitive strategy.

Table 4.9: Metacognitive strategy

Items	Percentage (%)					%	∑ %
	Always	**Often**	**Sometimes**	**Seldom**	**Never**	**%**	**∑ %**
Q1	5,5	25,1	48,1	17,5	3,8	3,10	
Q2	20,2	39,9	30,1	9,3	0,5	3,69	
Q10	4,9	17,5	31,1	32,8	12,6	2,66	
Q16	17,5	35,5	29,5	14,2	3,3	3,49	3,38
Q21	6,0	26,8	42,6	16,9	7,1	3,06	
Q24	3,8	27,3	41,5	20,8	6,0	3,00	
Q26	39,9	38,8	14,6	4,9	1,6	4,10	
Q28	39,9	32,3	17,5	7,7	1,1	3,97	

Discussion

This part discusses the descriptive statistical data analysis as established in the finding section in order to answer the research of question by elaborating the findings and the theories which have been reviewed in the second chapter. The main purpose of the present study is to investigate the problems faced by EED UMY students in learning vocabulary and to identify the vocabulary learning strategy mostly used by EED UMY students.

Problems faced by EED UMY students in learning vocabulary.

To investigate the problem faced by students in learning vocabulary, Montgomery (2007) classification on the types of vocabulary was used as the guideline. From the four types of vocabulary which include the speaking vocabulary, reading vocabulary, writing vocabulary, and listening vocabulary, the results of the questionnaire show which vocabulary types the students often found difficult to learn.

The results from the questionnaire shows that the most commonly problem faced by students in learning vocabulary is *the reading vocabulary* (2.40%). The students often find problems related to reading vocabulary in terms of first, when students read, they often find unfamiliar words (2.90%), second, students need to consult dictionary when they read text (2.50%), then, students often do not know the synonym of the words (2.46%). The next problem regarding to the reading vocabulary is students make mistake in answering reading question because they cannot understand the texts (2.25%), the last problem in reading vocabulary is students do not know and do not understand what they read (1.91%). The problems in reading vocabulary is in line with TEA (2002) who states that there are some problems in reading vocabulary. They are size of the task, especially reading task, limitation of source information of

words, and the complexity of word knowledge. The following table summarizes the problems

faced by students in reading vocabulary.

Table 4.10: Problems in reading vocabulary

Problems in Vocabulary	Item	Item No.	%	∑ %	Interpret ation
Reading vocabulary	When you are reading, you find unfamiliar words.	7	2,90		
	I often do not know the synonyms of the words.	10	2,46		
	I consult my dictionary when I read some texts.	13	2,50	2,40	Often
	I make mistake for answering question because cannot understand in the texts.	14	2,25		
	I do not know and do not understand what I read.	17	1,91		

The second-most difficult problem faced by students in learning vocabulary is *the*

listening vocabulary (2.35%). The problems related to listening vocabulary often found by the

students in learning vocabulary is they do not know and do not understand what they hear if the

speaker speaks too fast (2.54%). It causes them not to be able to catch the words and sometimes

miss the words. The next problem is students do not know and do not understand what they hear

if the speaker speaks with low volume (2.45%). The next problem related to listening vocabulary

is that they often misinterpret the words they hear (2.38). The problems face by students in

listening vocabulary is in accordance to Guccirush (2010), who argues that the problems faced

when learning vocabulary are the pronunciation, the spelling, the word's idiom, false cognates

and distinction between homophones. The other problems related to listening vocabulary is

presented in the following table.

Table 4.11: Problems in listening vocabulary

Listening vocabulary	I cannot make summary the text what I hear.	1	2,33		
	I often misinterpretation with the words what I hear.	2	2,38		
	I cannot retell the story what I listen.	5	2,09	2,35	Often
	I do not know and do not understand what I hear if the speaker speaks too fast.	6	2,54		
	I do not know and do not understand what I hear if the speaker speaks too low volume.	18	2,45		

After the listening vocabulary, *the speaking vocabulary* becomes the third problems often faced by the students in learning vocabulary. The speaking vocabulary gained total 2.34% of the total mean score. The students responded in the questionnaire that they often found difficulty in arranging words while they are speaking (2.55%). The other problem is when they speak, they lose or forget the vocabulary (2.50). The problem related to pronunciation also becomes an issue in speaking vocabulary. Students admit that they know the vocabulary but they cannot pronounce it correctly (2.24). Other problems related to speaking vocabulary can be seen in below table (table 4.15).

