CHAPTER IV

RESEARCH FINDINGS

In this chapter, the researcher presents the finding data through some steps as mentioned in the data analysis. As mentioned in the research problems that this research is attempted to find out the vocabulary learning strategy used, the vocabulary learning strategy is mostly used, the difficulty in learning vocabulary and the way to solve the problem in learning vocabulary by English students in eight B class at IAIN Tulungagung in the academic year 2013/2014.

A. Findings of subject

The findings information of this research was obtained from five subjects in eight B class of English department in IAIN Tulungagung. These subjects were selected based on their grade in that class. The researcher chose five students who included in the big five in their grade transcript. The researcher met them directly. To get the valuable information, the researcher conducted interview and distributed questionnaire to five subjects. Before the researcher presented the data finding, the researcher gave little description from subjects that had been acquired. Besides, to keep the secrecy of subjects, the researcher mentioned their initial name (S1, S2, S3, S4, S5).

The first subject was S1. S1 grade was 3.76. The researcher conducted interview and distributed questionnaire to S1 on 3rd June 2014 in S1's house in Picisan village.

S1 was student in class of eight B who always got first grade in that class from first semester up to seventh semester. Further subject was S2. S2 had grade 3.69. The researcher conducted interview and distributed questionnaire to S2 on 1st June 2014 in Karangrejo village. S3 was the next subject who had grade 3.67. The researcher conducted interview and distributed questionnaire in campus on 8th June 2014. Then, the fourth subject was S4 who was met by researcher in S4's house in Ngunut village on 9th June 2014. S4's grade was 3.62. For the last subject was S5. S5 had grade 3.60. The researcher conducted interview in library of IAIN Tulungagung on 12th June 2014.

B. Findings of research

Based on the result of interview and questionnaire to subjects, the researcher found data that were relevant with research problems. In this research, the findings were divided into four parts based on the problem of research. Those were:

1. The students' vocabulary learning strategy

In this part, the finding described the vocabulary learning strategy used by the subjects. By conducting interview and distributing questionnaire, the researcher got some data about learning strategy in vocabulary. The vocabulary learning strategy was varied. Yet, the subjects had strategy which was almost same. To make easy the understanding, the results of finding were showed in description below.

S1 learned the vocabulary by reading English book. S1's vocabulary ongoing increased when reading. Reading was considered more effective to increase S1 vocabulary because it was easy to be done and reading was S1's hobby. S1 accustomed to read every day. Moreover, S1 said "I had many English books when I studied in Pare. I had read all of those books, and I got many new vocabularies that I didn't know before". S1 also explained that when reading if S1 didn't know the meaning, S1 just guessed the meaning and looked for the difficult meaning in the dictionary latter.

Similar to S1, S2 also learned the vocabulary by reading books. For S2, reading could be used to measure S2's vocabulary mastery. S2 said" By reading, I made stronger my memory about vocabulary". The researcher also found another strategy to learn vocabulary. The strategy was by watching movie subtitle. But, it gave little contribution for S2's vocabulary, because if S2 didn't know the meaning, S2 just guessed the difficult meaning and S2 would look for in the dictionary if that meaning was interesting for S2. Then, S2 learnt vocabulary by listening music also. The strength of listening music was when S2 got difficulty in words, S2 interested to look for those difficult words in dictionary. S2 said that if S2 liked in a song and there were words that didn't know the meaning, S2 would interest to searched those words in dictionary.

Then, for S3, S3 said that S3 had strategy that had been taught by one of lecture when S3 was in the fourth semester. S3 taught that this strategy was effective to increase S3's vocabulary. This strategy was reading book also.

