CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of this research. The Findings section explains about learning strategies applied by the subjects, their reason for choosing particular strategies, the way each strategy takes role, and the strength and weakness of each strategy. Hereinafter, in Discussion, the results of the analysis were explained briefly.

4.1 Findings

4.1.1 Learning Strategies Applied by Students

From the questionnaire result, the researcher found that all subjects but Muhayat used to apply every strategy in acquiring vocabulary. Muhayat was the only subject who did not feel to use any social strategy when filling the questionnaire. The questionnaire data showed that *taking notes* (Cog.4.A), *using keywords* (Mem.2.C), and *self-evaluating* (Met.3.B) were the strategies that most widely used by the subjects.

Furthermore, observation data showed that *taking notes* (Cog.4.A) was used by all subjects more than half observation period. Otherwise, *using keywords* (Mem.2.C) was not applied at all by any subject during the observation. Meanwhile, the subjects also used some strategies which they did not mention in the questionnaire. *Discussing feeling with someone else* (Aff.3.D) was a strategy that was only mentioned by Anzdi in the questionnaire but rather used by Hilmi and Muhayat.

The details of each subject's strategy use were as follow:

4.1.1.1 Hilmi

In general, based on both questionnaire and observation, there were seventeen strategies that were usually applied by Hilmi. Four of them (23.53%) were types of cognitive strategies. Those were *formally practicing with sound system* (Cog.1.B), *analyzing expressions* (Cog.3.A), *translating* (Cog.3.C), and *taking notes* (Cog.4.A). The other four strategies were types of Affective strategies. Those were *using progressive relaxation, deep breathing, or meditation* (Aff.1.A), *using music* (Aff.1.B), *using laugher*, and *discussing feeling with someone else*. Hereafter, both memory and compensation strategies were considered to be applied in the same amount, but the percentage was lower than cognitive and affective strategies, that was 17.65%. Types of memory strategies that were considered to be applied frequently were *using imagery* (Mem.2.A), *using*

keywords (Mem.2.C), and *repeating sounds in memory* (Mem.2.D). While types of compensation strategies that were considered to be used many times were *switching to the mother tongue* (Com.2.A), *using mime or gesture* (Com.2.B), and *using a circumlocution or synonym* (Com.3.E). As for two of seventeen strategies (11.76%) were types of social strategies. Those were *asking for correction* (Soc.1.C) and *developing cultural understanding* (Soc.4.A). Then, *self-evaluating* (Met.3.B) was the only metacognitive strategy considered to be used by Hilmi (5.88%).

Actually, in the questionnaire, Hilmi mentioned only fifteen strategies that he considered to use frequently. The other two strategies, *using laugher* (Aff.1.C) and *discussing feeling with someone else* (Aff.3.D), were not mentioned by him but evidently used during the observation period. Furthermore, from Hilmi's learning strategy list that obtained from five observations, the researcher found that *translating* (Cog.3.C) was the most often used strategy which was used by Hilmi in each time observed. It was followed by *asking for correction* (Soc.1.C) which was used on four observations, *taking notes* (Cog.4.A) which was used on three observations, *formally practicing with sound system* (Cog.1.B) which was used on two observations, and *using laugher* (Aff.1.C) and *discussing feeling with someone else* (Aff.3.D) which were only used once in the observation period.

On the first observation, Hilmi did not do any learning activity until done praying isya' at around 07.40 p.m. That evening, he searched and read some online linguistics journals and used online translator to get the

meaning of words he felt strange. Other than that, he made some sentences using English. In doing this, he sometimes asked for correction from his friend whether his writing was correct or not. From those activities, the researcher found two learning strategies applied by Hilmi in the first day of observation; *translating* (Cog.3.C) and *asking for correction* (Soc.1.C).

On the second observation, Hilmi started his learning activity around 9 a.m. when he arrived at campus. He directly went to the second floor lobby and read a short story for doing his assignment. He also turned on his PC to open a browser for online translator. Sometimes he translated words that he did not recognize the meaning then noted them.

After praying ashar, around 3.30 p.m., he did the Comparative Literature assignment. In doing the task, sometimes he asked his friend for corrections about his diction and sentence construction. At night, after having a meeting with his co-organization, he came to a Wi-Fi corner in the university to meet his friends who were doing assignments abuzz. However, they were just being there together without doing group learning. Hilmi himself continued his Comparative Literature assignment. However, sometimes he responded his friends' joke and they laughed together. It continued until he fell asleep.

