Chapter Four

Finding and Discussion

This chapter presents analysis of collected data in order to answer the research questions of this study. The data were gathered through interview with the participants of this study. Therefore, methods used by non-English department students to improve their vocabulary mastery is elaborated into some findings and the discussion.

Methods used by Non-English Department Students to Improve Their Vocabulary

In this study, the researcher found methods used by non-English department students to improve their vocabulary mastery. The researcher also found the students were aware of those kinds of method. Based on the data, the methods are watching movie, listening to song or music, reading book, and playing role-playing game (RPG). From those kinds of methods, the participants explained about methods do non-English department students use to improve their vocabulary. These following findings will elaborate methods used by non-English to improve their vocabulary.

Watching Movie. There are three participants who like watching movie to improve their vocabulary. This can also be seen from the participants' statement below.

I usually improve my vocabulary through a movie. (RQ.1.P1.1)

I often improve my vocabulary through watching movie, English movie. (RQ.1.P1.1)

Usually to improve vocabulary, I watch a movie (RQ1.P4.1)

Three participants choose method of watching movie. This means that movie as one of methods used by non-English students to improve their vocabulary mastery. From watching move, participant one, two and four have the same way in doing this method.

From movie, there is subtitle at the bottom of the screen. So, every new words that is unknown before, usually I comparing to the subtitle. (RQ1.P1.1.1)

From watching movie, I used subtitle from the movie. (RQ1.P2.1.2)

From movie, actually I see the subtitle. Usually to learn it, I used English subtitle.(RQ1.P4.1.1)

In watching movie, participant one, two and four used subtitle to get new words or vocabulary. According to Ferriman (2013), he said that there are seven categories in learning style and two out of seven are visual and aural, which is suitable with Movie. Students learn from watching movie (visual) and listen to conversation in movie (aural). This method include on verbal learner because verbal learner used words as their way to learn (Ferriman, 2013). Participant one gets new words by comparing every new words or vocabulary to the subtitle. From other experience, participant two said that "from watching movie, he could learn the pronunciation of word" (RQ1.P2.1.1). As Ur (1996) said that one of many factors to master vocabulary is pronunciation and spelling. It means that beside gain some new word, students can learn pronunciation too by watching movie.

Based on the analysis of this finding, the researcher found that students that use movie as a method to improve their vocabulary mastery is a visual learner and aural learner, and also they are verbal learner too (Ferriman, 2013), because they

learn by watching movie by reading a subtitle in movie. Beside students can found a new word, they also can learn the pronunciation from the conversation in the movie.

Listening to songs or music. When the researcher asks about what method they used to improve their vocabulary mastery, all of participants answered listening to song or music as method to improve their vocabulary mastery. From participant one, he said "in addition to movie, I also used song to improve his vocabulary mastery" (RQ1.P1.2). This statement also said by participant three, "I learn through song to improve vocabulary mastery" (RQ1.P3.2). Moreover, participant two said "usually to improve vocabulary mastery I used music" (RQ1.P2.2). The last statement from participant four, he answered "listening to music to improve his vocabulary mastery" (RQ1.P4.2).

From that answers, all of participant including aural learner because they learn by using sound. All of them learn by listen to music by look at the lyric of music. For example from Participant one, three and four;

Now there is streaming music that has a lyric on it. (RQ1.P1.2.1)

Music application which show the lyric all at once. (RQ1.P3.2.2)

If not, I used mini lyric, like a lyric hint so when music play, the lyric follow it. (RQ1.P4.2.2)

They used lyric from application of streaming music in this method. They listen to music or song and read the lyric at the same time. More answer from participant two, it is seen in the following quotation:

I often listen to English music, before I look into the lyric, usually I listen the music first to train my listening and my vocabulary. (RQ1.P2.2.1)

If I have doubt about the lyric of the song, I will browsing that lyric of the

song in the internet. So, I can sing it and know the pronunciation.

(RQ1.P2.2.2)

Participant two choose listen to the music without lyric first to train his

listening skill and to know how far his vocabulary mastery. Then, if he wondering

with the lyric, he will find out the lyric from the internet and sing it. That method

same with results from Schmitt (1997) studying a word's spelling and saying new

word aloud.

From those statements, the researcher found that listening to song or music

as a method to improve vocabulary have a benefit except improve their vocabulary

mastery, learner also can improve their listening, reading and speaking skill through

listen the song or music and sing it with look into the lyric. Moreover, the researcher

found that, the learner that used this method implied in aural and verbal learner

(Ferriman, 2013).

