

CHAPTER IV

RESEARCH FINDINGS

This chapter focuses on the presentation of the findings of the study based on the formulation of the research question.

A. Research Findings

1. Finding on Learning Strategies employed by the EFL Learners of SMAN 1 Durenan Trenggalek.

This session exposed the research findings which are found in the field. It is related to learning strategies employed by the learners in learning English. The presented data in this chapter is in English. That data are translated by the researcher. The original data are in the form of Indonesia. It is appended in the appendices. The researcher calls student 1 as S1, student 2 as S2, student 3 as S3 and student 4 as S4. In learning English, the learners employed or applied more than one strategy. The result of the research findings are presented in the following description.

A. Direct Strategies

1. Memory strategies

Firstly, the researcher found that some subjects applied “created mental linkages” strategy. In reading session, S1 associated the meaning of the word before or the word after to understand the meaning of the new word she found. It helps her to understand the meaning of the new word. S1 said, “When reading I ever found the new word that I don’t know the meaning. Then I see the word before and the word after to try to understand the meaning of the new word.”

Different with S1, to solve the blank moment or found new word in reading session S2 placed the new word into context. He didn’t translate word by word, but

he tried to get the new word meaning from the context of all story. Like S2 said, “When in blank moment and I don’t know the meaning of new word of the passage, I try to get the new meaning from the context of the story. Not by translating word by word, but directly concluded.”

Secondly, the subject used “applied images” strategy. When memorizing new vocabulary, S3 used to represent its sound in her mind and memory. By representing sound in memory, she can remember about the new vocabulary. Like S3 said, “When I’ve got new vocabulary, I try to make an imagination and sound it in my mind to help me in remembering the new vocabulary.”

2. Cognitive strategies

Related to cognitive strategies, it is employed by all the subjects. They did some following strategies. Firstly, the researcher found the learning strategies in practicing English. S1 made herself used to practice English. S1 practiced English naturalistically as stated by S1 “I make myself used to practice my English. Because of practicing, my speaking skill will be better and it becomes a habit to speak English.” Same as S1, S4 also frequently used English for communication. She used to practice her English for communication with her friend and her teacher. S4 said, “I always use every opportunity to practice my English with friends, teacher and also in English course.”

Secondly, S1 said “ I put more emphasis on reading many English books for references. By used to read many English books and look at the dictionary, I can get many new vocabularies and also learn about the grammar indirectly.” On the other hand, S2 said “When I’m learning in myself, I prefer to read English book. It can be magazine, novel, or handbook from school. By doing that activity, I can learn new English vocabularies.” Different with S1 and S2, S3 used internet to learn about

English. She looked for many references from internet, as stated by S3 “ I used internet to learn English. I’m looking for many references from internet. From those references I get new information like vocabulary, understanding the context of the text. And I also look at electronic dictionary or online dictionary to check the meaning of new word and the grammar rules.” Based on those three subjects’ statement above, the researcher found other strategies that related to using resources for receiving and sending messages. They used resources to learn about grammar, get new vocabularies and be used to with the English text.

Thirdly, related to the analyzing and reasoning strategy especially in translating, S4 said “ I often listen English songs, look for the lyric and then I try to translate it or look for the meaning of the lyric.” From the result of interviewing S4 related to analyzing and reasoning strategy above, the researcher found that she liked to listen the English songs, look for the lyric and the try to translate the meaning. These activities supported her to understand the meaning of new word, enrich their vocabularies and also help them on how the words pronounce well.

3. Compensation strategies

Related to “guessing intelligently” strategy that is focused on using other clues, S4 said “I usually download English songs then I try to guess the lyric and the meaning.” She used to guess the meaning by using her prior knowledge. It helped her to understand the meaning of sentences even the passage. And S4 said “ I usually use a gesture or synonym when I don’t know or forget the meaning of certain word.” S4 used gesture or synonym to explain the meaning of certain word that she forgotten and it helped her to overcome the limitation in speaking.

