CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter explains the findings obtained from the questionnaires to check out language learning strategies used most by the grade X students in learning English at SMA N 3 Yogyakarta who are participating in this survey research.

4.1 Research Findings

4.1.1 Result on Respondent Characteristics

The general characteristics of the respondents shown in the chart below:

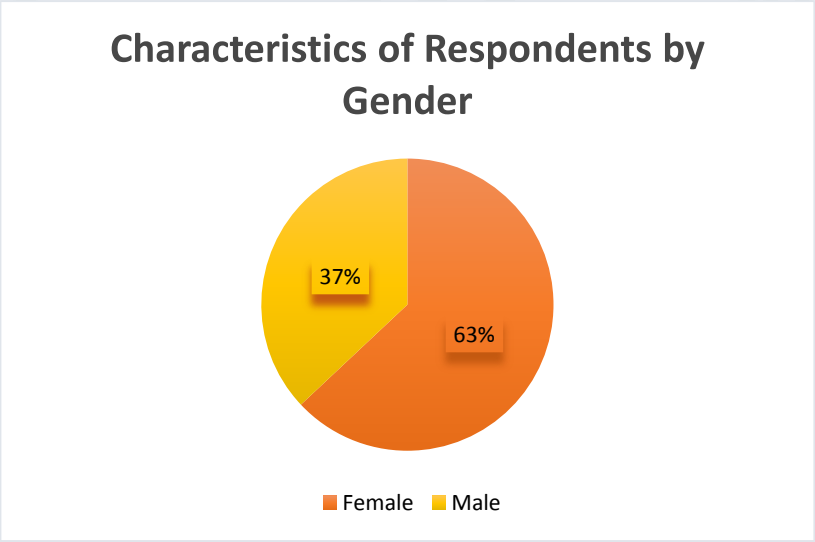


Figure 1. Characteristics of Respondents by Gender

From figure 2, the total respondents who completed the questionnaires were 108 students, there were 68 (63%) female students, and 40 (37%) were male students as respondents.

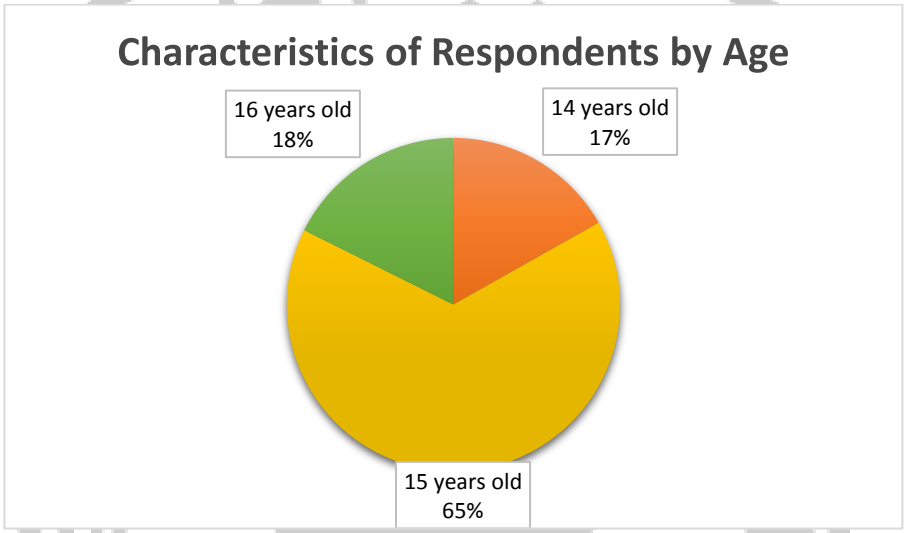


Figure 2. Characteristics of Respondents by Age

Figure 3 showed that from 108 respondents who completed the questionnaire based on age, there were 18 (17%) respondents aged 14 years old, 71 (65%) respondents aged 15 years old and 19 (18%) respondents aged 16 years old. Thus, respondents aged 15 years old are higher than any other age.

