Chapter Four

Finding and Discussion

This chapter addresses and elaborates the finding and discussion regarding strategies in learning vocabulary used by first-year students. First, the researcher addressed the strategies used by first-year students. On the first finding, the researcher discussed the types of strategies that first-year students used in learning vocabulary while on the second finding the researcher addressed the strategies that students believe were effective for them. Furthermore, experts' literature that supports the finding and discussion are provided in this chapter.

This study aims to find out the strategies in learning vocabulary used by first-year students and find out the most effective strategies that first-year students believe which can help them in mastering vocabulary. Dóczi (2011) said that vocabulary learning strategies is significant because students will always find new vocabulary in their vocabulary acquisition process and using the strategies can solve the difficulties that students face. Based on the finding, participants were using strategies in learning vocabulary to make the learning process easier and all of the participants were having some strategies in their learning vocabulary process.

There are six first-year students with an outstanding performance during their first year of English Language Education Department in one of the private university in Yogyakarta were chosen as the participants. It was chosen based on lecturers' judgment and recommendation. This study used pseudonyms to protect participants' privacy. The participants will be referred to as Patrice for participant

1, Janet for participant 2, Evelin for participant 3, Jammy for participant 4, Harison for participant 5, and Helena for participant 6. In this chapter, researchers provided

The following discussion provided the findings that answered the objectives of this study which investigated the strategies that first-year students used in learning vocabulary and also investigate the most effective strategies for them. Based on the findings, the researcher found that participants used some strategies for learning vocabulary. Participants also shared the strategies which they believe it is the effective ones. There are six strategies used by participants when they learn vocabulary and three strategies are the most effective ones. All of the strategies are presented below;

Vocabulary Learning Strategies

There are three participants were learning vocabulary from novels. Patrice says "I usually get a new vocabulary when I read a novel". Janet also says "I usually read an English novel" and Harison added, "and also novel".

Another media used by participants for learning vocabulary is an online story. Helena mentioned "I usually learn or get new vocabulary from an online story" and Patrice said that online story is a media to learn vocabulary besides a novel. Through reading novels and online reading stuff, the participants were learning new vocabulary. According to Schmitt (2006) regarding reading novels, newspapers, and something from the internet, students can enhance their lexical knowledge, words spelling, words meaning, and grammar.

Participants also learn and get new vocabulary from songs. Patrice says "and also listen to the song. I also find out the lyrics and find the meaning. Thus, it can add my vocabulary size". Evelin said, "and also songs with the lyrics". Harison also shared the same thing by saying "I also learn from songs" and Helena said that she also learn from songs. Moreover, movies also became the media for some of the participants to learn and get new vocabulary. Evelin mentioned, "I usually learn and get a new vocabulary from movies". Jammy also said "I usually learn from movies" and Harison stated that he also learn from movies too. Some of the participants also learn from games. Harison says "I learn from many things but mostly from games". Jammy also says "and also games but mostly from movies" and Helena stated that she learn from games. This is in line with the finding of Asgari and Mustapha (2011) who found that most of the Malaysian students frequently using English language media such as movies, song, and television programs and those were reported to be used by the students for learning vocabulary. Asgari and Mustapha (2011) stated that students should be able to access and maximize their opportunities in learning English through media.

Reading. The first strategy used by three participants is reading any kind of novels and an online story. Reading became the strategies for the three participants in learning vocabulary. Patrice mentioned, "I read for many times until I can memorize it". Moreover, Janet stated that she read the vocabulary more than once until she can remember the vocabulary. Helena added that she read a lot to learn vocabulary.

Reading is a part of metacognitive strategies in learning vocabulary. Halilah, Rashidah, and Rashidah (2014) stated that students usually used metacognitive strategy to master the vocabulary. The examples of metacognitive strategies are reading novels, articles, and something from the internet. In addition, Dóczi (2011) said that reading is an important source of language input because reading is the most traditional way of expanding vocabulary.

Writing the words. The second strategy raised by four participants is reading. Those are writing a vocabulary list and note. Patrice says "then, I also write it down in a list". In another opinion, Janet mentioned, "I am bad at remembering so I usually write down the words with its meaning". Evelin added by saying "I write it down and memorizing so I can easily remember it". Also, Helena stated that she writes to memorize and practice the vocabulary.

