CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the findings and discussion which used to answer research questions. The data have been collected from the interview, observation, and questionnaire. The important point of this chapter is to describe the vocabulary learning strategies used by male and female of eight grade students, the difference of vocabulary learning strategy used by male and female students and the factors contribute in the choice of vocabulary learning strategies. The discussion section describes the relation between the findings in the field with the theories of vocabulary learning strategies used by male and female students.

A. **Findings**

This research finding divides into 3 parts. The findings are; vocabulary learning strategies used by male and female students, the gender differences between vocabulary learning strategy used by male and female students, and the factors contribute to the choice of vocabulary learning strategies. Those findings are to answer the research questions.

1. **Vocabulary Learning Strategies Used by Male and Female of Eight Grade Students of MTsN 1 Pati.**

The researcher classifies the categories of vocabulary learning strategies used by male and female students. The classification of vocabulary learning strategy is described in the following description.

a. **Determination Strategies**

The first classification of vocabulary learning strategies is determination strategy. The point is about how the male and female students employ VLS. Schmitt (2000) had clarified that determination is the strategies used when learners faced with discovering a new words' meaning without recourse to another person experience. The data of determination strategy that we can see in the table (see appendix), described that the female of eight grade students were often (38.3%) applied determination strategies and the male of eight grade students were often (37.1%) applied determination strategies to discover new meaning of word. The number of look up the word in English – Indonesia dictionary, guess word's meaning from the context, check the word's form; whether it belongs to verb, noun, adjective, have the high frequency as always. All of the items have the same number frequency of students at 4. There are 4 female students who used the dictionary English-Indonesian, checking the word from part of speech and guessing the word from the context.

In determination strategy, two students of female students revealed that they employed determination strategies. Based on the result of the interview above, the researcher found that female students check the word's form whether it is belong to the part of speech. The students of male students didn't check it. The students of female students didn't care to check the word belongs to the part of speech. The students of male and female students didn't analyze the word from

the root and the affixes. The students of male and female students are checking if the word is also an Indonesian word. The students of male and female students are guessing word's meaning from the context for VLS. They usually watch the movie or read the text story and sometimes they guess the meaning of the word based on the film story. The students were also using bilingual (English -Indonesian) dictionary for VLS. They brought the vocabulary everywhere they were going although it is forced by their caretaker in the boarding. But the students do not use monolingual dictionary in learning English. The similarity of the terms of Indonesian language and English can be the factors in the students choose their strategy in determination strategy. Students revealed that the resemblance between Indonesian and English words helped them to guess the meaning of words.

> *"........maknanya sama tapi penulisannya berbeda. Jadi klita bisa ,emgartikan kata itu hampir sama dengan bahasa Indonesianya"*
> "The meaning is similar but different on how to pronounce it. Therefore, we can understand English terms that are similar to those in Indonesian language".
> *Interview 10th January 2020*

Some students understood English terms that are similar to those in Indonesian. For instance, the students were already familiar with the word doctor which in English means someone who maintains or restores human health through the practice of medicine (Woodford, 2005).

The researcher found that the students were classified the word based on part of speech in learning activity. The students were writing

the word that they got from the book and English vocabulary activity into the special book for vocabulary. Students choose to rewrite the word than underlining the word that they don't understand in their book.

b. Social Strategies

Schmitt (2000) proposed that there were the strategies in which the other intervention was needed. Social strategies were the strategies used by implementing the interaction with other people to improve language learning. In social strategies that described in the table (see appendix), the researcher found that the female of eight grade students were often (47.5%) applied social strategies to discover new meaning of word. Whether the male of eight grade students were sometimes (43.2%) applied social strategies to discover new meaning of word. The result of questionnaireindicated that the strategy of ask the teacher for definition has the position as 'always'. There are 7 students who implemented the strategy of asking the teacher for definition.

One possible reason why statement of asking teacher for definition in social strategy is the common belief that teacher is correct in English. Teachers are generally considered to be credible source. The students explain that their teacher could provide a clear and correct definition of new word. Nation (2008: 12) "some words are commonly found in certain area but rarely found in other areas". The use of English as media of instruction in classroom provides opportunities for students to ask their teacher about the meaning of a new word.

"……..Penjelasan guru itu lebih spesifik dan jelas dari pada kita mencari sendiri di kamus karena biasanya ada kata-kata yang punya perbedaan makna yang kadang tidak bisa kita temukan di kamus."

" …..the teacher explanation is more specific and suitable than the one in the dictionary because sometimes the words have different meanings or cannot be found in a regular dictionary"

Interview 10th January 2020

"………..ketika membaca modul dari guru, ada banyak kosakata yang belum saya ketahui artinya, ketika pelajaran saya bertanya ke guru untuk menerjemahkan kalimat dan kata yang ada di modul tersebut".

"………When I am reading the module, there are many word which is I don't understand the meaning. During the lesson I ask the teacher to give the translation of the new word I found".

Interview 10th January 2020

The researcher followed the teaching and learning process in the class. The researcher found that students were asking the teacher about the meaning of words that they didn't understand. The students raised their hand and ask the teacher about the meaning and sometimes teacher use their Indonesian to explain the students about English. The students confused about the change of irregular verbs. They asked about the simple present of the word. The students also asked their classmate when teacher was in the questions section of learning activity. The researcher also found that students were asking their friends about how to say in English in their daily activity. Sometimes they corrected each other about what they said.

c. **Memory Strategies**

Memory strategies were referred as relating the word with some previously learned knowledge. It was done by using some form of

imagery of grouping which called as memory strategies as it was written by Schmitt (2000). The questionnaire data of memory strategy can be seen from the table (see appendix). The female students of eight grade students were often (47%) applied memory strategies to discover new meaning of word. Connect the word with their previous experience had positioned as 'sometimes' frequency. There are 4 students who use 'connecting the word with their previous experience'. This item has the highest respondents of the female students. Whether the males students of eight grade students were often (38.2%) applied memory strategies to discover new meaning of the word. The result of questionnaire indicated that the strategy of connecting the word with their previous experience, and remember the word by studying and paying to its spelling, has the position as 'always'. There are 6 students who implemented the strategy of connecting the word with my previous experience, and remembering the word by studying and paying to its spelling.

In learning English, paying attention to the spelling or the pronunciation made learners feel confident to say the word correctly and easily to remember the word itself. In other case, pronunciation helped student to remember to write the word correctly. Gu (2003) stated that to know a word is to know its form. Understanding a word doest not only mean knowing its meaning but also knowing its form.

> *"...Saya juga belajar cara mengucapkannya juga. Jadi, jika nanti saya menemukan kosakata yang baru lagi, akan memudahkan saya untuk mengingat artinya juga".*

"…..I learn the pronunciation also. So, if next time I find the new word again, I will easily to remember the meaning".

Interview 10th January 2020

"……..Saya buka buku atau modul dari guru untuk cari tahu arti sebuah kata. Di buku itu ada kosakata berdasarkan topic yang sedang dibahas".