B. Indirect Strategies

1. Metacognitive strategies

Firstly, the researcher found that S3 applied ‘arranging and planning the learning’ strategy. S3 stated ‘I have clear goals or objectives in improving my English vocabulary mastery. I have a target to memorize the vocabularies like ten vocabularies in a day.’ S3 used to setting or planning her learning in mastering English vocabularies. It helps her in enriching her vocabularies and improving her speaking skill. It also helped learners to explore their ideas by having many vocabularies. She also paid more attention when the teacher delivered the material. She delayed to speak and focused on listening. It made her easier to understand the material.

Secondly, S1 said ‘I like to listen English song in spare time. Then, I try to write the full lyric. After writing down the lyric from my listening result, I look for the correct lyric in internet and I compare with mine that I’ve written down before. I evaluate how many words that is still wrong and then I listen the song again to check.’ S1 applied the self evaluating strategy in her activity. She wrote down the lyric first and then she checked the correct lyric in internet. She evaluated how many words that still wrong. It helped her to assess her listening skill.

2. Affective strategies

Related to ‘lowering anxiety’ strategy, the researcher found that three subjects employed different activity. Firstly, S2 and S4 used music to lower their anxiety. S2 said ‘When I feel stress and blank, I will stop my activity and then I listen to music to refresh my mind. I used to listening the music while studying. It makes me feel better.’ On the other hand, S4 said ‘I prefer to listen music than do another activity when I feel boring in studying.’ Based on those two subjects

statement above, the researcher found another strategy that employed by the learners in learning English. They used music to lower their anxiety in studying English. Music helped them to feel better when they are bored with the lesson or felt stress in studying. It can help learners to refresh their mind and then they can continue to study again.

Beside used music to lower the bored feeling, S4 also used to take a deep breath when she felt tense in studying. She will put it for a while and take a deep breath to lower the tense. As S4 stated “ When I’m in blank moment or I feel tense in studying, I will leave them for a while. Then, I take a deep breath to refresh my mind and reduce the tense.” Taking a deep breath helped learner lowering tense feeling. When they can lower their tense or anxiety, they are ready to continue their learning again because their brain is in a fresh condition.

Different with S2 and S4 statements about lowering anxiety, S3 applied another strategy in lowering her anxiety. S3 said “ In blank moment or when I feel nervous like after doing grammar test, I look for entertainment thing in internet. I watch funny movie in Youtube to make me happy again.” S3 used laughter to lower her anxiety and make she feel happier then. When learners felt happy they are ready to learn and it’s easier to accept the material.

Secondly, S2 and S3 said that they used to encouraging themselves like making positive statement when learning English. S2 said “ In learning everything included English, I always build positive statement to make me more motivated and enthusiastic.” On the other hand, S3 said “ by building positive statement in my mind, it make me more enthusiastic when learning English. It makes me more confidence and not afraid to make mistake.” Making positive statement helped

learner to be more enthusiastic and motivated in learning process. When learners are more motivated, they can learn maximally.

3. Social strategies

Related to social strategies employed by all subjects, they did some following activities. Firstly, the researcher found that they asked for correction. They asked for correction to their teacher like when they are speaking. They asked if they produced correct pronunciation or not and if they used correct grammar or not. Sometimes they were not aware if there were many wrong grammars in speaking, but their teacher help them in giving correction. It helped learners to assess their speaking skill, especially in pronunciation and grammar aspect. As stated by S3 “ In the classroom I usually ask for correction to my teacher. I ask for correction in pronunciation and grammar to my teacher. He helps me in giving correction and reminds me to be aware in grammar when speaking.”

Secondly, the subjects used to cooperate with peer when they are learning. They said that by cooperating with peers, they can practice their speaking and making correction together. By practicing they will be usual to speaking English. Besides that, they will be more confidence if they practice together with their peer. They are not afraid to make mistake because they are in the same age and they are still learning. S1 said “ I tend to study with friends, because we can apply our English for communication and make correction each other.” On the other hand, S4 said “When I get bored to study alone, I choose to study together with my friends. And also when I feel disturbed to study at home, I’ll go to my friends’ house to discuss with them or study in group.” And also S2 said “I prefer to study with my friend, especially to practice the speaking skill. And practicing speaking in the classroom with friends is more joyful than practicing alone.”