The result of second observation showed that Hilmi used cognitive, social, and affective strategies in learning vocabulary. Two of the cognitive strategies, videlicet *translating* (Cog.3.C) and *taking notes* (Cog.4.A), were applied when he found unknown words while reading.

Whilst *asking for correction* (Soc.1.C), a part of social strategies, was used to make sure after he made sentences containing new vocabulary. Meanwhile, *using laugher* (Aff.1.C) was used to lower his tension in learning vocabulary.

The third observation was conducted at campus and Hilmi's house. When the it began, the researcher had been with Hilmi since before midnight to observe Anzdi's activity and learning strategy use. On that night, Hilmi and Anzdi was in the same place, doing assignment by utilizing Wi-Fi. Hilmi woke up at around 2.30 a.m. after being slept when doing assignment. When newly awakened, he did his phonology assignment by typing words to google translator then listening the pronunciation of the words. He repeated it several times.

He went home after praying shubuh then took a rest by sleeping again. He did not perform any learning activity at home that morning. He continued his learning activity when just arrived at the university. It was around 7.30 p.m. He did an assignment using online translator. He read some articles and translated the words that he did not know the meaning then noted them.

During the third observation period, the researcher found three strategies that were used by Hilmi. The first was *formally practicing with sound system* (Cog.1.B) that was applied by listening to and repeating the correct word pronunciation. The rest were *translating* (Cog.3.C) and *taking notes* (Cog.4.A) which was used in doing assignment.

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On the fourth observation, Hilmi started his language acquisition activity after washing clothes. He rested while watching public speaking video on his smartphone. Sometimes he repeated parts of the video which he felt not clear in listening. At 9a.m., he went to the college for doing his proposal on Literature. He looked for the word he did not know by translating from Indonesia to English using online translator in his PC. Moreover, he asked his friend whether his wording was already in the right construction or not.

From his learning activity in the fourth day, the researcher found three learning strategies applied. The first was *formally practicing with sound system* (Cog.1.B) that was used in the morning by watching English public speaking video. The second and third were *translating* (Cog.3.C) and *asking for correction* (Soc.1.C) which were used for working on proposal on Literature.

On the last observation, Hilmi woke up at 4.50 a.m. and went to the university at 7.10 a.m. There he asked his friends in the student associations administrators office correction of his paraphrasing on Comparative Literature and Popular Literature assignment.

At the evening, he did not go home but took maghrib prayer then bought dinner with his friend. When he was eating dinner, he told his friend a bit secret story about his feeling to a girl. After having dinner, he went to a Wi-Fi corner in the campus to do the Research on Literature assignment. He read some journals he downloaded from online source. He

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used online translator to get the meaning of words he did not know. He also noted new words he got on a sheet of paper he brought.

From the observation on the fifth day, the researcher found four strategies applied by Hilmi to acquire vocabulary. Those were *asking for correction* (Soc.1.C), *discussing feeling with someone else* (Aff.3.D), *translating* (Cog.3.C), and *taking notes* (Cog.4.A).

In conclusion, *translating* (Cog.3.C) became the most used strategy which was used by Hilmi in every observation period, followed by *asking for correction* (Soc.1.C) and *taking notes* (Cog.4.A). Events in which he used *translating* were when reading English texts or writing in English. *Taking notes* was usually used to record his new vocabulary. Whereas *asking for correction* was used to get correction from his friend.

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4.1.1.2 Anzdi

Based on both questionnaire and observation, there were thirteen number of strategies that considered by Anzdi as usually applied strategies. Three of them (23.08%) were cognitive strategies, namely *formally practicing with writing system* (Cog.1.C), *translating* (Cog.3.C), and *taking notes* (Cog.4.A). Furthermore, he thought to apply two (15.38%) of each vocabulary learning strategy category. There were *using imagery* (Mem.2.A) and *using keywords* (Mem.2.D) which were parts of memory strategies. Hereafter, there were *using linguistic clues* (Com.1.B) and *getting help* (Com.2.F) that were parts of compensation strategies. There were also *planning* (Met.2.D) and *self-evaluating* (Met.3.B) which were parts of metacognitive strategies. Whereas affective strategies that were considered to be applied by Anzdi were *making positive statements*

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(Aff.2.A) and *discussing feeling with someone else* (Aff.3.D). Meanwhile, *asking for correction* (Soc.1.C) and *cooperating with peers* (Soc.3.A) were parts of social strategies he considered to apply in acquiring vocabulary.

