Chapter Four

Findings and Discussion

In this chapter, the researcher presents the findings and the discussions about the data collected from the interview. The researcher collected the data from four students. There were two categories which were be discussed in this chapter. These categories were 1) strategies used by students in learning vocabulary, and 2) advantages of using vocabulary learning strategies. The first category presented and discussed the answer of the first research question which was about strategies used by ELED students in learning vocabulary. The second category shows and discusses the answer of the second research question which was about students’ perception about the advantages of using vocabulary learning strategies. Every finding would be supported by some experts.

Strategies used by ELED students in learning vocabulary

At this point, the researcher found some findings related to the first question about strategies used by ELED students in learning vocabulary. To get the data, the researcher did interview. It means that all information about strategies in learning vocabulary are from these four participants. The data was clearly shown bellow:

Finding 1. Listening to the music. Based on the data collected, the fourth strategy that the students used is listening. The students increased their vocabulary size by listening to music and looking to the lyric. It could be stated that the students
improved their vocabulary size by listening to various listening materials. The students thought that this strategy eased them in increasing their vocabulary size. The first participant echoed, “well, I can also listen to music. I listen to music while looking at the lyrics” (Mawar. 7). The second participant contended, “listening to the music can make it easier to learn vocabularies or increasing the vocabularies” (Melati. 12). The fourth participant mentioned, “I often listen to music and it is one of my strategies to improve vocabulary size” (Dahlia. 2).

From the students’ statements above, it could be concluded that there were three students who used listening as their strategy to increase their vocabulary size. The students often listened to music because using this way supported and eased them in improving their vocabulary. According to Coohen (2008), the students can build their vocabulary size through listening, such as listening to particular song and story. Listening may be the fastest way to acquire a larger, and more effective vocabulary.

**Finding 2. Making the list of vocabulary.** The next learning strategy that the students used was making the list of vocabulary. The students often wrote some list of vocabularies or the students often listed some vocabularies which they did not understand. After making the list of vocabulary, the students read and memorized the vocabulary. The first participant stated, “I write the words or I list of new words” (Mawar. 3). The second participant said, “we get the little notebook to write or to list all the vocabulary that is around me” (Melati. 1). The third participant stated, “I look
for new vocabulary. Then, I wrote them. After I write the words, I can memorize the words easily” (Harum. 8).

Based on the data above, it can be stated that there were three students who used writing as their learning strategy to learn new vocabulary. It is in line with Juskiw (2010) who stated that the students can improve their vocabulary size by writing the list of vocabulary. When the students often wrote several words on the wall, they memorized those words easily what they wrote.

**Finding 3. Reading text extensively.** The second strategy that the students used to improve their vocabulary size was reading. The students often read various reading materials in order to find new vocabulary. The first participant stated, “usually, I read magazine” (Mawar. 1). Participant one added, “I prefer to read comics and magazines or novels in English” (Mawar. 18). Participant four said, “I often read English novel” (Dahlia. 3). Participant four added, “reading makes me more relaxed so I print the lyrics of songs then I am reading while listening using earphone” (Dahlia. 8).

Based on the statements above, there were two students who used reading as their learning strategies to improve their vocabulary size. The students often read comic, novel, and magazine to improve their vocabulary size. According to Kalajahi (2012), reading is one of the strategies which is categorized as metacognitive strategy. Kalajahi also stated that metacognitive strategy is strategy used by the students to improve or increase their vocabulary. Metacognitive strategy refers to reading a book, watching movie, and interacting with native speaker.
Finding 4. Using dictionary. Based on the data collected, the seventh strategy that the students implemented as their vocabulary learning strategy was using dictionary. The students often looked up for the meaning of new vocabulary that they found in dictionary. The students frequently used dictionary especially when the students got or found several vocabularies that they did not comprehend. The first participant stated, “I check the meaning of particular vocabulary using dictionary” (Mawar. 4). The third participant said, “I use dictionary to improve my vocabulary size. I often find new vocabulary in dictionary” (Harum. 12). The fourth participant stated, “if I do not know the meaning of new vocabulary, I write it and I search in dictionary” (Dahlia. 6).

