

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

The data of this research are the data collected from observation, questionnaire, and interview of English Study Club teacher. There are 108 students of eight grade student, but the writer just took 30% (35 students) of the student as the sample. The students in English study club for senior high school XI grade has divided in two group :

Table 2.1 The Student of English Study Club at DarulIstiqamah for girls

No.	Class XI MA (language)	Students
1	GROUP A	20
2	GROUP B	15
	Total	35

The writer want to know students' learning strategies in learning second language especially for English Study Club at DarulIstiqamah Islamic Boarding School for Girls. Learning strategies used by student when they are learning English.

The questionnaire about students' learning strategies. The questionnaires were asked about learning strategies in English and all of the question based on the type of learning strategies included : memory, cognitive,

metacognitive, affective and social strategies, indicate the frequency of the usage of each strategy : Sometimes, Usually, and Never, it is depend on students habit in learning second language.

By using observation, interview, questioner, and documentary the writer's answered the statements of the problems.

1. The strategies used by students in English Study Club

There are two kinds of strategies: Direct strategies and Indirect strategies.

The first kinds is direct strategies are divided into three subcategories : memory, cognitive and compensation strategies. The second group of strategies, that is indirect strategies consist of three subcategories as well: metacognitive, affective, and social.

This data shows that some strategies used by the students in learning English

Table 2.2. Direct strategies used by students in English study club

Type of Learning Strategies	Students' learning strategies	Percentage		
		Sometimes	Never	Always
Memory	Remember new English words or phrases by remembering locations on the page, the board, or on a street sign	20%	8,57%	71,42%

	Think of relationships between what already know and new things learn in English	17,14%	28,57%	65,71%
	Associate the sound of a new English word with its image or picture to help remember it	17,14%	28,57%	54,28%
Cognitive	Use a bilingual dictionary to help translate English words	11,42%	11,42%	77,14%
	Write notes in English	14,28%	8,57%	77,14%
	Make summaries of information that hear or read in English	8,57%	5,71%	71,42%
	Try not to translate word for word when studying English	17,14%	17,14%	65,71%
Compensation	Write new English words several time	20%	22,85%	57,14%
	Read English without looking up every new word	20%	11,42%	68,57%
	Guessing to understand unfamiliar English words	20%	22,85%	62,85%
	If cannot think of an English word, use a word or phrase that means the same thing	14,28%	25,71%	60%

Based on the table above, it is known that 11 learning strategies (direct strategies) used by students, 3 strategies are classified into memory strategies that 71,42% of students always remember new English words or phrases by remembering their locations on the page, the board, or on a street sign, 65,71% of students think of relationships between what already know and new things learn in English, and 54,28% of students associate the sound of a new English word with its image or picture to help remember it.

5 strategies are classified into cognitive strategies that about 77,14% students write notes in English and also used a bilingual dictionary to help translate English words, 71,42% of students made summaries of information that hear or read in English, 65,71% of students tried not to translate word for word when studying English, 57,14% of students write new English words several time.

3 strategies are classified in compensation strategies that are 68,57% of students always read English without looking up every new word, 62,85% of students always guessing understand unfamiliar English words, 60% of students If cannot think of an English word, they used a word or phrase that means the same thing.

Table 2.3 Indirect strategies used by students in English study club

Type of Learning Strategies	Students' learning strategies	Percentage		
		Sometimes	Never	Always
Metacognitive	Plan the schedule so will have enough time to study	5,71%	20%	74,28%

	Looking for people who can talk to in English	22,85%	25,71%	51,42%
Affective	Try to relax whenever feel afraid of using English	11,42%	22,85%	65,71%
	Write own feelings in a language learning diary	14,28%	20%	57,14%
	Talk to someone else about how feel when learning English	25,71%	20%	54,28%
Social	Practice English with classmates	11,42%	8,57%	80%
	Ask questions in English for an explanation	20%	22,85%	57,14%

Based on the table above, it is known that 7 learning strategies (indirect strategies) used by students, 2 strategies are included into metacognitive strategies 74,28% of students planned the schedule so they will have enough time to study, and 51,42% of students look for people who can talk to in English.