In the questionnaire, there were twelve strategies admitted by Anzdi as the usually used strategies in acquiring vocabulary. Otherwise, *cooperating with peers* (Soc.3.A) was not mentioned in the questionnaire but used in an observation period. Hereafter, from lists of strategies used by Anzdi that achieved from five observations, the researcher found that *translating* (Cog.3.C) was the most often used strategy which was used by Anzdi during the observation period. It was followed by *taking notes* (Cog.4.A) which was used on four observations, *asking for correction* (Soc.1.C) which was used on three observations, and *getting help* (Com.3.F) and *cooperating with peers* (Soc.3.A) which were used only once in the observation period.

On the first observation, Anzdi began his learning at the campus, doing Research on Linguistics assignment using online translator. He used online translator – as the application of *translating* (Cog.3.C), to translate Indonesian words to English. At 1 p.m., he went praying dhuhur then had an organization activity until 4.35 p.m. After that, he returned to the boarding house for a shower and maghrib prayer. In the evening, he went to the campus again after praying maghrib, aroung 5.55 p.m., for continuing his assignment. In doing assignment, he sometimes asked the help of his friend to retrieve any vocabulary that he felt he ever knew before. He also asked for some correction from his friends. In this case, he

applied two strategies in his learning. Those were *getting help* (Com.2.F) and *asking for correction* (Soc.1.C).

On the second observation, Anzdi started his learning activity at 10.30 a.m., after having a class. He made some changes to his Research on Linguistics assignment using online translator. He built sentences and sometimes used the translator to search for the words he did not know the translation in English. Here, he was considered as using *translating* strategy (Cog.3.C).

At the afternoon, Anzdi conducted an English discussion activity in a class in Adab C2 building. He, as a speaker, explained about pronoun as one of eight parts of speech. In this activity, the lesson was not delivered only by him but all the members were involved to discuss together. During the discussion, he was considered to use *cooperating with peers* (Soc.3.A) which was a part of social strategies. This activity was finished at 3.30 p.m. and Anzdi returned to his boarding house directly.

At the evening, after having dinner and doing isya' prayer, he went to a Wi-Fi corner in the campus to get internet connection. He searched and read some journals related to Linguistics. He also used online translator to get the meaning of words he did not know. Sometimes, he noted some words he got from translating. In other words, he used *translating* (Cog.3.C) and *taking notes* (Cog.4.A.

On third observation, Anzdi woke up at 11 a.m. after staying up until subuh, playing video game. He started learning after lunch by doing his

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Research on Linguistics task using his PC. He read some PDF articles, translated some unknown words, and noted them on his mobile phone note. This activity continued until 3 p.m. After that, he did his organization obligation to make and print bulletin until isya', then he spent his night by watching television with his boarding house mates. On those learning activities, he was considered to use two strategies; *translating* (Cog.3.C) and *taking notes* (Cog.4.A).

On fourth observation, Anzdi started his learning activity using strategy at 12 noon. Hi did his Research on Literature assignment in the library of Adab faculty after having lunch. He used online translator to build sentences containing words that he did not know in English. He also noted the new words he obtained from online translator. Sometimes he asked for correction to his friend who was also in the library. Those strategies were considered as *translating* (Cog.3.C), *taking notes* (Cog.4.A), and *asking for correction* (Soc.1.C). This activity was lasted until 4 p.m. then he returned to his boarding house. He continued this activity using the same method at a Wi-Fi corner in the university at 7.15 p.m.

On the last observation, Anzdi was still awake past midnight. He was doing his Discourse Analysis assignment at a Wi-Fi corner in the campus. He built his sentences using online translator to translate words that he did not know the meaning in English. This learning strategy was considered as *translating* (Cog.3.C), which was a part of cognitive strategies. Then, he fell asleep at 1 a.m. After sleeping for approximately two and half hours,

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he woke up at 3.40 a.m. and directly returned to the boarding house to do the subuh prayer and go to sleep again.

It was a holiday so he did not have any responsibility to go to college. However, he went to a Wi-Fi corner in the campus at 8 a.m. to meet his friend and continue doing Discourse Analysis assignment. They did their assignment at the same place but not cooperating one another. Each of them did their own assignments. As usual, Anzdi used online translator for translating words he did not know the meaning in English and a note for noting them. Nevertheless, he occasionally asked for correction to his friend whether he used the right diction or not. This learning activity was continued until 1.30 p.m. In this learning activity, he was considered as using *translating* (Cog.3.C), *taking notes* (Cog.4.A), and *asking for correction* (Soc.1.C).