"………I open my book or module to find the meaning. In the book, there is the meaning of word based on the topic we learn".

Interview 10th January 2020

Based on the result of observation, the researcher found that teacher facilitated students by giving the example of the correct pronunciation. Not all the words were translated by teacher. Sometime teacher made group to discuss the text in order to find out the meaning of the text. Beside the discussion section, students were also try to find the meaning of word by using regular dictionary. Students were trying also to make the sentence using the vocabulary that they had known. The steps of vocabulary activity were asking the students about the vocabulary yesterday, delivering new vocabulary, pronouncing the word repeatedly, asking the students about the meaning and trying to make sentences. But the memory strategies that male and female students didn't do much were grouping the word based on its affixes, making your own definition for the word. They realized that they think those strategies of grouping the word by affixes is difficult.

d. **Cognitive Strategy**

Cognitive strategies exhibit the common function of manipulation or transformation of the target language by the learner. It is similar to memory strategies but they are not focused on manipulative

mental processing. They include repetition and using mechanical means to study vocabulary (Schmitt,2000). This study resulted that the female students of eight grade students were sometimes (30%) applied cognitive strategies to discover new meaning of word. The table above indicated that the strategy of take notes, and keeping a vocabulary notebook wherever they go, have the same position as 'always'. There are 2 students who implemented take notes, and keeping a vocabulary notebook wherever they are going. Whether the male of eight grade students were sometimes (46.1%) applied cognitive strategies to discover new meaning of word. The table indicated that the strategy of take notes has the position as 'always'. There are 6 students who implemented the strategy of take notes.

In cognitive strategy, the researcher found that the students were saying the word repeatedly to memorize in the memorizing day. Memorizing day conducted one day per week. Students were also taking note when they had been punished. The caretaker gave the punishment of language for whom breaking the law of language. The students were asked to take note about a vocabulary in the dining room, bathroom or other. The students were also bringing their notes everywhere they were going. They always copied their new vocabulary that they found in the notes. In the classroom activity, the teacher ordered the students to ask the word that they don't know from the texts in the module. The students wrote the new vocabulary into the books.

> *"……..Saya menulisnya berulang kali. Dengan begitu saya medapatkan kata beserta artinya ketika menerima*

kosakata baru. Saya dapat dengan mudah mengingat arti sebuah kata."

"………..I write the word repeatedly. It make me got the point of the words effortlessly while receiving. I could easily remember the meaning of the words.

Interview 10th January 2020

"….…...Saya lebih suka untuk menulisnya kembali di notebook dari pada saya menggaris bawahi. Kalo di buku sering lupa".

"……..I prefer to take note rather than underlined word. If just only from the book, I forget easily

Interview 10th January 2020

e. Meta-Cognitive Strategies

The last finding in vocabulary learning strategies is meta-cognitive strategies. The vocabulary learning strategies also involved what was called as meta-cognitive strategy. It involved a conscious overview of the learning process and making decision about planning, monitoring, or evaluating the best way to study. It includes improving access to input, deciding on the most efficient method of study or review, and testing oneself to measure improvement (Schmitt,2000). This study resulted that the female students of eight grade students were sometimes (40%) applied meta-cognitive strategies to discover new meaning of the word. The table indicated that the strategy of using English media (news, news broadcasting, internet, magazine, video, etc.) has the position as 'always'. There are 4 students who implemented the strategy of using English media (news, news broadcasting, internet, magazine, video, etc.). Whether the male students of eight grade students were sometimes (45.4%) applied meta-cognitive strategies to discover new meaning of the word. The table above indicated that the strategy of test myself with the word test has the position as 'always'.

English media supported the students to learn and retain new words. The interview result show that by using English media such as English-language internet pages, videos and English article, students remembered English vocabulary more easily. English media provided clear context if the sources were credible. So, the students can learn certain word correctly. The Internet helps students to become more independent in their vocabulary learning, as stated by Brahja (2013).

> *".... Ada beberapa kata basa inggris yang unik dan kadang membingungkan. Saya biasanya menggunakan media lain seperti youtube dan website pembelajaran bahasa inggris untuk ngecek kebenaran makna dan cara membacanya dari sebuah kata tersebut."*
> "There are some English word which are unique. Therefore, I use other media such as youtube and and English internet pages to check the correct meaning and pronunciation."
>
> *Interview 10th January 2020*

> *"............Saya dapat kosakata banyak dari mendengarkan music yang saya suka seperti Maroon 5, Bruno Mars, Coldplay dan lain lain".*
> "…….I got many vocabularies from listening music moreover the song that I like it such as Maron 5, Bruno Mars, Coldplay etc
>
> *Interview 10th January 2020*

The researcher found that another activity in learning language was watching the film. Sometimes the caretaker gave the student film in the Saturday night when they were not coming home. The caretaker facilitated this activity by ordering the students to take the summary of the film. While the students watching the film, they also took notes. The caretaker played English song every evening. But it is not stable every evening. The researcher found that students also sang the song which is played. The students also had a vocabulary examined every semester.

The test was based on the vocabulary which is delivered every morning. The result of test was included in the boarding report.

2. **The Gender Differences Between Male and Female Students of Eight Grade Students of MTsN 1 Pati in Using Vocabulary Learning Strategies**

The researcher distributes questionnaires in order to investigate gender differences. Based on the explanation of vocabulary learning strategy used by male and female students above, it could be implied that there were differences in the use of vocabulary learning strategies of male and female students. To clarify the detail, the results were presented in the following description. The description below involved the table frequency and gender differences explanation of eight grade students of male and female. The differences come from determination strategies, social strategies, memory strategies, cognitive strategies, and meta-cognitive strategies. The researcher explains the statistical analysis based on mean and standard deviation in order to investigate the pattern of gender differences.

Table. 4.1. Average Frequencies of Gender Differences of Vocabulary Learning Strategy

No	VLS	Gender	Mean	SD
1	Cognitive Strategy	Female N=10	2.53	0.67
		Male N=10	2.32	0.45
2	Memory Strategy	Female N=10	2.45	0.77
		Male N=10	2.58	0.45
3	Meta-Cognitive Strategy	Femal N=10	2.40	0.54
		Male N=10	2.41	0.53

4	Determination Strategies	Female N=10	2.86	0.50
		Male N=10	2.58	0.47
5	Social Strategies	Female N=10	2.42	0.37
		Male N=10	2.42	0.42

The brief explanation of each strategy can be seen on the explanation above. The researcher differentiates the classification of vocabulary learning strategy based on the Schmitt (2000) classification.

