

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter present research findings and the discussions based on the data obtained during this study. In addition, the researcher discussed the language learning strategies used by first year students of English Education study programs of FKIP Universitas Jambi.

#### 4.1 Finding

Based on the results of SILL questionnaires and interview to the subject of the study, the researcher present the finding of the study that are divided into three findings:

##### 4.1.1 Valiacity and Relability of SILL Questionnaire

Before analyzing and processing further data, there are some steps that have to be examined before; they were validity and reliability test, it is to find out that sill questionnaire which has 50 questions were valid and reliable. Hence, this part, the researcher showed the findings validity and reliability of SILL questionnaire whose data findings are in the form of numbers obtained from distributing questionnaires to 50 students and then calculated in excel then it was analyzed by using spss version 19 to check that each item in the SILL questionnaire was valid, and checked that each students answer was consistent, which means it is reliable. Described further below:

##### 4.1.1.1 Validity of SILL Questionnaire

The data in appendix section (Appendix 1) showed that all SILL questionnaires are valid. With criteria if  $r$  counts  $>$   $r$  table then data is valid. Where, used  $r$  table which the value 0,279 (significance 5%,  $n = 50$ ).

#### 4.1.1.2 Reliability of SILL Questionnaire

In the table below the value of cronbach alpha is 0,955. Where, if the cronbach alpha > 0,6 the data is reliable (see on table 3.3). In this study all SILL questionnaires were reliable.

**Table 4.1**

**Data of reliability**

**Reliability Statistics**

Cronbach's Alpha	N of Items
,955	50

#### 4.1.2. Data Description of SILL Questionnaire

The data of this study was collected by using adopted SILL questionnaire (Strategy Inventory for Language Learning) version 7.0 by Oxford (1989) which was specifically for foreign learners. This questionnaire consisting of 50 questions that divided into 6 categories of learning strategies. namely memory strategies, cognitive strategies, metacognitive strategies, compensation strategies, affective strategies, and social strategies. this was contributed to 50 first year students of English Education study program of FKIP Universitas Jambi. After obtaining data from the questionnaire, the validity and reliability tests were carried out using spss and analyzed to excel. Then standard derivation and means for the overall use of learning strategies in SILL are presented. This is done to get an overview of the strategies used by first year students and look for the percentage of strategies from highest to lowest.

**Table 4.2****The Recapitulation Student Strategies**

Students	Classification of Language Learning Strategies						Total
	Memory strategy	Cognitive strategy	Compesation strategy	Metacognitive strategy	Affective strategy	Social strategy	
1	3,2	3,4	3,5	3,7	3,7	4,3	21,7
2	3,0	3,1	2,7	3,7	2,7	2,8	18,0
3	3,1	3,3	3,0	4,0	3,5	3,7	20,6
4	3,1	2,9	3,7	3,7	2,7	3,2	19,2
5	3,3	3,6	3,3	4,7	4,0	4,2	23,1
6	3,6	3,0	2,2	3,9	3,0	3,2	18,8
7	3,2	3,1	2,8	3,7	3,0	2,8	18,6
8	3,2	2,9	2,3	3,6	3,0	3,0	18,0
9	3,6	3,2	3,5	3,7	2,7	3,0	19,6
10	3,8	4,2	4,0	4,9	3,3	3,2	23,4
11	3,4	3,5	2,5	4,8	3,5	4,0	21,7
12	3,0	3,0	3,0	3,0	3,0	3,0	18,0
13	4,0	2,6	3,3	3,2	3,0	3,2	19,4
14	3,7	3,5	3,8	3,9	4,0	3,5	22,4
15	4,0	3,9	3,7	4,1	3,5	3,5	22,7
16	3,3	3,1	2,5	4,1	2,8	3,8	19,8
17	4,3	4,3	2,2	4,7	3,5	3,8	22,8
18	2,6	2,5	2,2	2,9	2,5	3,0	15,6
19	3,9	3,9	4,0	4,0	3,7	4,3	23,8
20	2,6	3,3	4,0	4,1	3,0	3,8	20,8
21	3,3	3,4	3,2	3,8	3,0	3,5	20,2
22	3,1	3,3	3,3	3,3	3,0	3,3	19,4
23	2,6	3,4	3,7	4,0	4,2	3,8	21,7
24	3,3	3,4	3,3	4,2	3,0	3,8	21,2
25	4,0	4,4	3,7	4,7	4,0	4,3	25,0
26	3,8	3,5	3,5	4,2	3,3	3,8	22,2
27	3,1	3,8	2,5	3,7	2,2	3,3	18,6
28	3,6	3,3	2,5	4,2	3,3	4,7	21,6
29	2,4	3,0	2,8	3,4	2,8	2,8	17,4