Furthermore, it can be concluded that the most strategies applied by Anzdi during the observation period was *translating* (Cog.3.C). It was followed by *taking notes* (Cog.4.A) and *asking for correction* (Soc.1.C). The way he applied this strategy was the same as Hilmi's. However, unlike Hilmi, he used *taking notes* more often than *asking for correction*.

4.1.1.3 Muhayat

Generally, based on the data gained, the researcher found seventeen strategies which were considered to be applied frequently by Muhayat. Furthermore, the most varied strategies applied by him were cognitive strategies which reached five strategies (29.41%). Those were *formally practicing with sound system* (Cog.1.B), *recognizing and using formulas and patterns* (Cog.1.D), *getting the idea quickly* (Cog.2.A), *taking notes* (Cog.4.A), and *highlighting* (Cog.4.C). They were followed by metacognitive strategies which reached four strategies (23.53%). Those were *paying attention* (Met.1.B), *setting goals and objectives* (Met.2.C), *seeking practice opportunities* (Met.2.G), and *self-evaluating* (Met.3.B). Then, there were affective strategies which reached three strategies (17.65%). Those were *using music* (Aff.1.B), *using laugher* (Aff.1.C), and

discussing feeling with someone else (Aff.3.D). In the fourth position, there were compensation and memory strategies which reached two types of each (11.76%). The compensation strategies he considered to apply frequently were *using linguistics clues* (Com.1.B) and *selecting the topic* (Com.2.D) whereas the two of memory strategies were *semantic mapping* (Mem.2.B) and *using keywords* (Mem.2.C). Further, the researcher found only a strategy used from group of social strategies. That was *asking for clarification* (Soc.1.A).

In the questionnaire, Muhayat admitted that he did not usually apply social strategies in acquiring new vocabulary. He also admitted that the only affective strategy he used to help him acquiring new vocabulary was *using music* (Aff.1.B). However, during the observation period, the researcher found him applying *using laugher* (Aff.1.C), *discussing feeling with someone else* (Aff.3.D), and *asking for clarification* (Soc.1.A), which he did not feel to use in helping him learning vocabulary. Furthermore, from the observation data, the researcher found that *using music* (Aff.1.B) was the most applied strategy in his learning activity. It was followed by *highlighting* (Cog.4.C) and *paying attention* (Met.1.B) which were used in three observations. Whilst *setting goals and objectives* (Met.2.C), *discussing feeling with someone else* (Aff.3.D), and *asking for clarification* (Soc.1.A) were used only once during the observation period.

On the first observation, Muhayat woke up at 4.50 a.m. and did some routines such as praying, cleaning his room, and buying breakfast. At 8 a.m., he did his Research on Linguistics assignment. Before he started

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doing it, he listened to music and sang aloud. This action was considered as his effort to improve his mood. When he was working, because he did not get internet connection over there, he asked his friend about the definition of cohesion. That day, he sometimes went out for buying food and bringing clothes to laundry. However, he always returned to the boarding house quickly to finish his assignment while occasionally listening to music. From this observation, the researcher found two strategies applied by Muhayat. Those were *using music* (Aff.1.B) and *asking for clarification* (Soc.1.A).

On the second observation, Muhayat started his learning activity in the library of Adab faculty after praying dhuhur and having lunch. There he set his goals and objectives of each of his assignment according to collecting schedule. After that, he just listened to music until going to teach at 2.40 p.m.

In the afternoon, he arrived at boarding house from teaching at 18.20 p.m. and started to read journals for his Research on Linguistics assignment. He covered his ears with earphone without playing music and paid attention fully to PDF journals he read. He highlighted words that he did not know the meaning. He also listed them on his note book.

In the learning activities done by Muhayat on the second observation, researcher found two cognitive, two metacognitive, and an affective strategies applied by Muhayat. Those were *taking notes*

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(Cog.4.A), *highlighting* (Cog.4.C), *paying attention* (Met.1.B), *setting goals and objectives* (Met.2.C), and *using music* (Aff.1.B).

On the third observation, Muhayat started to learn using learning strategies in the library of Adab faculty at 10.40 a.m. by reading PDF journals. While reading, he highlighted and noted some words that were considered as strange or hard. Sometimes he played music with his earphone, closed his eyes, and nodded his head. At 2 p.m., he participated an English discussion activity but as an instructor. Before delivering discussion material, he made a note about the material he wanted to deliver. Therefore, this activity was not regarded as the use of social strategy.