3 strategies are included into affective strategies, 65,71% of students try to relax whenever feel afraid of using English, 57,14% of students write their own feelings in a language learning diary, 54,28% of students talked to someone else about how feel when learning English.

2 strategies are included into social strategies, 80% of students practice English with classmates, and 57,14 of students ask questions in English for an explanation.

After the writer known students learning strategies with the type of learning strategies. Absolutely, all of the strategies related to learner skill in learning English language. Therefore, the writer correlated habitual way of students' learning strategies with English learner skill, such us : reading, writing, speaking, and listening in English Study Club.

Table 2.4 Learning strategies by English skill

By skill	Students' learning strategies	Percentage		
		Sometimes	Never	Always
Reading	using dictionary to find difficult words	14,28%	8,57%	77,14%
	Remember new English words or phrases by remembering their locations on the page, the board, or on a street sign	20%	8,57%	71,42%
	read English without looking up every new word	20%	11,42%	68,57%
	Not translate the text word for word	17,14%	17,14%	65,71%
Writing	Write notes in English	11,42%	11,42%	77,14%
	Plan the schedule so they have enough time to study.	5,71%	20%	74,28%
	The students make summaries of information when hear or read in English.	8,57%	5,71%	71,42%
	Write own feeling in a language diary	14,28%	20%	57,14%

Listening	They think of relationship between knowledge already know and new thing	17,14%	28,57%	65,71%
	Guessing to understand unfamiliar words	20%	22,85%	62,85%
	Use word or a phrase that means the same thing if can not think of an English word	14,28%	25,71%	60%
	Associate the sound of a new English word with its image or picture to help remember it	17,14%	28,57%	54,28%
Speaking	Practice or talking English with classmate	11,42%	8,57%	80%
	Try to relax when they feel afraid of using English in speaking	11,42%	22,85%	65,71%
	Ask question in English to express their opinion and to understand teacher explanation	20%	22,85%	57,14%
	Talk to someone else about how their feel when learning English	25,71%	20%	54,28%
	Looking for people which can talk to in English	22,85%	25,71%	51,42%

In Reading, respondents used some (4) strategies about 77,14% of respondents used dictionary to find difficult words, 71,42% respondent remembered new English words or phrases by remembering their locations on the page, the board,

or on a street sign, 68,57% respondents read English without looking up every new word, 65,71% respondents not translate the text word for word.

In Writing, participants used some (4) strategies about 77,14% of respondents write notes in English, 74,28% of respondents planned the schedule so they have enough time to study, 71,42% of respondents made summaries of information when hear or read in English, 57,14% of respondents written own feeling in a language diary.

In Listening, students also used some (4) strategies, 65,71% of students thought of relationship between knowledge already know and new thing in English this strategies help them to connection between what they know and what they learning, 62,85% of students guessing to understand unfamiliar words, 60% of students used word or a phrase that means the same thing if can not think of an English word, 54,28% of students associated the sound of a new English word with its image or picture to help remember it.

In Speaking, students used some (5) strategies, about 80% of students practiced or talking English with classmate, 65,71% of students tried to relax when they feel afraid of using English in speaking, 57,14% of students asked question in English to express their opinion and to understand teacher explanation, 54,28% of students talked to someone else about how their feel when learning English, 51,42% of students looking for people which can talk to in English.

2. The most strategies used by students in English Study Club

Table 2.6 The most frequent of learning strategies used by students in English study club

No	Students' Learning Strategies	Type of Learning Strategies	By Skill	Percentage
1	Practice or talking English with friend	Social	Speaking	80%
2	Taking notes in English to get information	Cognitive	Writing	77,14%
3	Using dictionary	Cognitive	Reading	77,14%
4	The student make summaries of information	Cognitive	Writing	77,14%
5	Plan the schedule	Metacognitive	Writing	74,28 %
6	Remember new English words or phrase by remembering their locations on the board or on a street sign	Memory	Reading	71,42%
7	Read English without looking up every new word	Compensation	Reading	68,57%
8	Not translate the text word for word	Cognitive	Reading	65,71%
9	They think of relationship between knowledge already know and new	Memory	Listening	65,71%

	thing in English			
10	The student try to relax when they feel afraid of using English	Affective	Speaking	65,71%
11	Guessing to understand unfamiliar words	Compensation	Listening	62,85%