Reading Book. There were three participants who used reading book as

method to improve their vocabulary mastery. They are participant two, three and

four, and it can also be seen from participants' statement below. First from

participant two, he said that "by reading, a little read to improve my vocabulary

mastery" (RQ1.P2.3). "The method that I do to improve my vocabulary mastery is

first from reading book" (RQ1.P3.1) that statement said by participant two. The last

statement from participant four, he said "sometimes reading comic but an

infrequently" (RQ1.P4.3).

From those statements, participant three and four explained how they learn

by reading book:

First is through book, usually I learn this method with people who was

master it, like a teacher or friends who master in English. (RQ1.P3.1.1)

Usually, I learn from reading comic by look into the comic scene and the

conversation in comic. Then, I connect the comic scene and the conversation

in the comic. (RQ1.P4.3.1)

According to Brown (2012), one of five main types in vocabulary learning method is recognition and meaning method. Participant three include in social learner. He learns with social or other people who master in it like his friends or his teacher. Participant four used that method by using word parts from texts of conversation in comic. Also he include in visual learner because he use images from comic scene (Ferriman, 2013).

Based on that statement, by reading book as method to improve vocabulary mastery the researcher founds that they are visual and social learner (Ferriman, 2013). More, the researcher found that, as Brown (2012) said in recognition and meaning method, by using word parts as one of examples, it will help learners distinguish words in reading and listening, and also learn spelling and pronunciation as well as meaning.

Playing role-playing game (RPG). The last method is role-playing game. One participant did this method, he is participant three. He told that "through video game" (RQ1.P3.3) he improve his vocabulary mastery. He used that method to improve his vocabulary mastery, and he explained it below.

Then in third is playing game. It is almost same with music, if through

playing game we feel excited. In the game, there is dialog between

characters. I learn it with dialog subtitle in game scene. (RQ1.P3.3.1)

This method is almost same as music and movie with help from subtitle, there is cutscene dialouge conversation in that game. Participant three do playing role-playing game as his method. From that statement, the researcher found that by playing game as a method to improve vocabulary mastery make learner feel excited. Moreover, the technique used in it is not different from listening music or song and watching movie, it same by using subtitle and this method implied in aural and verbal learner (Ferriman, 2013).

So, from all the findings about the method used by non-English department students to improve their vocabulary mastery, they use various methods. Commonly they do listen to music or song with lyric, which they read in application or search it in the internet. They also can learn pronunciation by sing it and listen spelling of the word. They can know a new word by look into the lyric.

Problems faced by Non-English Department Students in Improving Their Vocabulary Mastery

In this study, the researcher found problems that non-English department students faced in improving their vocabulary mastery. The researcher also found the students are aware of those problems. Based on the data, the problems are low English proficiency and personal problem. From those kinds of problems, the participants explained about problems non-English department students face in improving their vocabulary. These following findings elaborate methods used by non-English to improve their vocabulary.

Low English proficiency. This problem faced by all participants. All of them said that the main problem in improving their vocabulary mastery was do not know the meaning of word. It can also be seen from several participants' statement.

Participant two said "the first problem is I do not know the meaning of the word" (RQ2.P2.3), and then participant one said same thing that "I got the problem in unfamiliar word" (RQ2.P1.1).

Then, the participant also faced problem in listening when used music and movie as method in improving vocabulary mastery. Participant two said that "Second, from movie or music I got a problem, I am not good in listening" (RQ2.P2.4). More statement from participant two and four, they had a problem in English and vocabulary. Participant two said that "many vocabularies that I have not mastery yet" (RQ2.P2.2). Participant four said that "I just have a little knowledge in English" (RQ2.P4.9).

Moreover, participant three faces a problem when he read a book and participant four face this problem when he read subtitle in movie. They found an ambiguous words, it is mean that they intended meaning in some way unclear. Participant three said "through reading book there is an ambiguous of word, so it become problem for me" (RQ2.P3.1). Participant four said that "in reading subtitle of movie there is an ambiguous word that I do not know yet" (RQ2.P4.3).

Personal problems. This problems faced by each individuals. First is problem in learning practice because there is no mentor. This problem faced by participant one, he said that "usually I have a problem in practice" (RQ2.P1.3) "because now, I have not meet people that can help me again in improving vocabulary mastery" (RQ2.P1.2). More personal problem faced by participant three, he said that "I am not everyday learning English, so that was my problem in improving vocabulary mastery" (RQ2.P3.2).