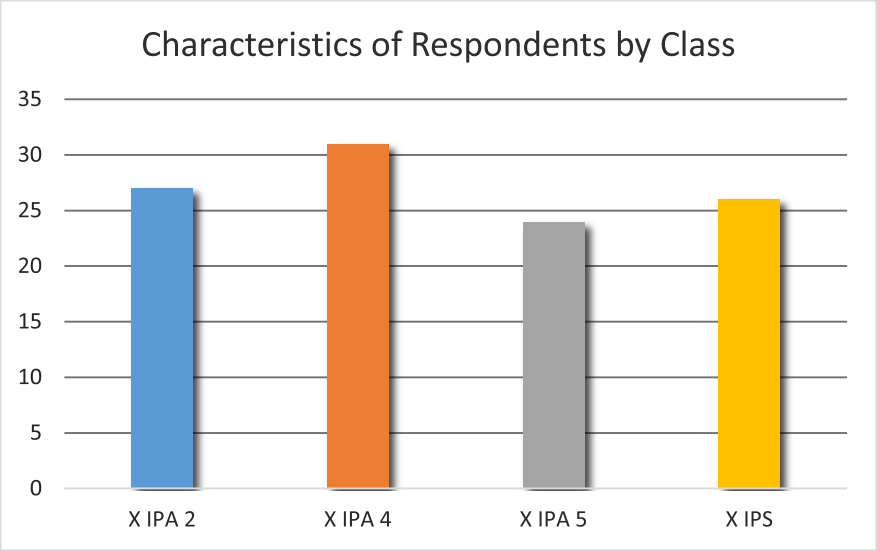


Figure 3. Characteristics of Respondents by Class

From figure 4, the total respondents who completed the questionnaires were 108 students from 4 classes, there were 27 students from X IPA 2, 31 students from X IPA 4, 24 students from X IPA 5 and 26 students from X IPS.

4.1.2 The Result of Six Categories of Language Learning Strategies Survey

There were 50 items of strategies in language learning in SILL. It must be underlined that there were 108 respondents from different classes from a total population of 147 students. After the data was collected, the researcher determines the standard deviation (SD) and Mean by using the formula =STDEVA and =AVERAGE. After getting the results, researcher found the highest and lowest strategies in language learning. That can be seen from the results of the graph below:

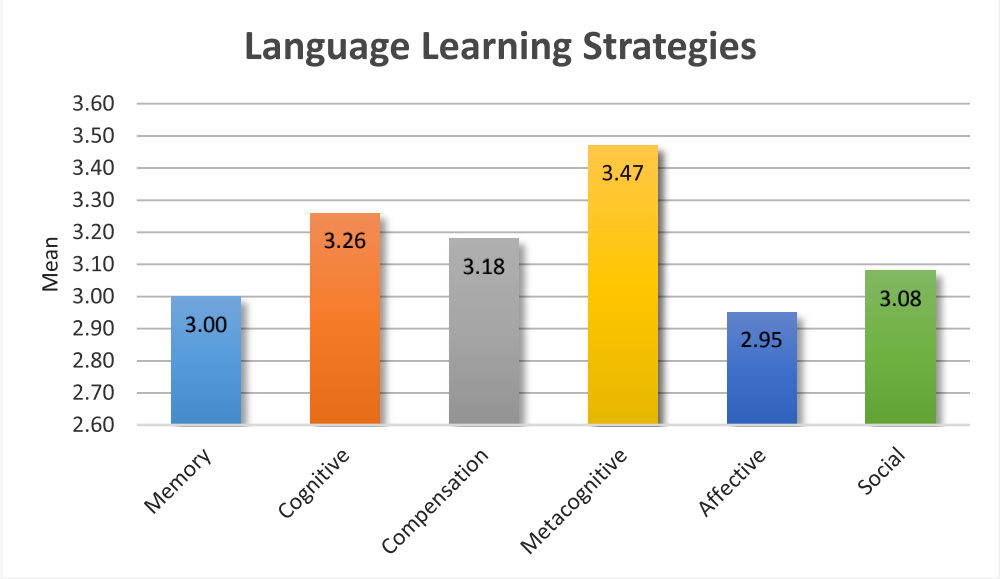


Figure 4. The Results of Language Learning Strategies

Based on the overall strategies in the diagram of SILL, there are six main categories of language learning strategies based on findings from Oxford (1990) such as memory, cognitive, compensatory, metacognitive, affective, and social. In this study, as the finding show, metacognitive strategy has the highest value (Mean = 3.47, SD = 0.99) compared to the other strategies. Meanwhile, the lowest strategy is affective which has only value (Mean = 2.95, SD = 1.24).