30	2,7	2,3	2,3	3,2	3,2	2,8	16,5
31	3,6	3,3	3,3	3,4	3,3	3,3	20,3
32	3,3	3,1	2,0	3,8	2,8	3,2	18,3
33	2,2	2,5	2,2	3,3	2,5	2,7	15,4
34	3,6	3,4	2,8	3,2	3,8	3,2	20,0
35	3,4	2,9	2,8	4,1	3,5	4,0	20,8
36	3,4	3,4	3,0	3,8	2,5	3,2	19,2
37	3,3	2,9	2,5	3,6	3,0	3,7	19,0
38	2,7	3,1	3,0	3,3	2,8	3,2	18,1
39	3,3	3,3	2,8	4,3	3,3	3,8	21,0
40	3,3	3,2	2,8	3,8	3,0	3,7	19,8
41	4,1	4,2	3,2	4,9	3,3	4,5	24,2
42	3,4	2,7	2,8	3,8	2,5	3,3	18,6
43	3,7	3,9	3,3	4,8	4,3	3,5	23,5
44	3,8	3,6	3,3	4,4	4,2	4,2	23,5
45	3,4	3,7	3,3	4,3	3,8	4,5	23,2
46	2,8	3,4	3,3	3,7	3,3	3,7	20,2
47	4,4	4,6	4,5	4,6	4,7	4,7	27,5
48	4,6	4,8	4,8	4,8	4,3	4,5	27,8
49	4,4	4,6	4,5	4,4	4,5	4,5	27,0
50	4,6	4,6	4,8	5,0	4,8	4,7	28,5
<b>overall</b>	<b>171,2</b>	<b>171,5</b>	<b>158,3</b>	<b>198,2</b>	<b>166,5</b>	<b>181,5</b>	<b>1047,3</b>
<b>percenta ge</b>	<b>16,35%</b>	<b>16,38%</b>	<b>15,12%</b>	<b>18,93%</b>	<b>15,90%</b>	<b>17,33%</b>	<b>100%</b>

Based on the table 4.2 it concluded that metacognitive strategy is the high percent strategy used by students, followed by social strategies, cognitive strategies, memory strategies, affective strategies, and compensation strategies. then, table 4.2 minimized by looking mean scores, and displayed the strategy from the highest to the lowest. It is shown in the table 4.3 below:

**Table 4.3**  
**The Rank Order of Students Language Learning Strategies**

No	The Strategies	Mean Scores	Level
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1	Metacognitive strategies	3.96	High
2	Social strategies	3.63	High
3	Cognitive strategies	3.43	High
4	Memory strategies	3.42	High
5	Affective strategies	3.33	Medium
6	Compensation strategies	3.17	Medium

As shown from the table 4.3 language learning strategies most frequently used by the students is the metacognitive strategies with the mean score 3.96 that classified in the high level. Based on the findings above it can be said that first year students of English Education study program of FKIP Universitas Jambi were very good to managing their entire learning. they inclined to use metacognitive strategies when learning english. Then the less frequently used strategies by the students is compensation strategies with mean score 3.17 in medium level. It can be conclude that first year students of English Education study program of FKIP Universitas Jambi were less effective to guessing in their learning English.