Similar to strategy which was done by S1 and S2, but S3 had special trick in learning meaning that was considered difficult. S3 said "My strategy in learning vocabulary was by reading anything in English. When I got difficult word, I would make sign by giving number under those difficult words. Then, in the bottom of paper, I made list the meaning of those difficult words based on the number in the difficult words that I had signed. To keep the vocabularies that had been gotten in memory, S3 accustomed to make those vocabularies in conversation or discussion in the class. Same as S2, S3 watched subtitling movie also in learning S3's vocabulary. It helped S3 to know formal and informal vocabularies that were used in daily activity in English culture.

The result of interview, the researcher found some strategies that were same. S4 also showed the same strategy in learning vocabulary. S4 didn't have special strategy in learning vocabulary. But, based on S4, S4's vocabulary had increased when S4 read newspaper and many articles in journal. Furthermore, S4 looked for in dictionary if S4 got difficult words.

S1, S2, S3 and S4 considered that reading was effective way to learn vocabulary. But, the researcher found different way when conducted interview in S5. Moreover, S5 said "Reading could increase vocabulary, but for me, I read something then I would forget easily. I preferred chatting with foreigner in internet". The researcher found S5 learnt the vocabulary by chatting directly with the foreigner. Chatting not only increased the vocabulary mastery quickly, but also could add the understanding about English culture. Moreover, it was enjoyable because S5's hobby was chatting.

In summary, after conducting interview to subjects, the researcher found some strategies that were used by the subjects. The strategies were by reading books, reading article, watching movie, listening music, and chatting with foreigner. Then, to make long term memory about vocabulary achievement, S3 applied the vocabulary that was gotten by conducting conversation with other friends and discussing in the class.

2. The vocabulary learning strategy is mostly used by student

After conducting interview to five subjects, the researcher found some vocabulary learning strategies. The cause of learning strategy variation was because each individual had capability and enjoyment that were different in learning process. By conducting interview, the researcher found strategy which was dominant used was reading.

In getting data from the field, besides used interview, the researcher used questionnaire to get validity of interview. The questionnaire was used as the proof to know the vocabulary learning strategy is mostly used. The summary of students' vocabulary learning strategy that was gotten by questionnaire is presented in the following table:

Table 1.1: The students' vocabulary learning strategy

Vocabulary learning strategy	Almost always used		Usually used		Sometimes used		Almost never used	
Watching subtitling-movie	2	40%	2	40%	1	20%		
Listening English music	1	20%	4	80%				
Reading English text book	4	80%			1	20%		
Grouping new vocabulary with vocabulary that sounds similar to vocabulary in first language			2	40%			3	60%
Grouping new vocabularies that have similar spelling					2	40%	3	60%
Group new vocabularies that have similar sound					1	20%	4	80%
Guessing the meaning of word	1	20%	4	80%				
Learning dictionary			1	20%	4	80%		
Asking native speaker directly			1	20%	1	20%	3	60%
Memorization					2	40%	3	60%
Translating and reminding			1	20%	3	60%	1	20%
Making list of meaning to be reminded	2	40%			2	40%	1	20%
Writing message by using English	1	20%	2	40%			2	20%
Doing conversation with other friends	1	20%	2	40%	2	40%		
Writing anything in English	1	20%	1	20%	2	40%	1	20%

The data revealed that strategy in learning vocabulary which was almost always used by the subjects was reading English text book (80%). Then, for always used was listening music (80%) and guessing the meaning of word (80%).

In this case, the strategy that is mostly used by the subjects in learning vocabulary was reading.

3. The difficulty in learning vocabulary

After collecting finding about vocabulary learning strategy which was used by students, the researcher found the difficulties which were faced by them. The difficulty means the problem when improving and learning vocabulary. There were some difficulties in learning vocabulary. The researcher spelled out those difficulties in explanation below.

The result of interview showed that the difficulties which were faced by S1 were S1 was sometimes easy to forget new vocabulary that had been learned. Then, another difficulty was in spelling which was almost same. S1 said that S1 sometimes got confuse in word that had spelling that was almost same, like word *require* and *acquire.*

The difficulty not only happened in the form of words, but also the difficulty happened because lacking of motivation. As S2 said "The problem one when learning vocabulary was laziness. There were so many vocabularies in English that were impossible to be remembered". Thus, according to S2, the problem in learning vocabulary was the lacking of motivation to learn vocabulary.