a. Analyzed items from Memory Strategies

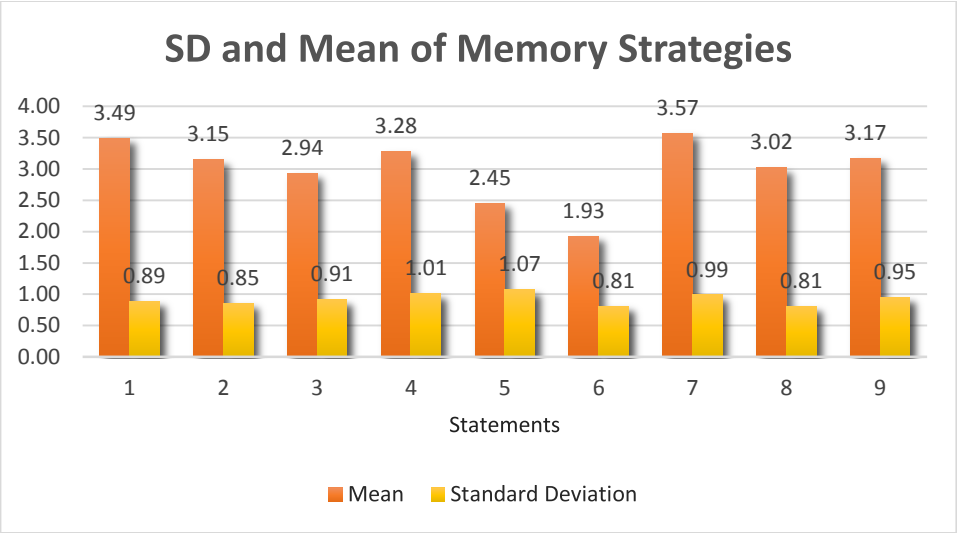


Figure 5. Chart of Memory Strategies

Based on the chart above, Memory 7 stated "I physically act out new English words", is the most strategy used with the value (Mean = 3.57, SD = 0.99). Meanwhile, the least strategy use is Memory 6 Mean = 1.93, SD = 0.81) which is "I use flashcards to remember new English words".