Moreover, when participant four used music or song method to improve his vocabulary mastery, he had a problem that came from sound quality. He said that "in music, there is a problem. The problem is bad sound quality" (RQ2.P4.5). The next personal problem is in reading book as their method to improve their vocabulary mastery, this problem faced by participant four and two in different way. Participant four problem' is in uninteresting in some English comic, he state that "for reading comic book, there is some English comic that I have no interest on it" (RQ2.P4.6). Beside participant two problems is in hard to concentration when read a book. He said when reading book, "I got a little problem in the concentration" (RQ2.P2.1).

As statement by Meara (1995), she said that the biggest problem that students face in learning vocabulary is cannot recognize any of words because all the words are unfamiliar and do not know the meaning. From all the finding about the problem above, the researcher found that the most problem that non-English department students face in improving their vocabulary mastery is do not know the meaning of the word. Many of students do not know the meaning, because it is unfamiliar for students.

Solutions that Non-English Department Students Take to Solve Those Problems

In this study, the researcher found solutions that non-English department students take to solve those problems. The researcher also found the students are aware of those kinds of method. Based on the data, the solutions are asking other people, translating, being confident to try and always practice, marking the word and making a note. From those kinds of methods, the participants explained about solutions do non-English department students take to solve those problems. These

following findings will elaborate methods used by non-English to improve their vocabulary.

Asking other people. Participant one, participant three and participant four take this solution to solve their problem. They said:

Fortunately, I have a friend who takes a major in English. So, if there is a problem, I can ask my friend. (RQ3.P1.2)

I can ask my friends. (RQ3.P4.4)

Usually, I ask my friend who already expert on it. (RQ3.P3.2)

Those participant did asking other people to solve the problems in improving vocabulary mastery include in social learner (Ferriman, 2013), they asking with social or other people who master in it like their friends. So, they needs other people to learn and solve their problems in improving vocabulary mastery.

Translating. All of participant take this solution to solve their problem. They use dictionary, translate application or online translation to know the meaning of word, which is do not know before. It can also be seen from participants' statement below.

I translate it first to know what the meaning is. (RQ3.P1.1)

I have a translater application in my smart phone, and I can use it to know the meaning of the word and also the spelling of the word.(RQ3.P2.5)

I will find out the meaning of the word by Google translate. (RQ3.P3.3)

I will find out the meaning of the word by Google translate (RQ3.P4.2) *or by dictionary.* (RQ3.P4.3)

Gu (2003) said by using dictionary to get information about the meaning of new words can be solution to solve problems in improving vocabulary mastery. More research result by Schimitt (1997), he found that one of several solution in improving vocabulary mastery is using a bilingual dictionary. So translating can be one of solutions to solve the problem in improng vocabulary mastery

Being confident to try and always practice. More answer from participant two for solution to solve the problem in improving vocabulary mastery. His solution is confident to try and always practice. According to Sa'imah (2013), she said that to solve the problems in improving vocabulary mastery, student need more practice and action in every aspects like writing, reading, listening, and reading. So, In participant two statement', he said that "the solution is become confident, I mean that we should be confident to try" (RQ3.P2.7) and "always paractice." (RQ3.P2.8)

Marking the word and making a note. This kind of solution does by participant two and four. From participant two, he mark the unfamiliar word as his solution, he said that "usually I underline the unfamiliar word or mark a text with a highlighting pen" (RQ3.P2.2). More solution did by participant two and four, they make a note in every moment that they get new word with the translation. This have a benefit for them, it will help them to remember the word that they have. It can see by their statement below.

> *I make a note under the unfamiliar word, which is the meaning of that word, so when I read it again, I can remember it.* (RQ3.P2.4)

> *I make material to be memorized, make a note the meaning of word, what word that I get for today and then try to improve it everyday.* (RQ3.P2.9)

In my bedroom, there is a wall note, which is contain of new word and also the meaning. (RQ3.P4.6)

I always make a note, and always repeat the word that I have. (RQ3.P4.7)

According to Sa'imah (2013), she said making note, diary is the one of solutions to solve the problems in improving vocabulary mastery. Marking the word and making a note can be choose to solve the problems in improving vocabulary mastery.

From all of finding, researcher found that non-English department students have a various solution to solve their problem. Commonly they used translate as solution. They use dictionary, online translation, or application in their smart phone that helps them to understand the meaning of the unfamiliar word.