a. Determination Strategies

The first differences come from the determination strategies. Schmitt (2000) states that determination is the activity of the strategy in which the users do not need others to help them to discover the new English word. According to the graph below, there is no difference from the percentage frequency result of the high frequency of VLS. In part of female students, they often used determination strategies (38.3%). In another part, the male students often used the determination strategies (37.1%). Based on the frequency usage, there is no significant different used by male and female students in determination strategies. The table of frequency shows that students have most frequency at "often" both male and female students.
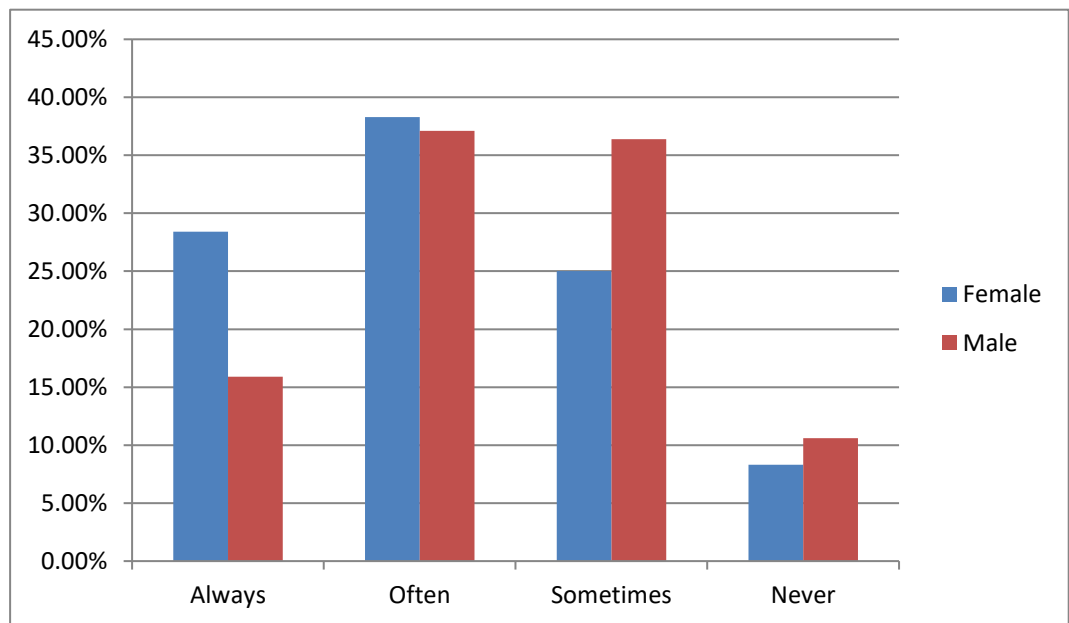
Figure 4.1 The Determination Strategies Difference Frequency Used

b. **Social Strategies**

The second differences come from the social strategies. Schmitt (2000) states that social strategies used by implementing the interaction with other people to improve language learning. According to the graph below, there is no difference from the percentage frequency result of the high frequency of VLS. Female students often used social strategies (47.5%). Therefore, the male students sometimes used the social strategies (43.2%). Based on the frequency usage, there is significant different used by male and female students in social strategies. The table of frequency shows that female students have most frequency at "often" male students have most frequency at "sometimes".
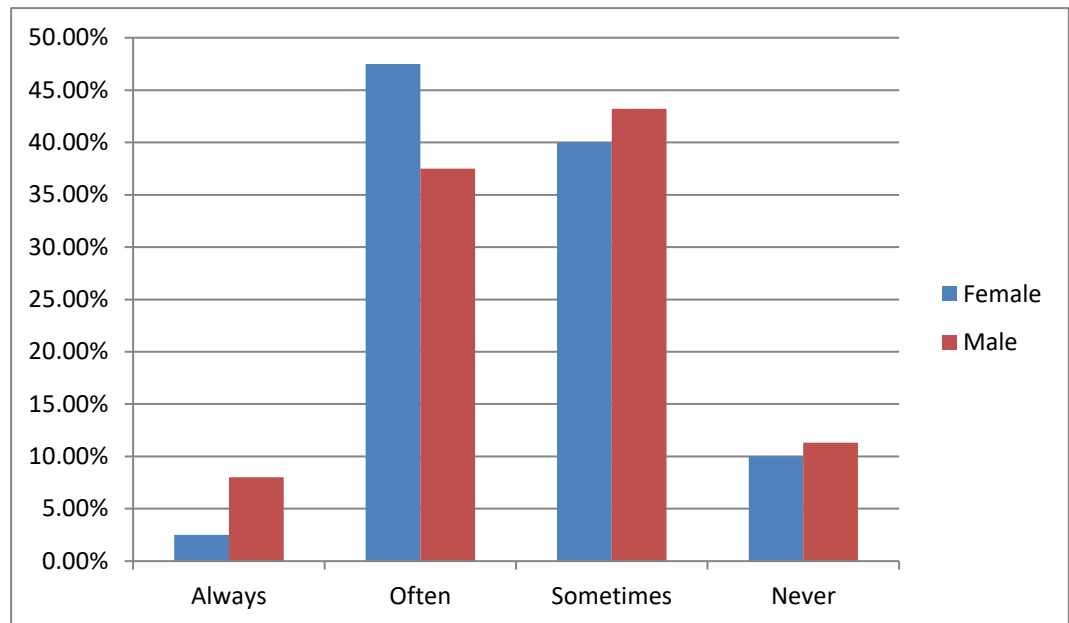
Figure 4.2The Social Strategies Difference Frequency Used

