

Chapter Four

Findings and Discussion

This chapter presents the result of the study. The researcher explains the finding and connects to the theory. This chapter consists of the finding and the discussion of the study. The finding of this study reports the data from the interview. The researcher found the students' strategies to improve students' vocabulary mastery through reading an English novel and the benefits of reading English novel in English as a foreign language classroom. Moreover, the discussion relating the findings to the theory from the experts is provided in this chapter.

Students' Strategies in Improving Students' Vocabulary Mastery through Reading English Novel

This first aim of this study is to find the strategies used by the students in improving the vocabulary through reading an English novel. The researcher found some strategies used by the students in improving vocabulary mastery through reading an English novel. These findings were obtained from the answers of four participants after the researcher did the interviewed.

Those strategies are classified in two categories. Shepherd (1980) classified vocabulary into two kinds. The first is a receptive vocabulary. The receptive vocabulary means the words known by learners when they listen and read from other sources. The strategies, including receptive vocabulary, are looking up the dictionary, memorizing, note taking, asking friends, searching the

meaning in the internet, guessing, and looking for synonym. The second one is expressive vocabulary (productive vocabulary) that is the words which the learners understand; the learners can pronounce the words correctly; and use the words constructively in speaking and writing. The strategies are using word in the sentence, using word in context, repeating words or sentences, summarizing, and learning how to spell.

Receptive vocabulary. The first kind of students' strategies in improving vocabulary through reading English novel is receptive vocabulary. Strategies including receptive vocabulary are open dictionary, memorizing, note taking, asking friends, searching the meaning in the internet, guessing, and looking for synonym.

Looking up the dictionary. This first strategy is open dictionary. It was a way usually used by students when they find a new word from an English novel that they did not understand the meaning. They opened the dictionary as a simple way to get the meaning, so they understood the content of the novel. This point was stated by four participants. Mawar said, "If I don't know the meaning, I will open the dictionary to know the meaning". Melati also said, "Usually, I open the dictionary". Same as Mawar and Melati, Anggrek also said, "First, usually I open the dictionary". In addition, Anyelir said, "I will open my electronic dictionary to know the meaning". All of participants said that open dictionary was one of strategies in improving vocabulary through reading an English novel. The finding supported the previous statement from Kinsella, Stump, Feldman (2013).

Kinsella, Stump, Feldman mentioned that the strategy used by students is such as looking them up the word in the dictionary.

Memorizing. The researcher found that after the students got the meaning of new words, usually students memorized the words to improve vocabulary mastery. This strategy was stated by all of participants. Mawar said, “I will look for the meaning then memorizing the meaning of the word”. Moreover, Melati said, “Sometimes, I also memorize the words”. This strategy helps students in remembering the meaning of word. Therefore, the students should not open their dictionary again, if they found the same word in another novel. Similar to Mawar and Melati, Anggrek stated “Open the dictionary and then I memorize the meaning of the words”. Meanwhile, Anyelir revealed, “I will memorize it”. It concluded that memorizing was strategy used by some students in improving vocabulary mastery. This finding was in line with Kinsella, Stump, Feldman (2013) who said that memorizing definition are something that learners can do in learning vocabulary.

Note taking. Next strategy found by the researcher was making a note or making list of new words. Then, the students also wrote the meaning. This strategy was commonly used by students because this was very helpful for them. This finding was stated by Mawar and Anggrek. Mawar mentioned, “Write the words in a note, and then I memorize the words”. Also, Anggrek said, “After I open the dictionary, I also write the words in the note, so I can remember it”. When the students did note taking, they also did memorizing because they wrote the meaning of the word after they looked for from dictionary. The other

participants also stated the same statements. Melati and Anyelir said, “Write the new word in a note or make a list of new word”. It concludes that the students did note taking, when they got meaning of new words, it helped them to remember it.

Asking friends. The other finding was that there are some students who asked to their friends, if they did not understand the meaning. The students usually asked someone who knew more. It could be a teacher, students and other people. This strategy was revealed by two participants. Mawar said, “If I do not understand the story sometimes, I will ask my friends to explain about the novel”. It means that the students asked their friends to explain more about novel because sometimes, there were some words that were hard for the students to understand. Same as Mawar, Anyelir also said, “When I don’t understand and it is related to culture in the novel, I will ask other people”. Not only vocabulary that students should know the meaning but also the culture in the novel. Usually knowing the culture of the novel helps students understand more about the story of the novel. from culture students also can learn how the other people life. It is something difficult to understand the culture of the other country; therefore students might ask the other people who know more about the culture. This result was in line with Schmitt and Mc Charty (1997) who revealed that social strategy is that the students discover the meaning of words by asking other people who know.