b. Analyzed items from Cognitive Strategies

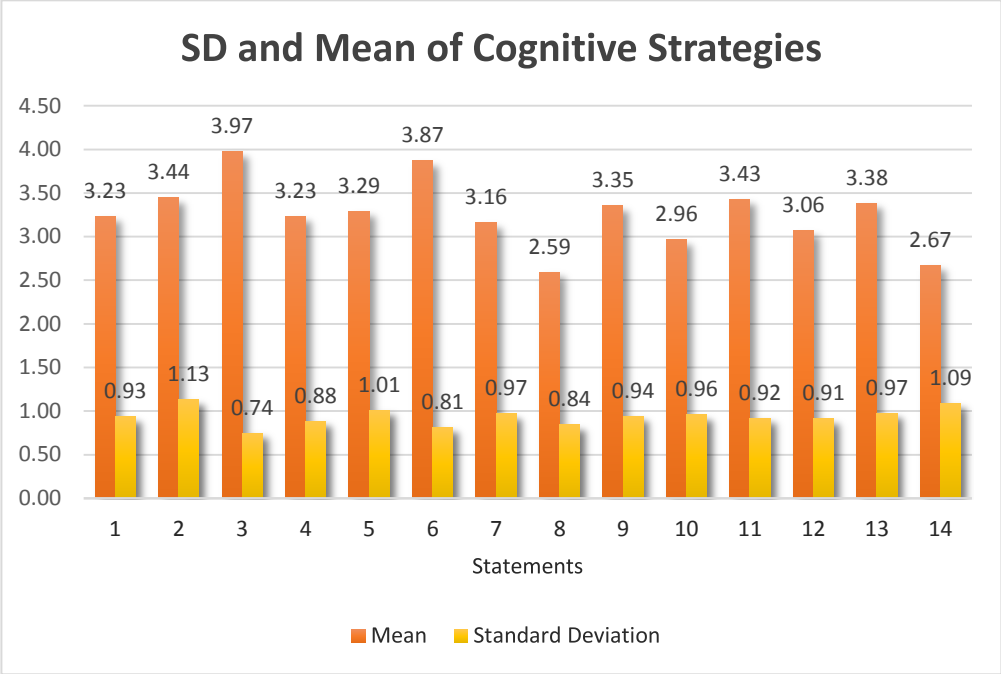


Figure 6. Chart of Cognitive Strategies

Based on the result of the cognitive strategies chart, Cognitive 3 stated "I practice the sounds of English" is the most used by the students (Mean = 3.97, SD = 0.74). Meanwhile, Cognitive 8 stated "I write notes, messages, letters, or reports in English" is the least frequently used by the students (Mean = 2.59, SD = 0.84).

c. Analyzed items from Compensation Strategies

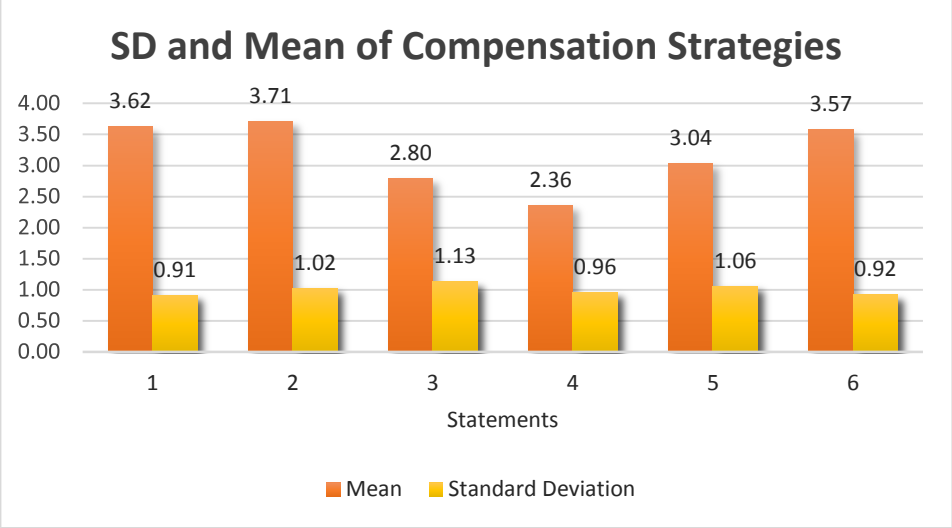


Figure 7. Chart of Compensation Strategies

According to the result of the compensation strategies chart, it shows that Compensation 2 stated "When I can' t think of a word during a conversation in English, I use gestures", is the most strategy used by the students (Mean = 3.71, SD = 1.02). Meanwhile, Compensation 4 stated "I read English without looking up every new word" is the least frequently used by the students (Mean = 2.36, SD = 0.96).