During the third observation, the researcher found three learning strategies applied by Muhayat. Those were *taking notes* (Cog.4.A), *highlighting* (Cog.4.C), and *using music* (Aff.1.B).

On the fourth observation, as usual, Muhayat went to library of Adab faculty and read PDF journals. However, this time he paid full attention to his reading and also highlighted and noted words that may look important to him. At 1.40 p.m., he went to do dhuhur prayer outside. When he returned, the situation in the library was so crowded. So, he wore his earphone to listen to music. He returned to the boarding house at 4.00 p.m.

At night, around 7.15 p.m., he went to a Wi-Fi corner in the university to do Research on Linguistics assignment. He read some PDF journals. During reading journals, he highlighted and noted some words

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that he did not know the meaning. Sometimes he joked with his friends to make enjoyable situation.

From his activity during the fourth observation, researcher found five strategies applied. Those were *taking notes* (Cog.4.A), *highlighting* (Cog.4.C), *paying attention* (Met.1.B), *using music* (Aff.1.B), and *using laugher* (Aff.1.C).

On the last observation, Muhayat woke up at 4.50 a.m., did the subuh prayer, and directly listened to music that were played using loudspeaker in his room. Feeling sultry, he went shower at 5.30 a.m. After shower, he turned on his PC to do the Modern Literature assignment. He paid attention to his task seriously. He took a little rest at 9 a.m. for breakfast. At 11 a.m., he seems tired then lay down and told the researcher about his experience when he met a girl. Muhayat and the researcher had conversation until 12.40 p.m. After that, he prayed dhuhur then rest while listening to music.

At 4.30 p.m., Muhayat went to a Wi-Fi corner in the campus to revise his Modern Literature assignment. He made a list of words in a note. At 6.10 p.m., he prayed maghrib at the mosque, continued by buying food, praying isya', then back to Wi-Fi corner, watching online video. He returned to the boarding house and slept at 9.30 p.m.

Strategies used by Muhayat during the fifth observation was *taking notes* (Cog.4.A), *paying attention* (Met.1.B), *using music* (Aff.1.B), and *discussing feeling with someone else* (Aff.3.D).

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Overall, it can be concluded that Muhayat also used *taking notes* (Cog.4.A) frequently in acquiring vocabulary. However, it was not the strategy that most widely used. Otherwise, his most applied strategy was *using music* (Aff.1.B). Meanwhile, he applied *highlighting* (Cog.4.C) rather than *translating* (Cog.3.C) which was applied by other subjects.

According to the data obtained from questionnaire and observation, the researcher concluded that strategies used by each subject were different. Although *taking notes* tend to be more frequently used, it did not become the most applied strategy by any subject. Both Anzdi and Hilmi used *translating* whenever observed. Otherwise, *using music* became the strategy that applied in every observation period by Muhayat. In addition, there must be reason for them to choose their strategies.

4.1.2 Reasons for Choosing Strategies

After done the observation phase, the researcher did some interviews to get other data. One of the data gained by the researcher was each subject's reason for choosing strategies they use. This session was conducted to find out the reason of each subject for choosing their strategies in acquiring vocabulary.

4.1.2.1 Hilmi

There were seventeen learning strategies considered as used frequently by Hilmi. It consisted of four cognitive strategies, three memory strategies, three compensation strategies, a metacognitive strategy, four affective strategies, and two social strategies.

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From the group of _cognitive strategies_, Hilmi chose to use _formally practicing with sound system_ (Cog.1.B) because it made words memorizing easier when he imagined the sound. In other words, he recalled his memory by remembering the way it pronounced. Next, he considered to use _analyzing expression_ (Cog.3.A) although it did not applied during the observation period. His reason for using it was because sometimes he could get the meaning of the word by knowing the expression of people who state it. For example, although he did not know the meaning of the interjection 'Really?!', he could get the meaning – or at least hint – by analyzing the expression of people who utter or express it. Further, he considered to use _translating_ (Cog.3.C) just because it was easy. He claimed that, by using this strategy, he can directly know the meaning of words in his mother tongue. Then, _taking notes_ (Cog.4.A) was chosen by him because it makes him easy to relearn what had been learned.

From the group of _memory strategies_, Hilmi selected to apply _using imagery_ (Mem.2.A) because it makes him directly imagine the form of a thing that was related to the word he wanted to remember. Whereas _using keywords_ (Mem.2.C) was used to recall the forgotten vocabulary items. The next was _repeating sound in memory_ (Mem.2.D) that was chosen by him just because of simple.