c. **Memory Strategy**

The third differences come from the memory strategies. Schmitt (2000) states that memory strategies referred as relating the word with some form of imagery of grouping. According to the graph below, there is no difference from the percentage frequency result of the high frequency of VLS. Female students sometimes used memory strategies (47%). Therefore, the male students often used the social strategies (38%). Based on the frequency usage, there is significant different used by male and female students in memory strategies. The table of frequency shows that students of female students have most frequency at "sometimes" whether male students have most frequency at "often".
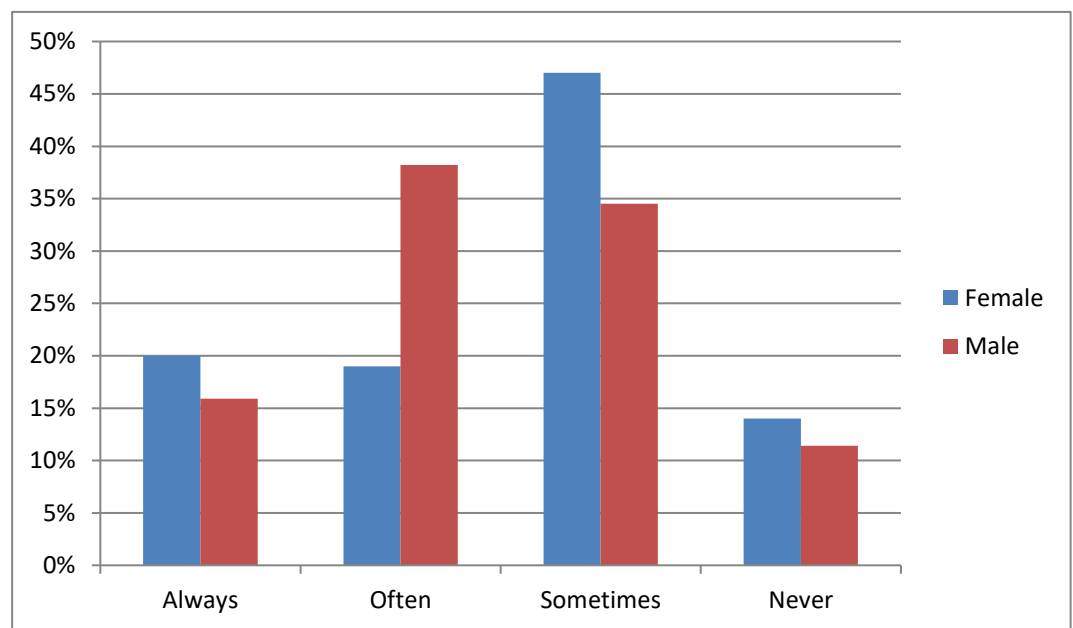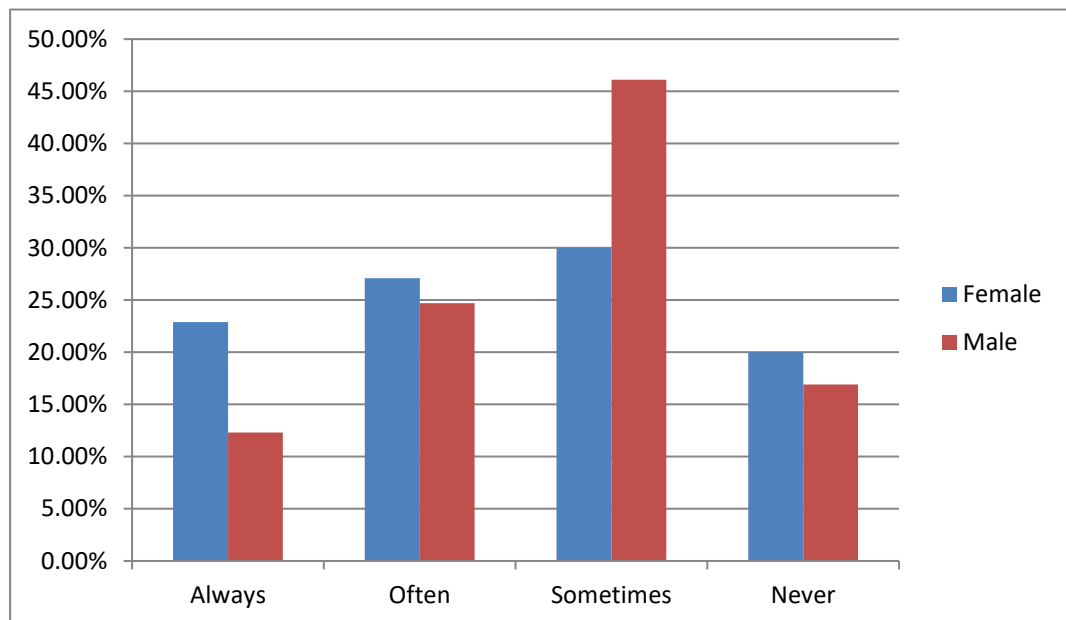
Figure 4.3The Memory Strategies Difference Frequency Used

d. Cognitive Strategy

The fourth differences come from the cognitive strategies. Schmitt (2000) states that cognitive strategy is exhibited the common function of 'manipulation or transformation of the target language by the learner. They include repetition and using mechanical means to study vocabulary. According to the graph below, there is difference from the percentage frequency result of the high frequency of VLS. Female students sometimes used cognitive strategies (30%). Therefore, the male students sometimes used the cognitive strategies (46,1%). Based on the frequency usage, there is a significant cognitive used by male and female students in cognitive strategy. The table of frequency shows

that students of male and female proficiency have most frequency at "sometimes".

Figure 4.4. The Cognitive Strategies Difference Frequency Used

e. **Meta-Cognitive Strategy**

The fifth differences come from the meta-cognitive strategies. Schmitt (2000) states that meta-cognitive strategy involve a conscious overview of the learning process and making decision about planning, monitoring or evaluating the best way to study. It includes improving access to input, deciding on the most efficient method of study or review and testing oneself to measure improvement. According to the graph below, there is different from the percentage frequency result of the high frequency of VLS. Female students sometimes used meta-cognitive strategies (40%). Thus, the male students sometimes used the meta-cognitive strategies

(45,4%). Based on the frequency usage, there is a significant cognitive used by male and female students in meta-cognitive strategy. The table of frequency shows that students of male female students have most frequency at "sometimes".
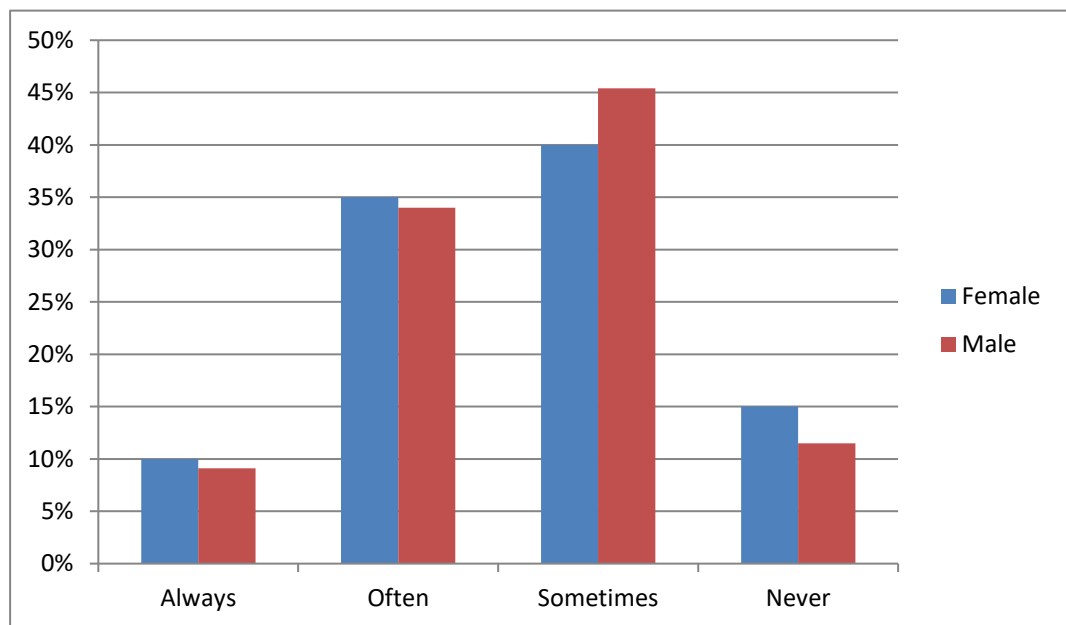
Figure 4.5. The Meta-Cognitive Strategies Difference Frequency Used

The difference is not only obtained by the graph above. The difference was described in term of vocabulary learning strategy used by male and female students by following effect matrix. There are 10 students, who included in male students and 10 students, who included as female students. The researcher selects 2 participants of each male and female students to clarify the about a vocabulary learning strategy that they used from the interview. The following table presents the supported result of the difference.