d. Analyzed items from Metacognitive Strategies

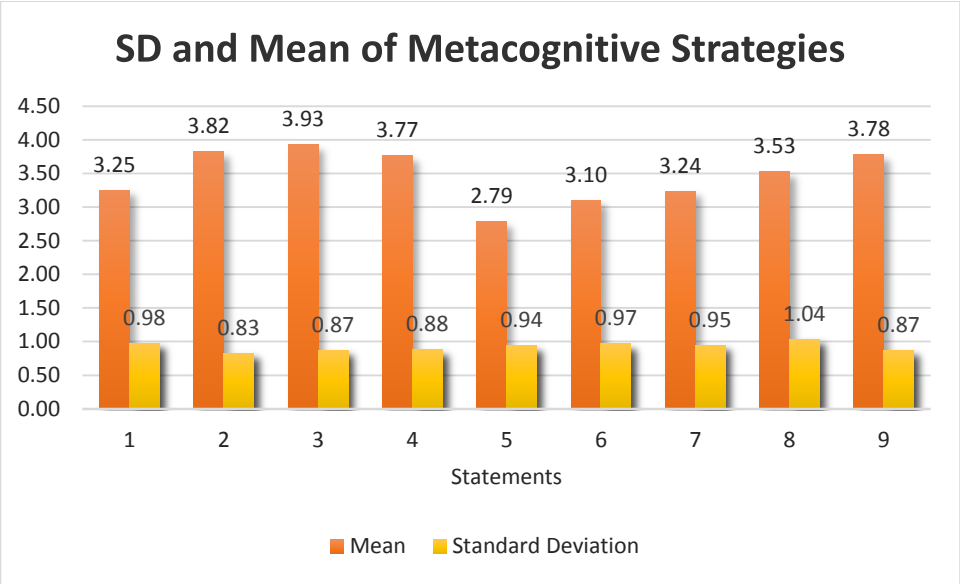


Figure 8. Chart of Metacognitive Strategies

Based on the Metacognitive Strategies chart above, Meta 3 stated "I pay attention when someone is speaking English", is the most frequently used by the students (Mean = 3.93, SD = 0.87). Meanwhile, Meta 5 stated "I plan my schedule so I will have enough time to study English" is the least frequently used by the students (Mean = 2.79, SD = 0.94).

b. Analyzed items from Affective Strategies

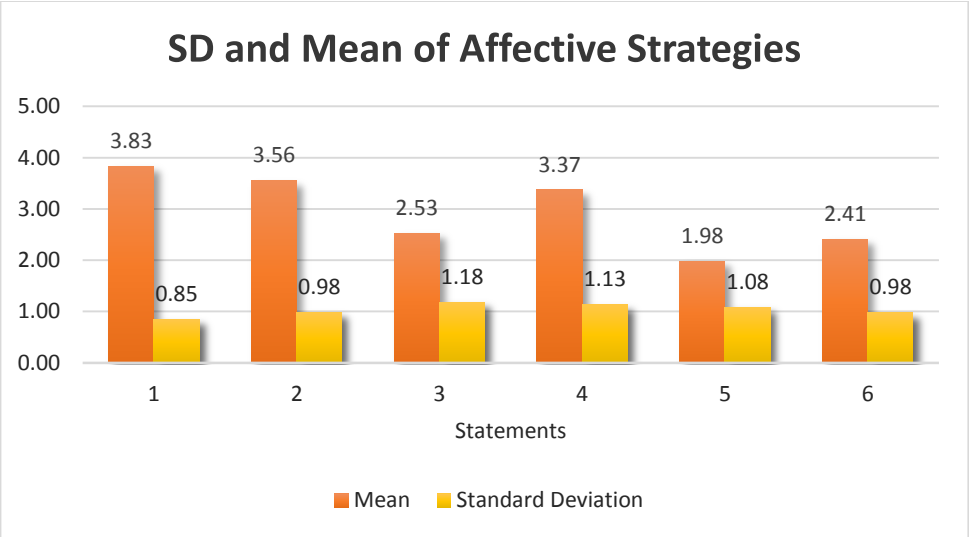


Figure 9. Chart of Affective Strategies

According to the affective strategies chart, it shows that mostly students used Affective 1 (Mean = 3.83, SD = 0.85) which is "I try to relax whenever I feel afraid of using English". Meanwhile, the least strategy is Affective 5 (Mean =1.98, SD = 1.08) which is "I write down my feelings in a language learning diary".