Based on the table above, it is found there are 11 strategies mostly learning strategies used by the students. About 80% of respondent stated that practiced or talking English with friend as their social strategies, 77,14% of repondentsstated thatthey taken notes in English to get information, 77,14% of repondents stated that used dictionary, 77,14% of respondents stated made summaries of information, 74,28 % of respondents stated they planned the schedule so they have enough time to study, 71,42% of respondents stated they remembered new English words or phrase by remembering their locations on the board or on a street sign around their boarding school.

68,57% of respondents stated if read English without looking up every new word, 65,71% of respondents stated they not translate the text word for word, 65,71% of respondents stated they thought of relationship between knowledge already know and new thing in English, 65,71% of respondents stated they tried to relax when they feel afraid of using English, 62,85% of respondents stated that guessing to understand unfamiliar words.

B. Discussion

From the finding there are 18 learning strategies used by students senior high school XI grade in English Club at DarulIstiqamah Boarding School for girls and from 18 strategies there are 11 strategies that mostly used by students in learning English. Girls tend to utilize learning strategies. They used six the type of strategies in their learning this indicates that girls are good learners.

1. Memory Strategy

Students used memory strategy are varied, quite a lot of the students uses some of memory strategies, about 71,42% learners remember new English words or phrase by remembering their locations on the page, the board or on a street sign around their boarding school because they easier to remember if seen words directly. 65,71% of learner used background knowledge it means students think of relationship between what already know about task or topic and new thing learn in English that easier to learn and understand new information, then 54,28% they associated the sound of a new English with image or picture to help remember because they easier to memorize something if listened when look at the image/picture so they did not bore.

2. Cognitive Strategy

Learners used cognitive strategy are varied. Most learners would rather use cognitive strategies This shows that learners, 77,14% they are using dictionary it help them to look for unfamiliar words or expression through

bilingual dictionaries they feel it helpful to solve complex problems and complete difficult tasks independently, 77,14% learners need strategies like note taking because they could remember key concepts and note their own ideas about information in a lesson by writing down important words without notes, learners would not be able to keep a record of what they hear or read before write, 77,14% of learners took summaries of information when hear or read in English so they will repeat to read again their summaries after finish the lesson, 65,71% of learners tried not to translate word for word when studying, 57,14% of learners wrote new English several time in small notes and open it when they want. These strategies helped students to develop their critical thinking skills like analyzing, synthesizing and processing knowledge.

3. Compensation Strategy

Learners used compensation strategy are varied that 68,57% they read English without looking up every new word because they want to get the general meaning that more easier translated a text than word by word, 62,85% learners are guessing to understand unfamiliar English because when guessing they thought not difficult to find the meaning, 60% learner stated if cannot think of an English word, they will know English words if using a word or phrase that means the same thing (synonym of the words).

4. Metacognitive Strategy

Several students used metacognitive strategies are varied that they make use of metacognitive in order to organize, 74,28% students planned the

schedule so the learner will have enough time to study, and about 51,42% they looking for people who can talk to in English because it trained them in speaking actually. They probably feel that these strategies will allow them to set goals or objectives, identify the purpose of a language task, seek practice opportunities, monitor and evaluate their progress. The students will find out how to be a better learner of English.

5. Affective Strategy

Learners used affective strategies are varied, about 65,71% they tried to relax whenever feel afraid of using English, 57,14% learner to write their own feelings in a language diary because all about bad feeling reduced when they write their feelings in diary book, 54,28% learner talked to someone else about how feel when learning English it made them feel enjoy in learning process.

6. Social Strategy

Students used social strategies are varied, about 80% they practiced and talked English with classmates because learning with friend made the relationship more closed to other students, togetherness and friendship will be visible when learning process and daily activities, about 57,14% they asked question in English to teacher for an explanation because they more comprehend if listen again the teacher informations. This shows that they tend to cooperate with proficient others, develop English understanding by communicating with others.

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