Writing is a part of cognitive strategies. According to Saengpakdejit (2014) cognitive strategies used by students to save the new words in their memory so they can use the vocabulary whenever they need it. The examples of cognitive are the same as the statement from participants which is writing a list of vocabulary and write the words with meanings on papers.

Using dictionary. There is one participant used a dictionary as the strategy to learn new vocabulary. As stated by Patrice "and using a dictionary". Dictionary is part of support strategies. This strategy aims to help students discover some words and meanings either using a dictionary or electronic dictionary. Students have a different way to overcome the problem when they are learning vocabulary, in terms of unknown words. Using a dictionary, an online

dictionary, and electronic resources is a common strategy employed by the students in learning vocabulary. This finding is in line with the study of Asgari and Mustapha (2011) who found that among the Malaysian students are using a dictionary, both in electronic and non-electronic. In addition, Asgari and Mustapha (2011) stated that dictionaries give detail explanation and guidance on pronunciation and grammar.

Highlighting Words. Highlighting words belong to discovery strategies. This strategy used by one participant which is Evelin. Evelin mentioned, "but I usually highlighting some words if I read a novel". Hasanabadi, Biria, and Kassaian (2016) stated that by doing highlighting words, students can emphasize the words to be more prominent. Highlighting is not only for marking the words but it also allows students to highlight difficult parts of spelling word.

Using the words. Two participants raised this strategy. They stated that using the words is the strategy that they used when they learn English. According to Jammy " when I got new vocabulary I eventually use it, I make a sentence. I prefer to use it rather than writing it because I like to practice" and Harison added "I usually use it in the conversation or in writing. Thus, I can memorize it" (Harison.10). This strategy is a part of Memory Strategy. Schmitt (2006) stated that this strategy occurred by linking the new vocabulary and students' background knowledge. The example of these strategies are students try to use new words by imagining the situation where the words can be used and students make sentences using new words.

Asking friends. One participant raised that asking friends became the strategy in learning vocabulary. Patrice stated that sometimes she asked friends when Patrice found a new vocabulary. This strategy belongs to social strategies. Asking friends occurred when students practicing their new vocabulary in conversation or just asking their friends or teachers. In this strategy, the communication occurred, Saengpakdeejit (2014) stated that vocabulary can be learned receptively through conversation, communication, and listening. It supported by Shahov (2012) who says that students will be able to use new vocabulary correctly if they can understand the new vocabulary on its spoken form and productive knowledge such as writing.

The Most Effective Strategies

According to Chamot (2005), the criteria of an effective strategy is when students can remember the technique. Hence, if students are often using some strategies, it could be effective strategies for them because they already remember it and the strategies work for themselves.

In consequence, the researcher concluded that the findings of this study are in line with the study from Chamot (2005). All of the participants stated that some of the strategies that they used are effective. It is because the participants can feel the impact of using the strategies and the strategies work for them.

These three strategies below are effective for students. According to the result of the interview, some of the participants choosing effective strategies based on their interest in learning English. Hashemi and Hashdevi (2015) stated that it accepted for students to train their vocabulary mastery using the strategies and

there are a variety of vocabulary learning strategies among the students. It based on their interest in the area of language learning. The following findings discuss effective strategies in learning vocabulary;

Writing the words. There are three participants stated that writing the new words in any form such as make the list of vocabulary and note is effective. Moreover, this strategy is part of cognitive strategies. The participants stated the reason why the strategy is effective, as mentioned by Patrice "I feel that write a list is effective because we can read it many times and also memorize it". While Evelin says "because it works for me. Thus, I can get more vocabulary. Because I like to use those strategies so I have no pressure when I learn". Helena added that writing the new vocabulary is effective because she can read it anytime while she practices her writing skill. Janet said that before using the strategy she finds a difficulty to remember the vocabulary, but after using the strategy she can remember the vocabulary.

Using the words. Two participants said that using the new vocabulary in any activities such as writing, making sentences, and doing communication are effective. Two participants; Jammy and Harison stated the reasons. According to Jammy "it is because practicing made me easy to memorize the new vocabulary". Harison added, "because I get used to it and become more confident in using my new vocabulary".

Reading. One participant stated that reading is effective for them. Reading is part of metacognitive strategies. Reading is one of the common strategies used by participants. Helena mentioned, "While by reading I can get new vocabulary".