Table 4.12: Problems in speaking vocabulary

Speaking vocabulary	It is difficult to arrange the words while speaking	4	2,55		
	When you are speaking, you lost or forget your vocabulary.	9	2,50	2,34	Often
	I cannot make conversation clearly	12	2,20		

I know the vocabulary but I cannot pronounce.	15	2,24		
It is difficult to express what would you like to explain in English.	20	2,23		

The least problem the students faced in learning vocabulary is the writing vocabulary (2.31%). Regarding to the writing vocabulary, some problems often found by the students are mostly about the difficulty in using correct grammar when the write (2.56%). Grammar mistakes becomes the most often problem happened in the writing process. The other problem under writing vocabulary is students feel difficult to elaborate the content and the knowledge to write a text (2.45%). The difficulty to spell the word correctly also becomes problem in writing (2.21%). The complete description of the problem faced by students is presented in the table 4.13 below.

Table 4.13: Problems in writing vocabulary

Writing vocabulary	I find difficulty in using correct grammar when I rewrite some texts.	3	2,56		
	I feel difficult to elaborate between the content of the text with my knowledge.	8	2,45	2,31	Often
	I cannot develop the sentence into paragraph.	11	2,13		
	I confuse to rewrite what teacher speaks.	16	2,20		
	I forget to spell vocabulary.	19	2,21		

The problems faced by students in learning vocabulary, especially writing vocabulary is consistence with Guccirush (2010). He outlines the problem commonly faced by students when learning vocabulary including grammatical rules, the spelling, the word's idiom, false cognates and distinction between homophones.

From the finding, the result can be concluded regarding to the problems faced by students in learning vocabulary. The most commonly problems faced by students in learning vocabulary is *the reading vocabulary*. It can be seen from the mean percentage which was 2.40% out of 4%. The problems in reading vocabulary were students often do not understand the text that they read because they find some new vocabularies and they cannot make summaries of it. The second problem is *the listening vocabulary* (2.35%). The main problem in listening vocabulary students still cannot adapt to hear the speakers who speak fast. It makes students lost the meaning of words delivered by the speaker. The next problem in learning vocabulary is *the speaking vocabulary* (2.34%). The least problem faced by students in learning vocabulary is *the writing vocabulary*. It can be seen from its smallest percentage among others which was 2.31%. However, the difference was not significant because the difference of percentage among each vocabulary problem is not so big.

Strategies used by EED UMY students in learning vocabulary.

This section presents the discussion of the answer to the second research question, which is, the vocabulary learning strategies mostly used by EED UMY students. The discussion of kinds of vocabulary learning strategies implemented by students is referred to Schmitt (1997), the strategies being investigated are memory strategy, determination strategy, social strategy,

cognitive strategy, and metacognitive strategy. Based on the questionnaire results, students have actually implemented some strategies to help them deal with the problems in learning vocabulary. The findings showed that students applied various vocabulary learning strategies.

The results of the questionnaire revealed the vocabulary learning strategy mostly used by students of EED UMY. The first strategy mostly used by EED students is the determination strategy (3.40%). The second strategy used by students in learning vocabulary is the metacognitive strategy (3.38%). The third strategy is the social strategy (3.20%). The next strategy used by EED students is memory or repetition strategy (3.18%). Then the last strategy to learn vocabulary is the cognitive strategy (3.02%).

According to the percentage of vocabulary learning strategy, the most often used strategy by EED UMY students is *the determination strategy* (3.40%). According to Schmitt (1997) determination strategy consists of strategies such as guessing the meaning based on structural knowledge, guessing from L1, guessing from context or using reference material. The activities in determination strategy often used by the students to learn vocabulary is by guessing the meaning of the new words from some available pictures, graphs, figures (3.67%). Guessing the meaning from contexts also becomes favorable strategy used by the students (3.62%). The other vocabulary learning activity under determination strategy commonly used by the student can be seen from the following table.