The findings on the subjects' learning strategies are summarized in the Table 4.1 below:

Table 4.1 The Summary of the Learning Strategies Employed by EFL Learners of SMAN 1 Durenan Trenggalek

Strategies Group	Strategies Set	Application	S1	S2	S3	S4
Memory Strategies	a. Creating mental linkages	<ol style="list-style-type: none"> 1. Grouping 2. Associating/elaborating 3. Placing new word into context 				
	b. Applying images and sounds	<ol style="list-style-type: none"> 1. Using imaginary 2. Semantic mapping 3. Using keywords 4. Representing sound in memory 				
	c. Reviewing well	<ol style="list-style-type: none"> 1. Structured reviewing 				
	d. Employing action	<ol style="list-style-type: none"> 1. Using physical response 2. Using mechanical techniques 				
Cognitive Strategies	a. Practicing	<ol style="list-style-type: none"> 1. Repeating 2. Formally practicing with sound & writing system 3. Recognizing and using formulas/patterns 4. Recombining 5. Practicing naturalistically 				
	b. Receiving and sending messages	<ol style="list-style-type: none"> 1. Getting the idea quickly 2. Using resources for receiving and sending messages 				
	c. Analyzing and reasoning	<ol style="list-style-type: none"> 1. Reasoning deductively 2. Analyzing expressions 3. Analyzing contrastively 4. Translating 5. Transferring 				
	d. Creating structure	<ol style="list-style-type: none"> 1. Taking notes 2. Summarizing 				

	for input and output	3. Highlighting				
Compensation Strategies	a. Guessing intelligently	1. Using linguistic clues 2. Using other clues				
	b. Overcoming limitations in speaking and writing	1. Switching to the L1 2. Getting help 3. Using mime or gesture 4. Avoiding communication partially or totally 5. Selecting the topic 6. Adjusting/approximating the message 7. Coining words 8. Using circumlocution/synonym				
Metacognitive Strategies	a. Centering your learning	1. Overviewing and linking with already known material 2. Paying attention 3. Delaying speech production to focusing on listening				
	b. Arranging and planning your learning	1. Finding out about language learning 2. Organizing 3. Setting goals/objectives 4. Identifying the purpose of language task 5. Planning for a language task 6. Seeking practice opportunities				
	c. Evaluating your learning	1. Self monitoring 2. Self evaluating				
Affective Strategies	a. Lowering your anxiety	1. Using progressive relaxation, deep breathing, or meditation 2. Using music 3. Using laughter				
	b. Encouraging yourself	1. Making positive statement 2. Taking risk wisely 3. Rewarding your self				
	c. Taking your	1. Listening to your body 2. Using a checklist				

	emotional temperature	<ol style="list-style-type: none"> 3. Writing language learning diary 4. Discussing your feeling with others 				
Social Strategies	a. Asking questions	<ol style="list-style-type: none"> 1. Asking for clarification 2. Asking for correction 				
	b. Cooperating with others	<ol style="list-style-type: none"> 1. Cooperating with peers 2. Cooperating with proficient English users 				
	c. Empathizing with others	<ol style="list-style-type: none"> 1. Developing cultural understanding 2. Becoming aware of others' thought and feeling 				

The findings above showed that all subjects employed more than one learning strategies or various strategies. Student 1 employed memory, cognitive and metacognitive strategies. Student 2 employed memory, cognitive and affective strategies. Student 3 employed memory, cognitive, metacognitive and affective strategies. And student 4 employed cognitive, compensation, affective and social strategies.