#### 4.1.3 Data Description of Interview

This part presents the research findings which the researcher found in the field by doing interview. The interview was conducted online on 23 July 2020, with eight respondents from first year students of English Education study program of FKIP Universitas Jambi. This is because the answers of the eight students are already saturated and are considered sufficient for analyzed. Respondents who were interviewed called student 1,2,3,4,5,6,7 and 8. Interview were implemented on the same day but differents hours. The presence of data from the interview results is to strengthen the data result from the questionnaire that has been obtained. The statements below is a data display compiled from interview. It shows what factors that might contribute students learning strategy.

Based on the findings of interview it show students answer about their learning strategies. it showed all students that researcher interviewee used

metacognitive strategies. The participant mentioned that they used this strategy in their learning process. The following finding showed that the participants used metacognitive strategies:

“Yes I do, because with that strategy I can correct my mistakes. (student 1)”

“Yes, I do. I really like it because it makes my learning more effective and organized. (student 2)”

“Yes, I do. Because it really helps in my learning. So that I don’t miss a task. (student 3)”

“Yes, I do. I plan my assignments and arrange the material in learning. So that my learning is well organized and I don’t get left behind. (student 4)”

“Yes, I do. Because by monitoring the learning process it will help me to analyze existing errors and improvement that can be used. (student 5)”

“Yes, I do. Because I always make thing to do to in my learning and to manage my time and work to finish on time. (student 6)”

“Yes, I do. Because of that I can learn English orderly. (student 7)”

“Yes, I do. Because I like to do that. So everything I do have been planned well. Even more when I do the task. (student 8)”

From the findings above, it showed that the participants used meracognitive strategy in their learning process. Form the participants above the researcher asked questions that focused on the strategy they often used between question number 1 until 6. The following findings showed the strategy that often used by the participants.

“Number 4. Because I really like to arrange or schedule the task or whatever it is, it looks like tidier and plesing to the eye. (student 2)”

“Number 4. By planning the lesson it will be more effective for me to arrange what I have to do in my learning process. (student 4)”

“4 because it is important for me to organize my learning as well as possible. (student 5)”

“I often use strategy number 4 because I always make a planning to arrange my learning and the thing to do in learning process. Because will make it easier for me if I have something to do. (student 6)”

“Number 4 because I prefer to make study plan first to make the things in my learning simple. (student 7)”

“4 because it will be better for my understanding if I have a plan what I would do in my study. (student 8)”

It can be seen that the 6 participants above have the same way of using strategies in their learning. The strategy that they choose is strategy in the question number 4. As mentioned in the appendix 5 question number 4 is a question about metacognitive strategies. Meanwhile, there were some participants who preferred to use other strategies.

“The strategies I use is the first strategy, because the sound and pictures are very close to us, such as songs and others. So I am familiar with the first strategy. (student 1)”

“Number 6 and 4 it is relate to me, because I prioritize teamwork and planning. (student 3)”

From several statement above metacognitive strategies can be categorized as a strategy that is frequently used by students in learning. Even though there were some participants used other strategies. Because everyone has a different way of doing things, especially in learning.

## 4.2 Discussion

This section discusses all of the findings above. From the description above, validity of SILL questionnaire was valid. It was shown in table appendix 1  $r$  item which means  $r$  count is greater than  $r$  table, where used level significance 5%,  $n = 50$  means the value of  $r$  table = 0,279. In the table appendix 1 it showed that  $r$  item greater than  $r$  table, which means the scores of  $r$  item is above 0,279. Next, reliability of SILL questionnaire was obtained with the value of cronbach alpha is 0,955. The provisions in table 3.3 stated that if cronbach alpha is greater than 0,6 it can be declared reliable. Based on table 4.1 it can be stated that reliability of SILL questionnaire was reliable.