Further, for S3, S3 didn't have significant difficulty in learning vocabulary. S3 said that learning vocabulary was a must for student. Nevertheless, S3 also explained that the frequent problem to learn vocabulary was motivation. S3 revealed "Actually, learning vocabulary was compulsory thing which had to be learned by student.

Vocabulary was the important one if the student wanted to master all of English skill well. But, student didn't have attention to learn it because lacking of motivation". S2 and S3 explained the same problem in learning vocabulary. The problem was they lacked in motivation to learn vocabulary. Lacking of motivation meant they were lazy to learn and improve their vocabulary. It can be caused by the subject themselves or surround factor.

In the result of interview, the researcher found another difficulty that was faced by S4. S4 explained that S4' difficulty was in English idiom, such as word *call off, figure out, bring up,* etc. Related to this case, S4 said "My difficulty in learning vocabulary was when I translated words which included in idiom. Idiom made me confuse in its translation". Idiom couldn't be separated in English usage. Thus, to improve students' ability in vocabulary, they had to learn more about vocabulary, especially learned English idiom.

The last finding of difficulty was showed by S5. S5 said that S5 felt hard to remember new vocabulary that had been acquired. This was because there were many vocabularies which were impossible to be known all of them. In this case, the difficulty in differentiating part of speech added another difficulty for S5. The words such as *separate, separable,* and *separation* was the problem in learning vocabulary because they had different part of speech.

4. **The students' solution to solve difficulty in learning vocabulary**

In vocabulary learning process, the students got some difficulties or problems. These difficulties could be solved if the students had effort to learn more in their vocabulary. By conducting interview to subjects, the researcher found some ways or solutions in learning their vocabulary in order to get good achievement. The solutions which were done by subjects to reduce their difficulty in learning vocabulary were showed in explanations below.

The result of interview indicated that the solution in solving the problem among the subjects were same. They covered up their weakness in vocabulary by practicing their vocabulary every day. For S1 and S4, they accustomed to read. They admitted that when they got difficulty in learning vocabulary, they used memorization strategy. S4 revealed that memorization was needed to improve the vocabulary that was considered rare in the usage. S1 and S4 had the same way to make those vocabulary was durable in their memory. They arranged those difficult vocabularies became sentence. S1 added "Sometimes, I got confuse in word *require* and *acquire*. Then, I make sentence that was relevant with those words. For example, "*I require your help*" to be remembered. From that sentence, I could distinguish the meaning of *require* is "*memerlukan*"

The next solution was used by S2. To reduce the overfull of learning, S2 learnt S2's vocabulary by listening music and watching television program. S2's difficulty when learning vocabulary was lacking of motivation. Thus, S2's strategy in solving the problem was by looking for entertainment.

Then for S3, S3 accustomed to remember the words that had been gotten by conducting conversation with others. S3 joined debate club and HMPS community in the campus. Thus, S3 could improve S3'vocabulary easily. S3 said "It was never mind if U had limitation in your vocabulary. If U were often to practice your vocabulary, your vocabulary would improve by itself".

For the last solution finding was by S5. S5 liked to chat with foreigner. The weakness in vocabulary could be reduced by chatting with people that used English as their first language. This way was similar to S3 that used vocabulary which was gotten by communication. The difference was S5 did communication with the foreigner directly. It was considered effective to improve the vocabulary because many benefits that could be acquired by conducting communication with English language user directly. One of the benefits was if S5 had mistake in S5's vocabulary or diction, the foreigner would give correction from the mistake.
For other strategy in solving the problem, S5 sometimes memorized vocabulary in S5's mind. But, it was seldom to be done because memorization strategy was considered hard.