Searching the meaning in the internet. Beside opening the dictionary, the students looked for the meaning in the internet. The reason was that the dictionary that they had was not complete. Thus, it made the students hard to understand the novel. This strategy was mentioned by two participants. Mawar stated, “If there is

no answer in dictionary, I will search the meaning of the words in the internet”.

Mawar explained that using internet was to know the meaning and it was very helpful because sometimes Mawar could not find the answer or the meaning from dictionary. In addition, Anyelir mentioned, “I will be searching in the internet”.

Anyelir said that searching in the internet was one of way to find the meaning. In the internet there are a lot of sources related to novel that students read. It can be the meaning of the words in the novel, the synopsis of the novel and also the translated novel. Searching the meaning helps students to understand the content of the novel. Sometimes students also read the translated novel if they still did not got the point of the novel.

Guessing. In this finding, the students discovered the meaning by guessing as the strategy. The students did guessing, if they still did not understand the novel. Guessing helped the students think about the meaning of the word or sentence when reading an English novel. Mawar said, “If I still don’t understand, I will do guessing”. Two of four participants mentioned it. Besides that, it was not only done because it was hard for the students to understand the novel, guessing also employed when the students forgot the meaning of the word. This statement was said by Anggrek. Anggrek claimed, “I do guessing when I forgot the meaning of the words. The finding showed that guessing was one of strategies in improving vocabulary mastery. Guessing is done by students because there is something hard to understand. Even though they guessing are wrong but it helped students little bit in understanding the novel. In doing guessing students usually read the sentence repeatedly because the students should connect one sentence into the

other sentence. The finding was supported by the previous statement. It is also known discovery strategies in which the students must discover the meaning by guessing from structural knowledge of language. (Schmitt and Mc Charty, 1997).

Looking for the synonym. The researcher found that looking for the synonym was also one of the ways in improving students' vocabulary mastery. Besides looking for the meaning itself, looking for the synonym helped the students to get the other word usually used in different context. This strategy was mentioned by Mawar. Mawar stated, "I search the synonym of the word". In English, there is a lot of vocabulary. Even though one word has same meaning, but in applying the word, it has different place, so it is important to know the synonym of the word. Looking for the synonym also help students in the other aspects. Such as in TOEFL test because there is reading part that require students to answer the synonym of the word. Not only in reading but also in listening, in the listening usually the speaker said the synonym of the word to make students little bit confused when they hear. If students familiar with the word the students also know the synonym that will help them in doing listening.

Expressive vocabulary (Productive vocabulary). The next is kind of students' strategies in improving vocabulary through reading English novel is expressive vocabulary. Strategies including expressive vocabulary (productive vocabulary) found in this research are using word in the sentence, using word in context, repeating words or sentences, summarizing, and learning how to spell.

Using word in sentence. The next strategy used by students was using word in the sentence. It means that students did not only look for meaning and wrote down

the word, but also they applied the word in the sentence. It helped them understand more about vocabulary. They could put the word in the sentence. They knew the meaning and they combined the word with the other words in the sentences. It was stated by all of participants. Mawar said, "If I still don't understand then I make a sentence from the word". Melati also said, "I use the word in a sentence when I write. Usually, they used word in the sentence when they did the close book journal. In close book journal, there was an activity requiring the students to retell the story or to answer the question related to novel. It was stated by Anggrek. Anggrek declared, "Sometimes, I also use the words in a sentence when doing close book journal". Then, Anyelir stated "I will make an example of sentence by using new vocabulary". From the new word, the participant made an example of a sentence. Creating sentences from the words was one of strategy used by the students in improving students' vocabulary mastery. This finding was in line with the previous study. According to Kinsella, Stump, Feldman (2013), the strategies used by students such as look them up the word in the dictionary are using the words in the sentence; use word in a context and memorizing definition. Those are something that learners can do in learning vocabulary (p. 56).