From SILL questionnaire, the researcher analyzed and classified the types of students language learning strategies in learning English. Then, the data is classified based on Oxford theory (for more detail see on Appendix 3). Further more, the researcher reduced the table by entering the value of each student in each strategy in order to find the percentage of each strategy that students used. From the table 4.2 it was shown the percentage that students used in each learning strategy. Where memory strategy (16,35%), cognitive strategy (16,38%), compensation strategy (15,12%), metacognitive strategy (18,93%), affective strategy (15,90%), social strategy (17,33%). It means metacognitive strategies as the highest percent that used by first year students of English education study program of FKIP Universitas Jambi. In the table 4.2 also was found that first year students of English Education study program of FKIP Universitas Jambi used all learning strategies, which are memory, cognitive, compensation, metacognitive, affective, and social strategy, but most frequently used is metacognitive strategies.

In addition, to obtain an average mean scores for each strategy and to find out the first the rank of strategies, the researcher conducted an analysis using the formula in chapter 3. And shown in table 4.3, it found that metacognitive strategies with mean score 3,96 that classified in the high level, social strategies with mean score with mean score 3,63 that classified in the high level, cognitive strategies with mean score 3,43 that classified in the high level, memory strategies with mean score 3,42 that



classified in the high level, affective strategies with mean score 3,33 that classified in the medium level, and compensation strategies with mean score 3,17 that classified in the medium level. It means metacognitive strategies as the first rank that used by first year students of English education study program of FKIP Universitas Jambi.

According to the result on the table 4.3 it was shown that metacognitive become the strategies that are frequently used by first year students of English education study program of FKIP Universitas Jambi. Where mean scores (3,96). And compensation strategies become the most rarely used by respondent, where mean score (3,17).

Metacognitive strategies are like strategies that lead students to evaluating students learning, paying attention, planning, arranging identify the purpose, and so on. Liu's study investigate learning strategius used by technological English major in China. And the found of his study metacognitive become strategy preferred by his respondents in his study. Based on the explanation above why metacognitive become and can be the most preferred strategies because metacognitive strategies refer the students to self-monitoring, self-evaluating, arranging and planning their learning.

In the interview section researcher also finds that all the students answered use metacognitive strategies (Appendix 6). And of all students, some of them often used metacognitive strategies and some others using others strategies. For students who often use metacognitive strategies that are strategies focus on planning, arranging in learning. They answered (Page 29) they like to plan the thing to do in their learning, and it more effective in learning process if make a planning first. And it is important for student if organize the learning process, so they can correct the mistakes. It will help the student to repair the mistakes and improvement. And for students who answered did not often use metacognitive strategies they were prefer to learn English by using strategies that use media such a picture, songs, or audio and visual and like to discuss with other person. It may happen because everyone has a different way of doing things, especially in learning. As emphasized above, this may account for context differences as Brown (2000) stated "Every learner is unique.

Every teacher is unique. Every learner-teacher relationship is unique and every context is unique.

The findings of this study are consistent if comparing issues discussed above with the findings of SILL questionnaire and interview findings. It can be seen from the finding of SILL questionnaire that metacognitive strategy is the strategy frequently used by students with a percentage 18,93% and average 3,96. In summarized the researcher found that the ability of first year students of English Education study program of FKIP Universitas Jambi were in highest percent (18,93%) and in the high level (3.96). from SILL were given to the students it was found the most of students used metacognitive strategy when they learn English. And from interview findings metacognitive also as strategy frequently used by students. All students answered that they used metacognitive strategies. and several of student often use metacognitive strategies in their learning process. Furthermore the students used all strategies but metacognitive is strategies that they frequently used in learning English. Then, based on the findings of the questionnaire and interview it can be stated that first year students of English education study program of FKIP Universitas Jambi were very good to manage their learning English.

From all the data, the results of this study answered the research question; What language learning strategies are used by first year students of English education study programs of Universitas Jambi in learning English.