c. Analyzed items from Social Strategies

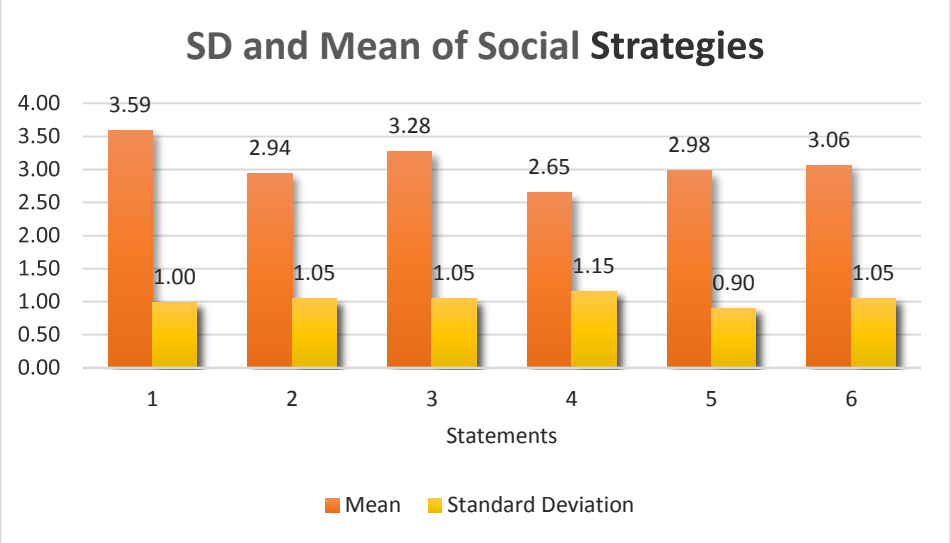


Figure 10. Chart of Social Strategies

The chart above shows that Social 1 "If I do not understand something in English, I ask the other person to slow down or say it again" is the most strategy frequently used by the students (Mean = 3.59, SD = 1.00). meanwhile, Social 4 "I ask for help from English speakers" is the rarely strategy used by the students (Mean = 2.65, SD = 1.15).