Using word in context. Not only in writing context, new vocabulary that students got from reading an English novel also could be used in speaking. In speaking, students should know a lot of vocabulary to make them fluent. The students who have master a lot of vocabulary usually speak English more easily. This strategy was stated by four participants. Mawar said, "Using the word in

daily, such as in daily conversations”. When students had a conversation with others, they usually used new word to make them more understand. In line with Mawar, Melati also said, “I use the word in the daily life because usually that will be appearing same word, so I don’t need to open dictionary again”. Using the word in daily conversation helped the students to remember the word that usually appeared in the other context, so students did not need to open dictionary again.

The finding showed that the word in the novel could be applied in the daily context. The students practiced their speaking in the class. Beside holding close book journal, the teacher also asked the students to tell more about the story from the novel by doing small group discussion and class discussion. This finding was stated by Anyelir. Anyelir said, “I will retell the story of the novel to other people to improve my understanding about vocabulary”. In this class, the students applied the new word through speaking when they should retell the story from the novel. Moreover, Anggrek said, “Sometimes, I use the word when I talk with my friends”. The students also applied the new word when they talked to their friends not only in the classroom, but also outside the classroom. Usually, using this way was because there was no feeling nervous when the students talked to their friends. This finding is in confirmedly Kinsella, Stump, Feldman (2013).

Kinsella, Stump, Feldman stated that look them up the word in the dictionary, using the words in the sentence, using word in a context, and memorize definition. Those are something that learners can do in learning English vocabulary (p. 56). In conclusion, using words in context was one of strategies in improving students’ vocabulary mastery.

Reading repeatedly. Another strategy was reading repeatedly. Sometimes, this strategy was used by students who still did not know understand the meaning. In this case, the students repeatedly read the same sentence and connected the meaning to the other paragraphs. Mawar said, “When I am lazy to open a dictionary, usually I repeat to read the same sentence in one paragraph and connect one to another”. Reading repeatedly also was done by the students to help them understand the whole paragraph. When the students did reading, usually there was one paragraph that was hard to translate, but by reading repeatedly, the students could get the point of that paragraph. This was in line with Anyelir who mentioned, “I read the same sentence repeatedly to understand whole sentences”. This finding confirms Farstrup and Samuels (2008) and O’Conner (2007) as cited in Weiser (2013) who mentioned that improving vocabulary can be done by clear vocabulary instruction, repeating reading new words, opportunities to use words in activities such as discussion and writing, and strategies to help determine word meanings independently.

Summarizing. The next finding was summarizing. Making a sentence/ paragraph by using own word helped the students understand what they wrote. After reading an English novel, some students did summarizing based on the story of the novel. They summarized it by using their own sentences. Creating their own words was also included in their writing. This statement was stated by one participant. Anyelir said, “I will summarize what I understand from the novel using my own language”. This strategy was used by the participants for practicing

writing what the participant understands from the novel. It helped the participant remember the story of the novel.

Learn how to spell the words. The last strategy to improve students' vocabulary mastery was learning how to spell the word. There were some words that were hard for the students to spell and there were the words which also had a same sound with the other word. This strategy was stated by Anyelir who said, "I learn spelling vocabulary because not all vocabulary is easy to spell". When the students knew how to spell the word, it helped the students in speaking and also in listening. In listening, there were some difficulties faced by the students. The difficulty was hard to hear clearly because they were not native speaking. Thus, if the students learned how to pronounce, it gave the benefits in listening.

The Benefits of Reading an English Novel in EFL classroom

The next objective of this study is to find the benefits that the students got after reading English novel. After conducting the interview, the researcher found some benefits that the students got after they read an English Novel. The finding classify in two categories. First is psychological effect are feeling happy and consoled, being motivated and being more curious. Second is skill effects are improving vocabulary; improving skill in English; improving grammar; getting new knowledge; and learning new culture. The findings of the benefits perceived by the students after reading an English novel are explained in the following paragraph.

Psychological effects. There are some benefits that involved in psychological effect are feeling happy and consoled, being motivated and being more curious

Feeling happy and consoled. Reading an English novel brought the benefits related to feelings. The finding showed that the students felt happy when they read an English novel. Then, they felt comfortable after they read an English novel. They felt happy and felt comfortable because of the story of the novel itself. There was a novel that was easy to understand and it made the students happy because they understood the story. Those statements were mentioning the participants. Melati said, “If I understand the content of the novel, it will entertain me with the enjoyable story in the novel”. Beside that, reading an English novel also needed imagination to think about the story. It made the students happy because they used their imagination when reading the novel. Anggrek also added, “I felt comfort because I like reading book, and I use my imagination to know the story when I read novel”.