Student 1 employed creating mental linkages strategy, especially associating strategy. She used that strategy when in reading session. When she found new word and didn't know the meaning, she would look at the word before and the word after to associate it with the new word. Besides that, student 1 employed cognitive strategies. She used practicing naturalistically and using resources for sending and receiving messages. Student 1 used to practice speaking English by herself. She said that language is habit, so she has to make herself to be usual with English if she wants to master English. Meanwhile, student 1 used resources for receiving and sending messages. She read many English books for her references. It helped her to

enrich many new vocabularies and also the grammar. Another strategy that is employed by student 1 is metacognitive strategy. She centered her learning by paying attention when the teacher delivered the material. She chose to pay more attention to the delivered material to make her more focus and easy to understand the material itself. She also looked for the opportunities to practice her English like she tried to speak English in the classroom with her teacher and her friends.

Different with student 1, student 2 employed memory, cognitive and affective strategies. He placed new word into context from the memory strategy. He didn't translate word by word when he got blank in reading, but he tried to get the new word meaning from the context of all story. He also used resources for receiving and sending message from the cognitive strategy. Same with student 1, he likes to read many kinds of English books for example the school handbook, novel, magazine and newspaper, etc. another strategy is using music and using laughter when he felt bored or stress. He used music to reduce his stress and he prefers to listening English songs. Besides that, to reduce his bored feeling he would look for and watch funny video in internet.

On the other hand, student 3 also employed various learning strategies. She employed memory, cognitive, metacognitive and affective strategies. Student 3 used representing sound in memory. When memorizing new vocabulary, S3 used to represent its sound in her mind and memory. By representing sound in memory, she can remember about the new vocabulary. Student 3 also employed cognitive strategy. S3 used internet to learn about English. She looked for many references from internet, as stated by S3 ' I used internet to learn English. I'm looking for many references from internet. From those references I get new information like vocabulary, understanding the context of the text. And I also look at electronic

dictionary or online dictionary to check the meaning of new word and the grammar rules.” And the employed metacognitive are S3 used to setting or planning her learning in mastering English vocabularies. It helps her in enriching her vocabularies and improving her speaking skill. It also helped learners to explore their ideas by having many vocabularies. She also paid more attention when the teacher delivered the material. She delayed to speak and focused on listening. It made her easier to understand the material. The affective strategies that are employed by student 3 were she used laughter to lower her anxiety and used to encouraging themselves like making positive statement when learning English. It made student 3 to feel happier then. When learners felt happy they are ready to learn and it’s easier to accept the material.

Next, student 4 employed cognitive, compensation, affective and social strategies. She used the analyzing and reasoning strategy especially in translating. She liked to listen the English songs, look for the lyric and the try to translate the meaning. The other strategy is compensation strategy. She focused on using other clues. She guessed the meaning by using her prior knowledge. It helped her to understand the meaning of sentences even the passage. Student 4 also applied affective strategy. S4 used music and took a deep breath to lower her anxiety. Besides that, student 4 also used the social strategy. She asked clarification and correction to her teacher and her friend to make sure what should she improve for the next. She also cooperated with peers to practice speaking in the school or even at home.

The summary of the employed learning strategies by the subjects will be presented in the table below.

Table 4.2 Summary of the Students' Learning Strategy

Student	Profile	Learning strategy
Student 1	Female 17 years old XII IPA 1	- Memory strategy - Cognitive strategy - Metacognitive strategy
Student 2	Male 17 years old XII IPA 2	- Memory strategy - Cognitive strategy - Affective strategy
Student 3	Female 17 years old XII IPA 3	- Memory strategy - Cognitive strategy - Metacognitive strategy - Affective strategy
Student 4	Female 17 years old XII IPA 4	- Cognitive strategy - Compensation strategy - Affective strategy - Social strategy

2. Finding on the Learner's Perception of their Learning Strategies toward their Achievement in English.

Learning strategies employed by EFL Learners of SMAN 1 Durenan Trenggalek were various. Those strategies had an aim to support the success of language learning. Related to successful language learning, the learners required some learning strategies in learning English. Through learning English, every learner needed various strategies, because every learner had different characteristics. They

used learning strategies which were effective and suitable for them, so it could improve and maintain their achievement in learning English. Related to improving their language ability, the researcher would like to present the data related to the student's perception of learning strategies toward their achievement in English.