Table 4.14: Determination strategy

Learning Strategy	Item	Item No.	%	∑ %	Interpretation
Determination strategy	Guess the meaning of the new words from aural features, such as stress, pronunciation.	4	3,49	3,40	Often

	Guess the meaning of the new words by analysing the affixes and roots of them.	11	2,91		
	Guess the meaning from contexts.	13	3,62		
	Guess the meaning from grammatical structure of sentence.	15	3,34		
	Guess the meaning of the new words from some available pictures, graphs, figures.	18	3,67		
	Guess the meaning of the new words by analysing the part of speech of them such as noun, verb, adjective, and adverb.	27	3,42		

The second vocabulary learning strategy most often used by EED UMY students is the metacognitive strategy (3.38%). Schmitt (1997) defines metacognitive strategy as the strategy to learn vocabulary which include the following activities. Students prefer to learn vocabulary through remembering words by watching an English-speaking film with subtitles (4.10%). Besides films or movies, students also like to listen to English songs to remember words or vocabulary (3.97%). Another interesting activity under metacognitive strategy which can help students learn vocabulary is remembering words by reading novel, newspaper, short story, and magazine, something from internet (3.69%). These activities are enjoyable yet proven to help students learn vocabulary. The following table presents the results of the students' responds to metacognitive strategy.

Table 4.15: Metacognitive strategy

Metacog-nitive strategy	Remember words by grouping newly learned words according to the synonyms and antonyms.	1	3,10		
	Remember words by reading novel, newspaper, short story, and magazine, something from internet.	2	3,69	3,38	Often
	Remember words by playing crossword puzzles and scrabble.	10	2,66		

	I write a new word in a sentence so I can remember it.	16	3,49		
	Remember words by grouping newly learned words according to the similarity of pronunciation and spelling.	21	3,06		
	Remember words by doing English exercises after class.	24	3,00		
	Remember words by listening to English songs.	26	3,97		
	Remember words by watching an English-speaking film with subtitles.	28	4,10		

The questionnaire result also revealed the least often used vocabulary learning strategy. Students of EED UMY seemed not too interested to use the cognitive strategy. It can be seen from the mean score gained by the metacognitive strategy items (3.02%). This strategy includes of repeating and using mechanical meaning to study (Schmitt, 1997). The activities in cognitive strategy include first, say the word with its meaning repeatedly (3.42%). The students need to repeat the meaning again and again to make them remember the words. The other activity under cognitive strategy is making a vocabulary list with meanings and examples in a notebook.

Table 4.16: Cognitive strategy

Cognitive strategies	Make a vocabulary list with meanings and examples in a Notebook.	5	3,24		
	Write newly learned words items with meanings on papers and stick them on the wall in one's bedroom and repeatedly spell the words.	7	2,93	3,02	Often
	I use on-line exercise to check my vocabulary knowledge.	8	3,27		
	Say the word with its meaning repeatedly.	19	3,42		

I use pictures illustrated in the textbook to find the word meanings.	20	3,05	
I review my own English vocabulary cards for reviewing before the next lesson starts.	22	2,78	
Use word cards.	30	2,51	

Based on the questionnaire results regarding to the learning strategies applied by EED UMY students, the findings can be concluded as the following. First, from all of the five strategies presented namely memory strategy, determination strategy, social strategy, cognitive strategy and metacognitive strategy, the most strategy mainly applied by EED UMY students to learn vocabulary was *the determination strategies* which gained the total of 3.40% from the respondents. The main activity in determination strategy is guessing the words' meaning. Moreover, the second mostly used strategy in learning vocabulary implemented by EED UMY students was *the metacognitive strategy* with the total 3.38% of the mean score. This strategy includes learning English vocabulary from real experiences, such as by listening to English songs, watching English movies and others inside the classroom. Then, the third mostly applied vocabulary learning strategy was *the social strategy* which got 3.20% responds. The social strategy is strategy that helps students understand the culture of the language they are learning. Some of the activities in the social strategy include asking questions for clarification or confirmation, learning about social, and others. The fourth strategy used by EED UMY students to learn vocabulary was the *memory strategy* with 3.18% responds. This strategy is done by linking new words from pictures, related words, and unrelated words and grouping words. Finally, the least frequently strategy used by EED UMY students is the *cognitive strategy* which gained 3.02% mean. This strategy is quite similar to memory strategies, however, they do not

concentrate on manipulative mental processing but rather on repetition and mechanical means to

study vocabulary such as word lists, flash cards and taking notes.