Moreover, Mawar said, “I am happy and comfortable because I get knowledge”. The students were happy because they got new knowledge from the novel. The knowledge that the students got supported the students in learning English. Also, Anyelir said, “It is entertains me because it can be a place to escape from tiredness”. Reading novel can be an alternative to escape from tiredness. This finding showed that the novel made the students consoled. This finding was in line with Hişmanoğlu (2005) who stated that the use of novel is a good technique for English language classes because when novel is selected carefully, it can motivate the students for learning. Also, the use of novel for reading is more interesting and more entertaining for students.

Being motivated. Furthermore, the benefits of reading an English novel was encouraging the students' motivation. Motivation in this study means the motivation of reading the other novels after the students read the novel. There were some students who were lazy to read novels or books. Mawar said, "If the novel is easy to understand, it motivates the students to read the other novels" Choosing the interesting novel also motivated the students to read. The students enjoyed their reading, if they were easy to understand the content of the novel. The findings was in line with Hismonoglu (2015) who stated that the use of novel is good techniques for English language classes because when the novel was selected carefully, it motivated the students for learning, and made them more interesting and more entertaining

Being more curious. In the beginning, reading an English novel was so boring because there were some chapters in the novel that the students read. The students were required to understand the whole chapters to recognize whole story. When doing reading, the students looked for the meaning and used their imagination to catch the feeling of the story. Mawar claimed, "It makes me more curious about novel that I read". On the other hand, if the students understood the whole story, it made the students curious about the next story. In line with Mawar, Anyelir also stated, "I usually want to know more about the next story". More curious about the story also helped the students to keep reading. Thus, the students did not only stop reading after they finished reading but also they continued reading to know more stories.

English skills effects. There are some benefits that the researcher found that include in skill effect are improved vocabulary, getting new knowledge, learning grammar, learning culture, and improved skill in English.

Improving vocabulary. The first benefit that the researcher found was that reading an English novel improved vocabulary. In English novel, there are many vocabulary that the students can find. Vocabulary that the students found from the English novel helped them in learning English. In learning English, vocabulary is the important thing because vocabulary is a basic part. All of the participants said the same thing that reading English novel improved the students' vocabulary. This first statement was mentioned by Mawar who told that "The benefit is that it can improve vocabulary because I get a lot of new vocabulary from the novel". The finding was in line with Melati who said "Because there are a lot of vocabularies in English novel, it is improving the students' vocabulary". English novel that students read in close book journal are *Diary of Wimpy Kids*, *The Beast* and *A Small Place*, from those novel the students got a lot of vocabulary and the students learned the vocabulary by looking for the meaning.

Additionally, Angrek said, "From the novel, there are new words that I do not know the meaning, so it helps me for improving my vocabulary". In English novel, not only the words that the students usually found or used in their learning, but also there were a lot of new words that the students did not know before. Vocabulary found in the novel are different from the vocabulary that the students found from the other contexts. It means that the students could get vocabulary that they could not find from the other context. This finding was stated by Anyelir

who claimed, “Through reading an novel, I can get more new vocabulary that I didn’t get from other context”. It was in line with the previous study. Pringganti (2003) mentioned that reading a novel can improve our vocabulary in English.

Improving English skill. One of the ways for improving skill in English was through reading an English novel. By reading, the students learned about the aspects related to English learning such as vocabulary and grammar. From vocabulary and grammar, the students improved their reading, writing, listening, and speaking. The finding showed that through reading an English novel, the students improved four skills and the explanation of this finding as follows:

Improving reading skill. There were two participants who stated that reading novel improved reading skill. Improved reading skill means that the students got interest to read more. The more students read, the more students understand easily because they have a lot of background knowledge from reading the other books. Anggrek said, “It improves my reading skill because it is interesting to me to read more”. Same as Anggrek, Anyelir argued, “I also can train my skill in skimming and scanning because in reading skill, we need to review, so I can be fast and I can easily understand the novel since I usually do that”. Thus, reading novel also trained skimming and scanning process. If the students are accustomed to reading, the students can read fast and they can easily understand what they read. This finding supported According to Hişmanoğlu (2005) novel is a very effective way for developing vocabulary mastery and improve reading comprehension skills.