From the table below, the researcher concludes that the respondent of female student 1 use 3 determination strategies, 4 social strategies, 8

memory strategies, 6 cognitive strategies, and 4 meta-cognitive strategies. The total strategies that student of female student 1 is 30 strategies. It is the highest strategies of the student that employed VLS. The result of interview noticed that the female students employed the complete strategy of VLS resulted the highest proficiency on vocabulary mastery than another friend in his class. In the opposite, the male student uses low strategies. They use 2 determination strategies, 3 social strategies, 6 memory strategies, 2 cognitive strategies, and 4 meta-cognitive strategies. The total strategies that student of female 1 is 17 strategies. It is the lowest strategies of the student that employed VLS. Therefore, there is difference usage among high and low proficiency students

Table. 4.2 The Gender Differences of Vocabulary Learning Strategies used by Male and Female Students

Respondent	Vocabulary Learning Strategies	Number of VLS used
Female students 1	Determination Strategies	3
	Social Strategies	4
	Memory Strategies	8
	Cognitive Strategies	6
	Meta-Cognitive	4
Total		**30**
Respondent	Vocabulary Learning Strategies	Number of VLS used
Female students 2	Determination Strategies	4
	Social Strategies	4
	Memory Strategies	8
	Cognitive Strategies	6
	Meta-Cognitive	3
Total		**25**
Respondent	Vocabulary Learning Strategies	Number of VLS used
	Determination Strategies	3
	Social Strategies	4
Male students 1	Memory Strategies	8

Respondent	Vocabulary Learning Strategies	Number of VLS used
	Cognitive Strategies	3
	Meta-Cognitive	4
Total		22
Male students 2	Determination Strategies	2
	Social Strategies	3
	Memory Strategies	6
	Cognitive Strategies	2
	Meta-Cognitive	4
Total		17

3. **Factors that Contribute to the Choice of Vocabulary Learning Strategy Used by Male and Female Students.**

The third problem statement in this study is the factors that contribute to the choice of vocabulary learning strategy. The technique of collecting the data is by doing interview why they choose the strategy. The factors that contribute to the choice of vocabulary learning strategy analyzed based on a vocabulary learning strategy which is frequently used. After the researcher determines the vocabulary learning strategies which were frequently used by the students, the researcher analyzes that strategy based on the result of interview, then determines the factors that contribute to the choice of vocabulary learning strategy based on the Schmitt (2000) theory. the researcher found that level of language proficiency, cognitive style, attitude and motivation, language learning environment, and social ad situational factors become the factors contribute to the vocabulary learning strategies used by male and female students.

a) **Level of Language Proficiency**

The first factor that the researcher wants to explore is that from the level of language proficiency students. The findings seem to indicate that successful learners employ a larger number and a wider range of VLSs than the less successful language learners. Successful language learners often apply VLS in quite intricate ways to help them acquire new vocabulary items. However, it seems quite risky to infer that the higher language learning outcomes are the result of a larger number and a wider range of learners' VLS use. The relationship between learners' learning outcomes and learners' VLS use may be described as bi-directional. In other words, it can either be that the learners' VLS use resulted from their learning outcomes or that their learning outcomes can be the result of their VLS use. Lachine (2008) revealed that some types of VLSs, such as "creative" highly correlated with the participants' proficiency levels.

> *Ya menebak- nebak aja. Biasanya kan di modul itu ada gambar gambarnya juga kalau ada teks. Biasanya ya tak kira kira aja artinya sesuai dengan cerita yang ada. Kalau sudah benar benar tidak tau baru bertanya atau **cari di kamus**.*
> Yes, just guessing. Usually in the module there is a picture also the text. I'm guessing the meaning what the story is talking about. If I really don't know just, I'm asking or looking in the dictionary.
> *Interview 10th January 2020*

> *Jujur sih kak, saya itu emang belum lancar dalam berbahasa. Kadang kalau ndak tau kosakata bahasa itu ya memperagakan dulu atau langsung bertanya pake bahasa Indonesia tapi pelan2. Soalnya kalau ketahuan sama pengasuh nanti dihukum.*
> Honestly, Sir, I am still not fluent in language. Sometimes if I don't know the language vocabulary, first I

demonstrate it or immediately ask using Indonesian but slowly. The problem is if found out speaking with Indonesian with caretakers later I'm being punished.
Interview 10th January 2020

*Biasanya tak **catat dibuku vocab** kalau dapat atau ketemu vocab yang baru.Biar lebih ingat aja kalau di catat itu.*
Usually I take note in the vocabulary text book if I find a new vocab out. Let me remember more when I write it down.
Interview 10th January 2020

From the statement above, the researcher concludes that students add their vocabulary based on their language proficiency. They know their ability so they choose to use their language proficiency level as the strategy to improve their vocabulary.

b) **Cognitive Syle**

Other factors come from the cognitive style. The male and female students usually are watching movies and listening song to add their vocabularies. While they are watching and listening music, they also try to practice their pronunciation. The following result of interview shows the cognitive strategy as the factor for the students to choose this strategy.

Biasanya kalo pas liburan saya noton film yang berbahasa inggris.Tapi yang ada translation nya bahasa Indonesia. Dari situ saya sambil mendengarkan mereka berbicara, kan ada artinya, saya mendapatkan kosakata baru ya dari situ.
Usually when I'm in the holiday, I watch English language films with Indonesian translation. From there I listened to them talking, it meant that I got a new vocabulary from there and also knew the meaning.
Interview 10th January 2020

Mungkin sambil mendengarkan lagu. Lagu grup band favorit saya itu Bruno mars, Maron 5, Coldplay. Lagunya

enak enak didengar. Biasanya ya download lirik nya sambil nyari artinya di google, trus saya putar lagunya sambil nyanyi nyanyi gitu.
Maybe while listening to the song. My favorite band is Bruno Mars, Maron 5, Coldplay. The song is not bad to listen. Usually I download the lyrics while searching for the meaning in Google, then I play the song while singing.
Interview 10th January 2020

Ya dengerin music kak.Sambil dengerin music juga juga memperhatikan pengucapannya juga. Karena kata guruku, pronunciation itu juga penting. Salah ngomong aja bias salah arti. Banyak yang mirip mirip dan susah untuk diucapkan bahasa inggris itu.
Yes, listen to music, Sir. While listening to music also pay attention to the pronunciation too. Because my teacher said, the pronunciation was also important. Just saying wrong pronunciation it would be wrong meaning. There are similar and difficult words to say in English.
Interview 10th January 2020

From the statement above, the researcher concluded that students add their vocabulary using music and watching films. They use their cognitive aspect to improve their vocabulary by doing what they interested in. They also study how to pronounce the word in English correctly by listening music and watching films. Those statements show that cognitive aspect as the factors of vocabulary learning strategy is proven.

c) **Attitude and Motivation**

The third factors that the researcher found that almost all the male and female students who reach the high and low proficiency level are in the high motivation to learn English. Students' obstacles can be overcome by understanding the important use of VLSs. This is consistent to Maesin et. al. (2009: 71) who state that "in second language learning, students find difficulties to utilize the language

skills outside the classrooms as there are fewer opportunities to do so due to poor language environment." This seems to hinder their goal in vocabulary learning. Regarding attitude, motivation, all these factors seem to positively correlate with learners' VLS use. For example, students with positive attitudes towards vocabulary may employ a large variety of VLSs and use them frequently. The more highly motivated students also employ a wider range of VLSs than the less motivated students..