Figure 11. Standard Deviation and Mean of each items

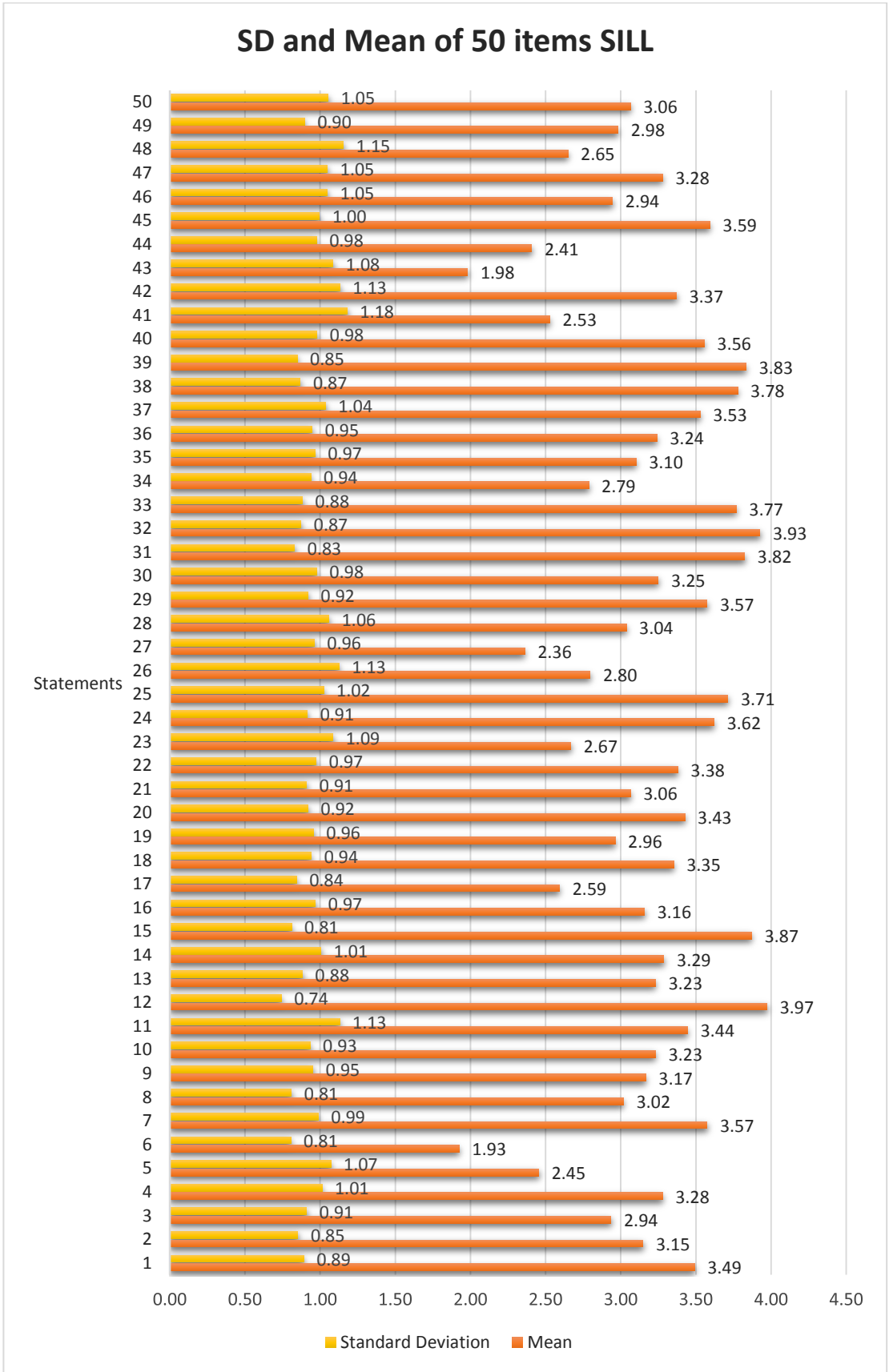


Figure 12 shows the finding of this study which revealed that students used direct and indirect strategies that are classified into six categories of language learning strategies which are memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. The chart shows the average and standard deviation for each item in the SILL questionnaire based on group strategies. The finding shows that the highest mean is from Cognitive strategy item number 3 (Cognitive 3) which is 3.97 (SD = 0.74). Meanwhile, the lowest mean is Memory strategy item number 6 (Memory 6), which is 1.93 (SD = 0.81).

4.2 Discussion

From the overall students' language learning strategies, metacognitive strategies (Mean = 3.47, SD = 0.99) were the most frequently used by the students. This supports the finding of several studies in language learning strategies in which the most frequent strategy used by the learners was metacognitive strategies (Kunasaraphan, 2015; Solak & Cakir, 2015; Alfianti, 2016; Alfian, 2016; Tanjung, 2018). Metacognitive strategies used to help students understand the way they learn. It designed for students to process about what they think about their thinking. "It shows that students choose to learn English by arranging, monitoring and evaluating their learning and supporting language learning by interactions with other English learners" (Oxford, 1990). This indicates that grade X students prefer learning English

by planning, arranging, and evaluating their learning and making interaction with other language learners, as Alfianti (2016) conclude that metacognitive strategies are focus on students' goals in learning English, schedule or planning, and focus on the students' ways to centering their learning.

Meanwhile, in the next place followed by Cognitive strategies (Mean = 3.26), Compensation strategies (Mean = 3.18), Social strategies (Mean = 3.08) respectively, Memory strategies (Mean = 3.00) and the least strategies commonly used by the students is Affective strategies (Mean = 2.95). As Solak & Cakir (2015) stated that affective strategies involve strategies such as controlling anxiety level, feelings, rewarding, encouraging and relaxing self. It might be implied that grade X students rarely use this strategy to regulate their emotions, such as lowering their anxiety, encouraging themselves such as giving rewards for themselves and taking their emotional temperature in learning English.

On the contrary, the different result from the study of Hakan, Aydin, and Bulent (2015) who found that memory was the most strategies used and metacognitive strategies was the least strategies used by students. The results are different due to differences in the level of students as respondents because the respondents of the study were undergraduate's students. Memory strategies categorized into direct strategies which means students involved

themselves used the strategies in the English language. In memory strategies, students try to remember and learn the language by memorizing.

Whereas, the highest statement from overall items of strategies, cognitive strategy item number 3 (Cognitive 3) (Mean = 3.97) as the most chosen strategy which is stating “I practice the sounds of English”. It might happen because students prefer to practice and to be more active while learning, such as practicing on repeating, with sounds or writing, recognizing and using formulas and patterns, taking notes, and summarizing. It is in line with the study of Tanjung (2018) that students prefer to practice their English whether its practices during the teaching-learning process.

The lowest statement is memory number 6 (Mem 6) which is stating "I use flashcards to remember new English words", it might happen because according to students, using flashcards is boring, monotonous, since nowadays students prefer practical things. So they tend to prefer using gadget and some applications in their gadget to learn and help them to understand and remember some new words. If they use flashcards, they do not know how to pronunciation or spelling the words correctly so they cannot learn by themselves. But, if they use the gadget and vocabulary application, it will support and helps students to remember new words, thus students can learn new vocabulary by themselves and also learn the pronunciation and spelling the words correctly. Thus, students tend to prefer to practice directly the new

English words that they just knew to help them remember it rather than using flashcards. On the contrary, this proves that O'Malley et al. (1985) said that memory strategies cannot be fully accepted by Asian students including Indonesian students, they more often use metacognitive strategies.

The finding of this study might be used as guidelines for teachers to know language learning strategies used by students in learning English, thus it will help less successful learners to learn a language effectively.