Firstly, by employing the learning strategy, the subjects could improve their grammar. By improving grammar through reading many references of English books, asking correction to the English teacher and paying attention in the use of grammar in English song's lyric. Grammar helped them knew the rule of constructing correct sentences. And also they used to read many kinds of text to enrich their knowledge about English text or passage. It helped them in understanding the text in reading comprehension.

Another contribution was the employed strategy could enrich their vocabularies and improve their pronunciation. By doing following activities such as listening to English songs while looking at the lyric, finding new vocabularies and having a target to master new vocabularies every day, it helped them to get a lot of vocabularies that they never hear or know before. Vocabulary helped the learners to explore their ideas. Moreover activities of learning like asking for correction to their English teacher and learning from the performance of the native speaker for example in YouTube or from English songs, helped them to get correction about their pronunciation and it made them feel enjoy in learning. They got correction and feedback clearly, so they know which part that should be improved.

Thirdly, another strategy such as practicing with friends or cooperating with peers led them to get output and feedback. They can practice freely to express their ideas. It helped learner to be more confidence in performance like in speaking activity, so they enjoyed in delivering their ideas without any doubt of making

mistakes. And also they can do correction each other then get feedback from it. Other activities were practicing speaking at home commonly by looking at the mirror helped them have a confidence and good expression when delivering their speaking. They also got the correction y themselves before correcting by others.

Fourthly, other strategies like asking for clarification to their English teacher when they didn't understand about the material. By doing the clarification, they can get correct information about what is the purpose of the task or the clear explanation about the material, so they won't make wrong understanding in doing the task or comprehend the delivered material.

Another contribution of the employed learning strategies is improving learners' score. By employing learning strategies, learner felt that their score is increase like their test score and final test sore. They used to read many references of English book, it helped their ability in understanding the text. When they have a test, it will be easier for the learners to do it. They can use the guessing meaning through the context strategy, use scanning to guess the certain new word and use skimming to get the main idea of the passage or text. When learners used to listen English song it means that they are usual with English vocabularies and how it pronounced correctly. It helped them in listening test and improved their listening score.

Sixthly, another contribution of the learning strategy related to motivation was they wanted to be fluent speaker and more motivated in mastering speaking. They thought that in modern era English is needed and it is very important to master English as international language that is used in many countries in the world. One of the subjects had eagerness to imitate the native speaker performance in speaking and she wanted to study abroad. This motivation led them to be more enthusiasm for

learning English so they could achieve their target of successful learning. With that motivation, it can help them to plan their future.

Seventhly, another contribution of employing learning strategies was the strategies could increase learners' mental and self-confidence. They had bravery in expressing ideas. When they had bravery, they could perform their language maximally and they knew their weakness and how to improve it. Having self-confidence led them to be able to speak in front of the public.

The next contribution of employing learning strategies is helping learners to overcome the limitation in speaking by using gesture or using a circumlocution or synonym. It helped learners to continue their speaking when they forget the meaning of certain word or what the word called in English.

Finally, another aspect related to lower learners' anxiety is by using music. The contribution is it helped learners feel better after they feel bored or frustrated in learning. The music could reduce the tense or bored feeling and refresh their mind. After learners' mind is fresh, they are ready to continue to study again. With the fresh mind, they could learn maximally.