> *Agar dapar menambah wawasan saya dalam bidang bahasa supaya nanti kalau saya berada di luar negeri dapat memudahkan saya untuk berkomunikasi.*
> "In order for me to add my insight into the language so later if I'm going abroad I can easily communicate."
> *Interview 10ᵗʰ January 2020*

> *"Kan kalau pergi ke suatu tempat yang pastinya kalau di suatu Negara atau kota kalau ketemu turis kan nggak mungkin pakai bahasa Indonesia, jadi ya harus belajar bahasa inggris. Kan bahasa inggris itu kan bahasa international".*
> "If you go to a place or certain country or city if you meet tourists, you can't use Indonesian, so you have to learn English. English is an international language".
> *Interview 10ᵗʰ January 2020*

> *"Menurut saya bahasa inggris itu penting.Karena kalau diluar Indonesia kita perlu berbahasa inggris. Dan katanya bahasa inggris adalah bahasa nor 1 di dunia, maka dari itu saya mempelajarinya".*
> "I think English is important. Because if we are going abroad Indonesia, we need to speak English. And people said that English is the number 1language in the world, so I learned it".
> *Interview 10ᵗʰ January 2020*

From the statement above, the researcher concludes that students' motivation comes internally and externally. They need to study

English because they prepare with the condition they should use English wherever they are. Because of English in the international language, they learn English. Their motivation can be the factors in their vocabulary learning strategies.

d) Language Learning Environment

The fourth factor that contributes to the choice, the choice of learning strategy is the environment. With regard to language learning environment, the findings seem to reflect that both formal and informal language learning environment can either encourage or discourage students' vocabulary mastery. This may suggest that language teachers should provide a pleasant learning atmosphere and fruitful guidance to support the students' vocabulary learning. Furthermore, parents should give warm encouragement to their children so that they can fully develop the essential skills for their vocabulary learning. Students have many language programs that support the academic and daily life conversation. It means that the environment influence them to their choice vocabulary learning strategy.

> *"Di boarding ini kan memang memfokuskan ke pembelajaran bahasa inggris dan arab. Jadi, dimana mana itu bayak tulisan tulisan bahasa arab dan inggris. Contohnya aja dikamar mandi. **Disana banyak kosakata tentang apa saja yang ada dikamar mandi.**".*
> In this boarding, it really focuses on learning English and Arabic. So, there are Arabic and English vocabulary written in the wall For example, just in the bathroom. There's a lot of vocabulary about everything in the bathroom.
> *Interview 10th January 2020*
>
> *Ada peraturan di boarding itu kalo pakai bahasa Indonesia itu nanti akan dihukum sama **pengasuhnya.***

Jadi mau ndak mau ya mencoba ngomong pakai bahasa inggris walaupun salah. Dan menurutku itu bagus soalnya ya memotivasi kita untuk belajar bahasa.Karena semua orang mencoba berbahasa inggris..

There is a regulation on boarding if you use Indonesian then you will be punished by your caretakers. So I want to try to speak English even though it's wrong. And I think that's good because it's motivating us to learn languages. Because everyone tries to speak English.

Interview 10th January 2020

*Selain pemberian kosakata setiap harinya, kita juga ada yang namanya program weekly meeting. **Weekly meeting itu pidato dengan bahasa arab dan inggris**. Ya mendukung untuk belajar bahasa.*

Besides giving vocabulary every day, we also have a weekly meeting program. The weekly meeting is speeches in Arabic and English. Yes, it supports learning languages.

Interview 10th January 2020

From the statement above, the researcher concludes that the environment gives more influence to their learning English. Parents (caretaker), formal situation and informal situation become the factors to the students in learning english. Joining the English program in the boarding school gives the benefit students to improve their vocabularies. The consistence of the English environment stables the students in learning English vocabulary.

e) **Social and Situational Factors**

The fifth factor that contributes to the choice, the choice of learning strategy is teacher influences and friends. The researcher finds that male and female students apply social strategies. It included field of study, class level, course type, and gender. Starting with the field of study, it is possible to conclude that it has been found to be related to the strategy preferences of students. This implies that students in

different fields of study are likely to have different styles of learning vocabulary. Learning style refers to "stable and pervasive characteristics of an individual expressed through the interaction of one's behaviors and personality as one approaches a learning task" (Garger & Guild 1984: 11). It might be explained that students with different learning styles and those learning in different fields of study are likely to use different choices of VLSs.

They stated that teacher, friends and caretaker have big a role in developing their English ability. It means that teacher and caretakers influence them to their choice vocabulary learning strategy.

> *Setiap kali masuk, bu Eny selalu memberikan pemanasan bahasa inggris. Kadang ngasih game bahasa yang memang tidak membosankan. Jadi ya enak aja kalo diawali dengan permainan seperti itu.*
> Mrs. Eny always gives you warm up in English. Sometimes giving language games is indeed not making boring. So it's good if it starts with a game like that.
> *Interview 10th January 2020*

> *Kalo diboarding ya temensaya itu mengingatkan saya terus.Kadang saya ditegur kalo ndak pakai bahasa inggris. Lama kelamaan saya ikut ngomong bahasa inggris dan Tanya sama dia kalo ndak tahu mau ngomonginnya apa. Kalo dirumah kadang ya bapak juga ngajarin pelajaran juga terutama bahasa inggris.*
> In the boarding, my friends reminded me all the time. Sometimes I get reprimanded if I don't use English. Eventually I spoke English and asked him if I didn't know what to say. If at home sometimes I'm also teaching lessons, especially English with my father.
> *Interview 10th January 2020*

> *Menurut saya peranan guru itu ya sangat penting.Bu eny itu selalu member contoh cara mengucapkan bahasa inggris dan memberi tahu artinya. Kadang saya juga bertanya tentang bahasa diluar materi bahasa inggris dan bu Eny mau meluangkan waktunya untuk saya.*

> In my opinion the role of the teacher is very important. Mrs. Eny always gives examples of how to pronounce English and tell the meaning. Sometimes I also ask about language other than English material and Mrs. Eny wants to spend time with me to explain it.
>
> *Interview 10th January 2020*

From the statement above, the researcher concludes that students add their vocabulary by asking their friends, teacher, and their caretakers. They use their social strategies to improve their learning English vocabulary. Field of study and course type became the factors of students in learning vocabulary.