From the group of _compensation strategies_, Hilmi considered to like _switching to the mother tongue_ (Com.2.A) because it was easy to understand when using the mother tongue. Likewise, _using mime and_

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gesture (Com.2.B) was also chosen because it makes the communication easier. Not much different, *using a circumlocution or synonym* (Com.2.G) was chosen just because he considered it as easier than others to be applied.

From the group of *metacognitive strategies*, the only strategy that considered by him as frequently used was *self-evaluating* (Met.3.B). His reason to use this strategy was because he did not like scheduling in the beginning. He preferred to evaluate his activity in the end. It was because, if he planned his activity in the beginning, usually it would not be as planned.

From the group of *affective strategies*, Hilmi considered to use four strategies. The first was *using progressive relaxation, deep breathing, or meditation* (Met.1.A) which makes his motivation and spirit uplifted. The second was *using music* (Met.1.B) which was used only for accompanying him, not to be listened. He added, if he learned together with his friends, he usually could not learn because the situation would be crowded. So he preferred to learn alone, accompanied by music. The third was *using laugher* (Aff.1.C) which was chosen just because he was a kind of person who like to joke. The last was *discussing feeling with someone else* (Aff.3.D) which was chosen because it could lower his anxiety.

From the group of *social strategies*, Hilmi chose to use two strategies. The first was *asking for correction* (Soc.1.C) which was applied in four observations. His reason to like this strategy was there were some

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cases in which he became uncertain to his thought. So, he would ask whether it was correct or not. The second was *developing cultural understanding* (Soc.4.A). He chose to use this strategy because it could make him know the background of his interlocutors.

Overall, Hilmi chose direct strategies that could help him getting and memorizing vocabulary directly, such as *translating*, *taking notes*, and *using imagery*. Otherwise, indirect strategies that applied by him was chosen because they could support him obtaining vocabulary indirectly. For example, by raising his mood or making his learning more structured.

4.1.2.2 Anzdi

There were thirteen learning strategies considered as used frequently by Anzdi. It consisted of three cognitive strategies and two of each other strategy.

From the group of *cognitive strategies*, Anzdi liked to use *formally practicing with writing system* (Cog.1.C) because he considered himself as a kind of forgetful person. So, he usually wrote what had been explained by his lecturer or other people so he could see his note when he forgot. The second cognitive strategy he liked to use was *translating* (Cog.3.C). It was applied by him in every observation period. His reason to like this strategy was because he did not like to use the same words for many times. By translating, he would see many translations of first language to second language. For example, when we translate the word 'besar' from Indonesia to English, he would get more than one vocabulary. There were 'big',

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'huge', 'great', etc. The third was *taking notes* (Cog.4.A). He liked to use this strategy because he felt that he was a kind of person who was easy to forget.

From the group of *memory strategies*, Anzdi liked to use imagery and keywords. His reason to like *using imagery* (Mem.2.A) was because imagery would help him catching the point or meaning of the text. Meanwile, *using keyowrds* (Mem.2.C) was chosen for the same reason as *taking notes* (Cog.4.A), that is, because he felt that he often forget necessary vocabulary.

From the group of *compensation strategies*, Anzdi chosen *using linguistic clues* (Com.1.B) to ease him by getting explanation or elucidation of any vocabulary from linguistic clues. The next was *getting help* (Com.2.F) that helped him getting support, help, or assistance from other people.

From the group of *metacognitive strategies*, Anzdi preferred *Planning* (Met.2.D) and *Self-evaluating* (Met.3.B). *Planning* was preferred because he felt hard to focus on more than one thing. It made him need to plan to make his activity – including learning – structured. Furthermore, *self-evaluating* (Met.3.B) was preferred because he felt having many shortcomings.

From the group of *affective strategies*, Anzdi considered to like *making positive statements* (Aff.2.A) because it could improve his spirit, especially in learning. Furthermore, he also claimed to like using

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discussing feeling with someone else (Aff.3.D). He said that, by telling his feeling to another person, he would feel relieved and more comfortable in learning.

From the group of *affective strategies*, he liked to use *asking for correction* (Soc.1.C) which was applied in three observations. His reason was because he thought that he usually made mistake. Therefore, he needed correction from other people. In addition, *cooperating with peers* (Soc.3.A) was the only strategy that he did not feel to apply frequently when he filled the questionnaires but once used when observed. His reason to use this strategy was to make him easy to complete huge number of task that might be hard to do by himself.