Table 4.3 The Summary of the Contribution of the Learning Strategies Employed by EFL Learners of SMAN 1 Durenan Trenggalek toward their Achievement

Strategies Group	Strategies Set	Application	Contribution
Memory Strategies	a. Creating mental linkages	1. Grouping 2. Associating/elaborating 3. Placing new word into context	- Learners connected their previous knowledge with their present learning
	b. Applying images and sounds	1. Using imaginary 2. Semantic mapping 3. Using keywords 4. Representing sound in memory	- Helping learners to relate new language information to concepts in memory by means of meaningful imaginary. - Helping learners to

	c. Reviewing well	1. Structured reviewing	remember the vocabularies based on its sounds.
	d. Employing action	1. Using physical response 2. Using mechanical techniques	
Cognitive Strategies	a. Practicing	1. Repeating 2. Formally practicing with sound & writing system 3. Recognizing and using formulas/patterns 4. Recombining 5. Practicing naturalistically	<ul style="list-style-type: none"> - Helping learners in improving their grammar mastery - Helping learners to enrich their vocabularies by using many references and resources - Helping learners to explore their ideas - Learners become usual or used to practice their English - Helping learners to know the rule of constructing correct sentences - Helping learners to get correction of their mistake or improve their weakness
	b. Receiving and sending messages	1. Getting the idea quickly 2. Using resources for receiving and sending messages	
	c. Analyzing and reasoning	1. Reasoning deductively 2. Analyzing expressions 3. Analyzing contrastively 4. Translating 5. Transferring	
	d. Creating structure for input and output	1. Taking notes 2. Summarizing 3. Highlighting	
Compensation Strategies	a. Guessing intelligently	1. Using linguistic clues 2. Using other clues	<ul style="list-style-type: none"> - Helping learner to compensate their lack of appropriate vocabularies and lack of grammatical knowledge. - Helping learners to overcome the limitation in speaking.
	b. Overcoming limitations in speaking and writing	1. Switching to the L1 2. Getting help 3. Using mime or gesture 4. Avoiding communication partially or totally 5. Selecting the topic 6. Adjusting/approximating the message 7. Coining words 8. Using circumlocution/synonym	
Metacognitive Strategies	a. Centering your learning	1. Overviewing and linking with already known material 2. Paying attention 3. Delaying speech production to focusing on listening	<ul style="list-style-type: none"> - Helping learners measure progress in English or assess their language ability. - Giving learners a clear direction in planning their learning or what is
	b. Arranging and	1. Finding out about language learning	

	planning your learning	<ol style="list-style-type: none"> 2. Organizing 3. Setting goals/objectives 4. Identifying the purpose of language task 5. Planning for a language task 6. Seeking practice opportunities 	<p>the purpose of the learning.</p> <ul style="list-style-type: none"> - Helping learners easier to understand the delivered material. - Helping learner more focus on their learning.
	c. Evaluating your learning	<ol style="list-style-type: none"> 1. Self monitoring 2. Self evaluating 	
Affective Strategies	a. Lowering your anxiety	<ol style="list-style-type: none"> 1. Using progressive relaxation, deep breathing, or meditation 2. Using music 3. Using laughter 	<ul style="list-style-type: none"> - Making learners to be more confidence when they make mistake. - Motivated learners to be better learner especially as English speaker - Helping learners to handle their problem in learning. - It enables them to be more enthusiasm for learning to achieve the success. - Helped learner to be more motivated and help them to plan their future
	b. Encouraging yourself	<ol style="list-style-type: none"> 1. Making positive statement 2. Taking risk wisely 3. Rewarding your self 	
	c. Taking your emotional temperature	<ol style="list-style-type: none"> 1. Listening to your body 2. Using a checklist 3. Writing language learning diary 4. Discussing your feeling with others 	
Social Strategies	a. Asking questions	<ol style="list-style-type: none"> 1. Asking for clarification 2. Asking for correction 	<ul style="list-style-type: none"> - Giving the feedback from the learners and they know what should be improved. - Making learners more confidence when have interaction with other people or using English for communication. - Lead the learners to be used to speak in front of the public.
	b. Cooperating with others	<ol style="list-style-type: none"> 1. Cooperating with peers 2. Cooperating with proficient English users 	
	c. Empathizing with others	<ol style="list-style-type: none"> 1. Developing cultural understanding 2. Becoming aware of others' thought and feeling 	