B. Discussions

There are three discussions that the researcher conducts from this case study research. They are the discussion of the vocabulary learning strategy used by male and female students of eight grade students of MTsN 1 Pati, the gender differences between male and female students in using their vocabulary earning strategy and the factors contribute in their vocabulary learning strategies. The three discussions above are discussed with the previous research that had been collected in this study.

1. **The Vocabulary Learning Strategies Used by Male and Female of Eight Grade Students of MTsN 1 Pati.**

   The result of this study provides empirical evidence of vocabulary learning strategies, used by male and female students. The finding will be discussed with the previous study conducted by Doczi (2011), Komol & Sripetpun (2011), Al-Khasawneh (2012), Waldvogel

(2013), Dwi (2018). The researcher would like to discuss the findings based on the classification of vocabulary learning strategy.

    a. **Determination Strategy**

This finding of determination strategy supports the VLS theory discussed by Kafipour (2009) and Dwi (2018). Schmitt (2000) has clarified that determination strategies is strategies used when learners faced with discovering a new words' meaning without another person experience. Learners try to discover a new word meaning by guessing the word from the context, checking the word which belongsto part of speech, guessing whether it is from first language cognate, using a dictionary or other reference material. The current study found that students looked up the word in English – Indonesia dictionary, guess word's meaning from the context, check the word's form; whether it belongs to verb, noun, adjective.it is in line that Kafipour (2009) found that the most frequently used strategies consisted of using monolingual dictionary, guessing meaning from context, connecting the word to its synonyms and antonyms, using new words in sentences, studying the sound of a word, using English language media, skipping or passing new words, repeating verbally, and taking notes or highlighting.

In contrast, Dwi (2018) study found that students were using dictionary phone application in their smart phone in facilitating the students learning. The current study found that students are forbidden to bring their smart phone because it was the rule of school management. The difference is also comes from the level grade. The current study is junior high school level,but the previous study is university level.

Based on the explanation above, the researcher concludes that the theory of Schmitt (2000) and Kafipour (2009) study are in line with the current study but contradicted by Dwi (2018) research. The students use determination strategy in order to discover new words. Both male and female use the dictionary, classify the word, based on part of speech, although the students are influenced by the teacher. So, the role of teacher and caretaker are influencing the students learning.

a. **Social Strategy**

This finding of social strategy supports Dwi (2018), Bristi (2015), Nelson et al (2014) study. This finding in social strategy was confirmed by Dwi (2018) study. In social strategy, the researcher found that students are asking the teacher about the meaning of word that they didn't understand, raising their hand and ask the teacher about the

meaning of the words and the teacher's explanation of tenses. But, the students confuse about the change of irregular verbs.This research finding was also in line with Bristi (2015). She stated that vocabulary learning strategies help learners to cope up with the difficulties of learningnew words and to learn the words more effectively They ask about the simple present of the word. The students also ask their classmate when the teacher was in the questions section of learning activity. The researcher also found that students are asking their friends about how to say in English in their daily activity. Sometimes they correct each other about what they said. It is in line with Dwi (2018) study that male and female students of the English Department of IAIN Salatiga used social strategy to consolidate the meaning of English word. In this case, both male and femalelearners had success in mastering vocabulary better than before. Besides, It alsocorresponded with Nelson et all (2014). They also find that language learningstrategy was very effective, in that, females were significantly more successful thanmales, and that they used more social strategies in learning English.

Furthermore, it is contradicted byresearch findingsof Nassaji (2003), Nation (1997) that reveal the novice L2 learners lack the basic L2 vocabulary foundation necessary to take advantage of more sophisticated language learning

strategies such as inferencing from context, extensive L2 reading, social interaction with target language speakers, and other deeper-processing (Ellis, 2002) learning strategies used by more proficient L2 learners.

b. Memory Strategy

This finding of memory strategy was confirmed by Akbari (2011), Gu (2003). Memory strategies involved relating word with some previously learned knowledge by using some of the imagery or grouping. Grouping is an important way to aid recall, and people seem to organize words into groups naturally without prompting. If words are organized in some way before memorization, recall is improved (Schmitt: 2000:135). Akbari (2011) study found that proper knowledge of spelling is a significant resource in memorizing words. This indicates that by learning word's spelling, the participants can easily remember the meaning of the word. Understanding a word does not only mean knowing its meaning, but also knowing its form for example by writing it.

Those findings are in line with the current study that classroom activity conducted by the English teacher whether a vocabulary activity conducted by the caretakers. In vocabulary activity, the students are given 5 vocabularies every day. Each vocabulary should be made minimally one

sentence. Students are trying to make the sentence using the vocabulary that they have known. The steps of vocabulary activity are asking the students about the vocabulary yesterday, delivering new vocabulary, pronouncing the word repeatedly, asking the students about the meaning and trying to make sentences. The caretaker facilitates learning vocabulary which related to the memory strategy such as pronouncing the word, trying to make sentences, group the word based on part of speech and classifying the word by the topic. The caretaker gives the vocabulary about the hospital. She gives whatever vocabulary about the hospital.

Based on the explanation above, the researcher concludes that the current study supports the theory by Gu (2003) and confirms the previous study of Akbari (2011). Memory strategy will help the students to remember easily, to write correctly and to know the correct meaning in learning vocabulary.

c. **Cognitive Strategy**

This finding of cognitive strategy supports the previous study of Dwi (2018), and in line with Lee (2007), Kirmizi (2014).Cognitive strategies exhibit the common function of manipulation or transformation of the target language by the learner (Oxford, 1990 as cited in Schmitt, 2000:136). Cognitive strategies are similar to memory

strategies, but they are not focused on manipulative mental processing. They are strategies that do not engage learners in mental processing, but is more mechanical means. They include repetition and using mechanical means to study vocabulary such as word list, flash cards, and including keeping of the vocabulary notebooks.Dwi (2018) study found that students tend to use social strategy rather than cognitive strategy. Verbal repetition used by Korean University level in learning English. The researcher found that the students are preferred to take note rather than underlining the word in learning vocabulary. It is in line with the Kirmizi (2014) that Turkey EFL students tend to take note and bottom strategies in learning English.

In contradiction, Hassanvand et al. (2012) states that underlining the word can help the students in guessing and recognizing new words. They will have a significant understanding of the words. This indicates that underlining new words not only helps students to understand new words, but also helps students to remember them as well. It is contradicted by the current study that students tend to take note rather than underlining strategy.