In conclusion, there were three students who applied using dictionary as their strategy to improve their vocabulary size. When the students do not know the meanings of some vocabulary. The students opened their dictionary and looked up for its meaning. It really helps them in improving their vocabulary size. According to Prasarntong and Dennis (2016), improving vocabulary is important especially to those who are language learners. Using dictionary is one of important ways to enrich the vocabulary size. When the students do not know the meaning of some English words, the students can check its meaning in the dictionary.

Finding 5. Practicing the pronunciation. Based on the data collected, the first strategy that the students used was practicing. Practicing here means that when students got new several vocabularies, the students used these vocabularies by making conversation with their friends. The students used practicing because the
students thought that practicing eased the students to improve their vocabulary size. Participant two stated, “I use the new vocabulary by practicing in daily conversation” (Melati. 3). Participant two also added, “I used practicing too, because it must be used every day” (Melati. 4). The fourth participant said, “I usually practice using the vocabulary when I have a new vocabulary that I directly practice in everyday life” (Dahlia. 15)

Based on the statements above, it can be concluded that the first strategy that the students used was practicing. The students thought that practicing made them to improve their vocabulary size easily. It is in line with Kalajahi (2012) who stated that one of the strategies that the students can use to improve their vocabulary size is practicing. In practicing, the students used new vocabulary that they got, so it would make the them always remember the words.

**Finding 6. Memorizing the spelling and pronunciation.** Another strategy that the students used to improve their vocabulary size is memorizing. This kind of strategy is an efficient strategy. The students said that they often used this strategy especially for new vocabulary that they found. The second participant contended, “I use memorizing because it also help me to know how to write the vocabulary, and how to pronounce it” (Melati.11). The second participant also added, “to improve my vocabulary size, the strategy that I use is memorizing” (Melati.14). The third participant contended, “I use memorizing strategy to learn new vocabulary” (Harum.5).
Based on the data showed above, there were two students who implemented memorizing as their strategy to improve their vocabulary size. The students often memorize five new words in a day. Schmitt (1997) also contends that memory strategy refers to the strategy of retaining new words using some imagery or grouping. It means that the students group some words and then they memorize it. Schmitt (1977) also added that the students mostly use memorizing as their strategy to build their vocabulary size because it is an effective way to master the language that the students learn.

**Finding 7. Asking the people.** The next strategy that students used to learn or improve their vocabulary size was using social strategy. Social strategy refers to asking the lecturer, friends or the people around the students. The first participant argued, “I ask a friend who I think their English level is higher than me” (Mawar. 15). The first participant also added, “I prefer to ask a friend, but if they can not help me. I ask my lecturer” (Mawar. 16). The third participant mentioned, “I use the social strategies to improve my vocabulary size” (Harum. 2).

In conclusion, there were two students who applied using social strategy as their strategy to increase their vocabulary size. The students asked their friends who have higher English level than them. Besides, the students also asked the teacher when their friends cannot help them. According to Schmitt (1997), social strategy is one of the best strategies that students can use if they do not understand the meaning of some word. Social strategy means using or asking the people about particular
question or task. It means that if the students do not comprehend some meanings of words, they can ask to the people around them.

**Finding 8. Guessing the meaning from the contexts.** Based on the data gotten from the students, the next learning strategy that students used to improve their vocabulary size was using determine strategy. When the students did not know the meaning of particular sentence in the paragraph, the student usually guessed the meaning by looking to the next sentences. The third participant said, “there are some strategies that I usually use to improve my vocabulary size, and one of them is determine strategy” (Harum. 1).

From the data above, it can be concluded that there was only one student who used this learning strategy to learn vocabulary. According to Schmitt (1977), determination strategy also refers to guessing the meaning from the context and identifying the parts of speech and constituent elements. It was a helpful strategy when the students got difficulties to comprehend a task especially the task about reading because the students would understand by guessing the meaning.