From the reason declared by Anzdi, it could be concluded that he used strategy based on his current situation and condition. For example, *taking note* was used because he felt that he was a forgetful person. Meanwhile, *planning* and *self-evaluating* were used because he realized that he was a forgetful person.

4.1.2.3 Muhayat

There were seventeen learning strategies considered as used frequently by Hilmi. It consisted of five cognitive strategies, two memory strategies, two compensation strategies, four metacognitive strategies, three affective strategies, and a social strategy. Hence, he also used *planning* and *self-evaluating*.

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From the group of *cognitive strategies*, Muhayat considered to like applying *formally practicing with sound system* (Cog.1.B) because he thought that sound system was made to help various kind of activities such as listening to music and watching movie in which he could get new vocabularies from them. Another cognitive strategy he liked to apply was *recognizing and using formulas and patterns* (Cog.1.D). He admitted that this strategy helped him in adjusting sentence. The next was *getting the idea quickly* (Cog.2.A) which he used to improve his work that need various vocabulary like making short story. After that, he also liked to use *taking notes* (Cog.4.A). He applied this strategy in four observation period. He argued that he liked to use *taking notes* because it can be applied anywhere and made him easy to remember things he noted. The last cognitive strategy he liked to apply was *highlighting* (Cog.4.C) which was applied in three observation period. The reason he liked this strategy was not much different from *highlighting*. Additionally, he said that, by highlighting, he could feel interested. When he felt interested to a word or phrase he highlighted, he would think further about it.

From the group of *memory strategies*, Muhayat recognized liking *semantic mapping* (Mem.2.B) and *using keywords* (Mem.2.C). He stated that he liked to apply *semantic mapping* to interpret the meaning of words in poem. It was because semantics deal with meaning. Hereafter, he said that he chose this strategy to do a search on online search engines.

From the group of *compensation strategies*, Muhayat liked *using linguistic clues* (Com.1.B) and *selecting the topic* (Com.2.D). He liked to

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apply *using linguistic clues* when reading English texts. He usually searched the clues of unknown words at nearby sentences. Then, *selecting the topic*, said Muhayat, was usually used when he wanted to make article. For example, when he wanted to make an article about cooking, he selected it as the topic then searched words that related to cooking.

From the group of *metacognitive strategies*, Muhayat liked to use three strategies. The first was *paying attention* (Met.1.B) which he used in three observations. His reason to like this strategy was, by using *paying attention*, he could get what his lecturer or a book convey. The second was *setting goals and objectives* (Met.2.C). He claimed to use this strategy when doing assignment. He preferred this strategy because he needed to prepare things required to achieve his goal in certain time. The third was *seeking practice opportunities* (Met.2.G) which he thought needed because, in each time he learned a theory, he needed to know not only the theory but also how to apply it. The fourth was *self-evaluating* (Met.3.B). He felt that he always did wrong thing that made failure. Hence, when he returned home, he evaluated himself to find his mistake.

From the group of *affective strategies*, as in the metacognitive strategies, Muhayat liked to use three strategies. The first was *using music* (Aff.1.B) which he applied in each of the observation period. He said that he liked to use music because it created a relaxed atmosphere. He also applied *using laugher* (Aff.1.C) in an observation although he did not consider to use it frequently when filling the questionnaire. When being interviewed, he said that it can refresh his mind when he was too focused

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and depressed. Likewise for *discussing feeling with someone else* (Aff.3.D). In the questionnaire, he did not recognize to apply it in helping him acquire vocabulary but did it in the last observation period. He said that, when he had something jammed in mind, he need a friend to share and listen to his story.

From the group of *social strategies*, Muhayat only applied a strategy. That was *asking for clarification* (Soc.1.A). His reason to use this strategy was to get direct information from people he asked, especially when he did not understand the utterance of the interlocutor.

From the recognition given by Muhayat, it could be deduced that most of the strategies used by him were chosen because effective to be used by him. Some of those strategies were appropriate with his learning style which tends to be formal and needs focus and seriousness.

From the whole data gained, it can be concluded that the strategies chosen and the reason for choosing strategies by each subject was different. It was depended on several factors such as interest of each individual that applied the strategies and their condition when acquired vocabulary. By way of explanation, desire was not the only factor that influenced their strategy choosing.

4.1.3   How Does Each Strategy Take Role?

Every strategy definitely gives certain influence to the subject who applies it. However, the way every strategy affects may be different to each subject. In the interview, the researcher had asked every subject about the way each strategy influence or make effect to their vocabulary acquisition process.