Based on the explanation above, the researcher concludes that this current study was in line with some previous study. Cognitive strategy applied by male and

female students of eight grade. The researcher found that the students are saying the word repeatedly to memorize the word, take note when they find a new word based on classification of context. Students bring their notes everywhere they are going.

d. Meta-Cognitive

This finding of cognitive strategy supports the previous study of Brahja (2013), Bakti (2018). Metacognitive strategies in Schmitt (2000) taxonomy involves a conscious overview of the learning process and making decision about planning, monitoring, or evaluating the best way to study of one's progress. They are also defined as strategies used by learners to control and evaluate their own learning by having an overview of the learning process in general. This includes improving access to input, deciding on the most efficient method of study or review, and testing oneself to measure improvement. Bahja (2013) found that media in English language learning such as internet, video, and music can be the alternative way in learning vocabulary which is given by the teacher in the classroom. He added that by internet, students can browse necessary material anytime and anywhere. The Internet helps students to become more independent in their vocabulary learning. Bakti (2018) study found that media

helps students to learn and retain new vocabulary in clear context. The students can easily ensure the word which is unique.

Those previous studies support the current study that watching films and music which are provided by the teacher are the media for students in learning English. In this activity, the students are also combining cognitive strategy. The students both male and female also take notes and take the summary of the film when watching film.

From those collected discussion of vocabulary learning strategy used by male and female of eight grade students of MTsN 1 Pati with the previous study above, the current study presented that collaborative activity in learning vocabulary was the most convenient way for them. From the observation and interview result, most of female students preferred to use their English in their daily activities. Their environment and programs in boarding school allow them to obtain many vocabularies and they can practice their English. The strategies that the most students use are memory strategies, cognitive strategies, meta-cognitive strategies, determination strategies, social strategies. The male students are mostly using their memory strategies to find the meaning of the word. Whether the strategies that the most male students used are memory strategies, and determination strategies whereas the lowest strategy that students used by male students is cognitive strategy. The male students are mostly using their memory

strategies and determination strategies to find the meaning of the word. The role of teacher and caretaker are mostly influenced students in learning English vocabulary.

2. **The Gender Differences of Vocabulary Learning Strategies used by Male and Female of Eight Grade Students of MTsN 1 Pati.**

The researcher found the differences finding of study with the same field of vocabulary learning strategies. Getachew & Getachew (2014) study showed that there is a relationship between the students' perception and theirlanguage achievement, and that there is a significant difference between the high and thelow achievers regarding VLSs they used since many of the high achievers 'Usually' and 'Always' used almost all of the strategies provided, whereas many of the low achievers 'Never' and 'Rarely' used the majority of the strategies provided to discover the meaningsof new English words and to consolidate the words they have learned. Finally, English teachers as facilitators in teaching and learning for high-achieving students and low-achieving students to practice VLS. The teacher must also help them learn and consolidate new English words to accelerate their mastery of English. This is in line with research that discusses high and low achieving students in using vocabulary learning strategies. The current study shows that there are differences in VLS used by male and female students. Based on the results of interviews, female students use more strategies than male students.

Ahour & Salamzadeh (2014) study presented the results of the descriptive statistics revealed that among the four categories investigated, cognitive strategies have been the most frequently used strategy, followed by social, affective and meta-cognitive, strategies, respectively. The results of the survey revealed that cognitive strategy is the most frequently used strategy among participants. social strategy is the second most frequently used strategies. The third frequently usedstrategy is affective strategy and the least frequently used strategy is meta-cognitive strategy, it meant that meta-cognitive strategy is not actively used by the participants. It is in line with the current study. The current study discusses between the high male and female students, whether the previous study discusses the poor students in using VLS. There is a different strategy use. The current study revealed that the male students use meta-cognitive strategy mostly whether the previous study, meta-cognitive is not actively used by the participants.

Besthia (2018) study revealed that the major finding of this research was that determination strategies such as guessing from context and consulting a dictionary where the most popular strategies, whereas social strategies were the least popular. The findings of this study also revealed that the majority of students did not use certain vocabulary learning strategies such as semantic maps and discovering meaning through group work activity. Actually, it seems that not many students are familiar with thesestrategies. Therefore, the present study

suggests that it is vitally important for students to be trained on vocabulary learning strategies. It is in line with the current study. The current study revealed that the memory and meta-cognitive are the most frequently used by students. The least vocabulary learning strategy is social strategies.

3. **Factors that Contribute to The Choice of Vocabulary Learning Strategy Used by Male and Female Students.**

Based on the result of the research, the male and female students have same factors that contribute to the choice of vocabulary learning strategy with the previous study of Boonkongsaen (2012), Oxford and Nyikos (1989:291), Wu (2013), and Gardner and Smythe (1981). Oxford and Nyikos (1989:291) stated that factors related to the choice of vocabulary learning strategies were language being learned, level of language learning, proficiency or course, the degree of meta-cognitive awareness, sex, affective variables such as attitudes, motivation and language learning goals, specific personal trait, overall personality type, learning style, career orientation or field of specification, national origin, aptitude, language teaching method, task requirement. The findings show that the factor that contribute the choice of vocabulary learning strategy are, level of language proficiency, cognitive style, attitude and motivation, language learning environment, social and situational factors. It is in line with the Oxford & Nyikos theory.

The findings of the current study support the previous study of Boonkongsaen (2012). He stated that the factors affecting vocabulary

learning strategy were learner individual difference factors which included belief, attitude, motivation, language learning experience, and social and situational factors that includes field study, course type, class level, gender, language learning environment, and also the learners' learning outcomes that include language achievement, language proficiency, and vocabulary knowledge. The factors which were in line with the current study are language learning environment, attitudes, motivation, level proficiency. The factor which doesn't discuss, and contradicted with the previous study is about cognitive strategy.

The next discussion of factors that contribute to vocabulary learning strategy is the findings of Wu (2013) research. The results of the study show that the variable that had the greatest effect on the use of learners' vocabulary strategy was motivation. Another important factor affectingvocabulary strategy use was family background, including family involvement and years of study. The Results of the study suggested that, teachers' encouragement to the students for adopting the most useful and effective vocabulary learning approaches will definitely have a positive effect on students' learning motivation and language performance. It is in line with the current study that the factors that contribute to the choice of VLS are motivation, social and situational factors. The previous study just only focuses on social and situational factors only. The current study is developing the factors on

proficiency level, language learning environment, cognitive style, motivation and attitudes which are not mentioned in previous study.

Oxford (1990) stated that motivation is one of the most important factor which affects language learning achievement. In line with this, Gardner & Smythe (1981) added that integrativeness, attitudes toward the learning situations, and motivation are separate but correlated constructs, and motivation has direct effect on second language achievement. Gardner (2001) also proposed that the variable, integrativeness, reflects a genuine interest in learning the second language. Students who have a low intention in integrativeness would indicate that students have low motivation in learning a language in order to identify the group, while students who have high achievement would indicate that they have considerable interest. He also proposed that attitudes toward the learning situation, involves attitudes toward any aspect of the situation in which the language is learned, these attitudes could be directed toward the teachers, the course, the classmates.