**Finding 9. Watching movie.** Based on the data collected, the next learning strategy that the students used to increase their vocabulary size was watching. The students learned new vocabulary by watching particular movie. The third participant mentioned, “I consider to watch movie because I usually find many new vocabularies in the movie” (Harum. 6). The fourth participant echoed, “I use learning strategy that can add many new vocabulary, and I think watching English movie is the right strategy to be used” (Dahlia. 1).
From the statements above, it can be stated that there were two students who used watching as their learning strategy to increase their vocabulary size. It is in line with Kalajahi (2012) who contended that metacognitive strategy is strategy used by the students to improve or increase their vocabulary. Metacognitive strategy refers to reading a book, watching movie, and interacting with native speaker.

In conclusion, there were nine strategies that the students used to improve their vocabulary size. Those were practicing, reading, writing, listening, using social strategy, memorizing, dictionary, determine strategy, and watching. Each finding was presented detaily by the researcher. Last, every finding was supported by some experts which were quoted by the researcher. By this point, it could be stated that these findings answerd the first research question.

**Students’ perception about advantages of using strategies in learning vocabulary**

In this point, the researcher saw several findings related to the students’ perception about advantages of using strategy in improving their vocabulary size. Based on the students answer, there were five advantages of using vocabulary learning strategies. These five advantages of using vocabulary learning strategies were based on students’ perception.

**Finding 1. Easy to do.** Based on the data collected, the first advantages of implementing vocabulary learning strategy is because the learning strategy is easy to do. The first participant mentioned, “it seems like we do not have to give much of effort” (Mawar.20). The second participant contended, “listening to the music can
make it easier to learn vocabulary or increasing our vocabulary, and it is easy.” (Melati.13). The second participant also added, “it is easy to do.” (Melati.7).

Based on the data above, it can be concluded that there were two participants who stated that the students use strategy to improve their vocabulary size because it is easy to do. It is in line with Li (2004) who argued that learning strategy is important to be implemented for learning vocabulary because it eases the students to achieve what vocabularies that they want to master.

**Finding 2. Helpful for the students.** Based on the data collected, the next benefit of using strategy to learn vocabulary is because using learning strategy helps the students understand the words. The first participant stated, “I think vocabulary learning strategy is very important” (Mawar. 21). The first participant also added, “this vocabulary learning strategy helps us to understand the text. It helps me to understand the song before knowing what it means” (Mawar. 22). The fourth participant echoed, “by using learning strategy, it helps me to understand the pronunciation” (Dahlia.9).

From the data shown above, it can be concluded that there were two students who said that using learning strategy supports the students in learning vocabulary. It is supported by Shen (2003) who stated that learning strategy helps the learners in learning particular subject that they are learning of because learning strategy eases the students to master what they want to master.

**Finding 3. Helpful in improving vocabulary.** From the data gotten from the students, the third benefit of using learning strategy is improving students'
vocabulary. The second participant contended, “we can definitely improve our vocabulary” (Melati. 5). The third participant mentioned, “learning strategy really helps me a lot. Of course, the first I get more vocabulary when I use learning strategy” (Harum. 7). The fourth participant echoed, “the benefit is I can master and improve the vocabulary size of mine” (Dahlia. 11).

In conclusion, it can be said that there were three students who contended that implementing learning strategy helps the students to improve their vocabulary. It is in line with Pourshahian (2012) who contended that learning strategy is the most important things that the students have to consider in improving their vocabulary.

**Finding 4. Helpful in knowing the spelling.** Based on the data obtained, the last advantage of using learning strategy is knowing how to write. The second participant said, “we also know more detail things” (Melati. 6). The fourth participant mentioned, “I also know how to write it” (Dahlia. 14).

From the data obtained above, it can be concluded that there were two students who said that the last advantage of using learning strategy is because it helps the students to know how to write the spelling of each vocabulary. According to Zhang (2001), using a vocabulary learning strategy helps the learners to know the spelling of every vocabulary. This strategy is like using dictionary.

In conclusion, there were four advantages of using vocabulary learning strategies based on ELED students’ perception. Those were easy to do, helpful, improving vocabulary, and knowing how to write. Each finding was presented detailedy by the researcher. Last, every finding was supported by some experts which were
quoted by the researcher. By this point, it could be stated that these findings answered the first research question.