Improving writing skill. The other skill improved by reading an English novel was writing skill. From the novel, the students wrote what they got related to the

story. The students also could rewrite the story. Mawar said, “It improves my writing skill because I can rewrite the story such as close book journal, so I can see how to improve my understanding toward the story of the novel”. From what the students wrote, they can apply the vocabulary got from novel. The statement was mentioned by Anggrek. Anggrek claimed, “It improves my writing skill because I can apply the word in my own sentence”. The last participant said that by reading an English novel, the students get more knowledge of writing. It helped the students to organize their writing because they had the topic to write. Anyelir added, “Writing skill is also improved-because the more I read the more I get knowledge to write”.

Improving speaking skill. Beside improving writing skill, the students could retell the story orally. Two of four participants stated this finding. Anggrek said, “Reading an English novel improves my speaking skill because I use the word from the novel when I speak”. Anyelir added, “Reading an English novel improves my speaking skill because we get the basic before speaking”. It means that the students applied the vocabulary in speaking and they were easy to speak because they had a basic knowledge related to the topic that they wanted to talk about.

Improving listening skill. Based on the finding, by reading an English novel developed listening skill. One of four participants said that the listening skill improved. The participant said that listening skill improved because the students also learned how to spell new words. Anyelir stated, “Through reading an

English novel, my listening skill develops since I usually understand the vocab and learn how to pronounce it”.

This finding was related to the previous study. Based on Helton, Asmani and Thomas (1998), the educational benefits of novels helps them master the skills It concludes that the benefits of reading the novel were useful for the students to mater the skills in English.

Improving grammar. The next finding was that after reading the novel, the students could learn grammar. In English novel, the students usually used correct grammar and correct language. This finding was stated by all of participants. Mawar said, “I learn grammar from the novel because usually novel uses a correct language”. After reading an English novel, the students also learned about grammar. The students could get an example of sentence using the correct grammar. This statement was also stated by Melati who mentioned, “I learn about grammar from the novel because the novel uses the correct grammar”. Angrek added, “I become more understand about English language especially about grammar through reading the novel”. Both of them argued that they learned about grammar from novel. The students applied what they get about the correct grammar from novel itself. For example, writing journal and paper.

Additionally, Anyelir also said, “I can understand more about sentence structure, so I can take an example from novel”. The students implemented it when they wrote. From the novel, the students took an example of sentence and analyzed the structure of the sentence. When the students tried to do it continuously, it helped them improve their grammar. The finding are related to

Essberger (2010) who stated that “advantages of reading are learning in vocabulary context, a model of writing, seeing correctly structure English, working at your speed and personal interest” (p. 57- 67). It concludes that from reading an English novel, the students studied correct-structure in English.

Getting new knowledge. This finding revealed that there was a lot of information that the students got from reading an English novel. The information was about vocabulary, grammar, and the moral value of the story in the novel itself. Getting new knowledge or new information was one of benefits that the students gained after reading an English novel. This finding was stated by three of participants. Melati mentioned, “I get new knowledge from an English novel after I read it”. The information or knowledge that the students found helped them in learning English. Then, Anggrek said, “I get new knowledge and I also get new information related to vocabulary in the novel”. The knowledge also included vocabulary in novel. The student got new vocabulary, so it improved the students’ vocabulary mastery because they also looked for the meaning to understand the content of the novel.

In addition, Anyelir said, “I get new knowledge, usually when I read, there is any relation with what I learn, so it supports me”. What the students learned and read had a relation. It means that the knowledge got by the students from the novel supported them in learning process. This finding was in line with Helton, Asmani, and Thomas (1998) who stated that the educational benefits of novels help them to master the skills that will enable them to get information, to gain the process of finding new knowledge, to identify problems from the novel, and to

arrive at meaningful. The related educational benefit of the novel to this finding was the process of finding new knowledge.

Learning new culture. From reading the novel, the students also learned about culture. Learning culture was important for the students. If the students knew the culture of the novel, it helped them learning about other countries in the world. Every country has their own culture, so the students knew the other culture not only the culture from their own country. This result was stated by Mawar. Mawar said, “We can know the culture of other country from the novel”. Learning culture from an English novel was one of the simple ways that the students did. When they learned-about other countries, it helped them to get information. Anyelir also argued, “I usually understand more about other culture”.

According to Nurgiyantoro (2005)“the English novels provide knowledge to the readers of the tradition, culture, customs, war events or events in other aspects of life in countries or areas used by the author of the story setting” (p. 25). It concludes that from the novel people can learn culture because novel provides the reader about tradition, culture and also customs.