4.1.3.1 Cognitive Strategies

There were eight cognitive strategies chosen by the subjects. The first was *formally practicing with sound system* (Cog.1.B) which was chosen by Hilmi and Muhayat. This strategy, according to Hilmi, helped him to remember a word by remembering how it was pronounced. Meanwhile, Muhayat stated that, when we listen to a song or conversation, he indirectly would know how a word been pronounced. From their explanation, it can be concluded that this strategy influenced them by letting them memorize the way a word be pronounced.

The second was *formally practicing with writing system* (Cog.1.C) which was chosen only by Anzdi. He said that this strategy gave him great influence. He said that, when he wrote, he might not use a word which was repeated many times. It made him needed to look for its synonym. When he got its synonyms, he also learned new vocabulary. Moreover, he felt that indirectly it made him easier to remember words.

The third was *recognizing and using formulas and patterns* (Cog.1.D) that was selected only by Muhayat. He stated that formulas and patterns took an important role in sentence construction. In making sentence, he needed to pay attention to where he could put noun, verb, etc. It made him knew the function of each word he used to construct sentence.

The fourth, *getting idea quickly* (Cog.2.A) was also used only by Muhayat. He admitted that he usually made an outline each time he got idea. It could be idea to make short story and so on. To realize it, the first thing he need was

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preparing the words needed to construct the short story. In this case, he would get idea quickly.

The fifth was *analyzing expression* (Cog.3.A) which was considered to be used by Hilmi. The way this strategy works on his vocabulary acquisition process was by letting him guess the meaning of speaker's utterance. For example, people usually uttered the word 'really' when shocked or doubted. Therefore, the meaning of the word 'really' most not go too far from those expressions.

The sixth was *translating* (Cog.3.C) which was applied by Anzdi and Hilmi in every observation period. Nevertheless, they had different opinion about how this strategy took role on their vocabulary acquisition process. This strategy affected Hilmi's vocabulary acquisition by letting him know directly a translation of any new vocabulary in his mother tongue. Whereas this strategy set Anzdi to know not only the meaning of a word in his mother tongue but also its synonyms.

The seventh was *taking notes* (Cog.4.A) which was applied by all subjects three to four times during the observation period. This strategy affected Hilmi's vocabulary acquisition when it was done repeatedly so it would be automatically saved in his brain. On the other side, this strategy affected Anzdi's vocabulary acquisition by letting him know how to spell it and also how to combine it with other words to make sentence. Meanwhile, this strategy influenced Muhayat by making him easier to find any vocabulary he forgot that he was once noted it.

The eighth was *highlighting* (Cog.4.C) which was considered to be used frequently and applied during the observation period only by Muhayat. This strategy took role on his vocabulary acquisition process by making him more

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interested when he saw the words he highlighted. Moreover, when he made highlights using different colors.

4.1.3.2 Memory Strategies

There were four memory strategies chosen by the subjects. The first was *using imagery* (Mem.2.A) which Hilmi and Anzdi considered to use in acquiring vocabulary. This strategy influence Hilmi's vocabulary acquisition by making him imagine the form or shape of things he meant. Not much different, Anzdi was also getting influenced by this strategy in acquiring vocabulary. He used to imagine character or properties of objects to recall his mind about an object.

The second was *semantic mapping* (Mem.2.B). It was considered to be used frequently by Muhayat. He felt often applying this strategy on understanding the meaning of words in poem. This strategy, he said, helped him to clarify and classify the denotation and connotation meaning of a word in poem.

The third was *using keywords* (Mem.2.C) that was considered to be applied frequently by all subjects. The questionnaire result showed that it was considered to be applied frequently by every subject. Furthermore, in observation, Hilmi argued that this strategy took role by making him remember the vocabulary he forgot using keywords. The reason was not much different from Anzdi's. He said that this strategy made him remember vocabulary by retrieving first or last letter of a word or its characteristic features. Otherwise, Muhayat consider this method as the usage of keywords on online search engine for searching article or journals. But he added that it could also mean the usage of keywords to memorize or keep

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something in mind. From review given by three subjects, it could be said that this strategy helped them recalling vocabulary by any word that related to it.

The fourth was *representing sounds in memory* (Mem.2.D) that was considered to be applied only by Hilmi. He said that it was simple strategy to use. It could make him remember vocabulary by knowing how to pronounce it.

4.1.3.3 Compensation Strategies

There were six compensation strategies chosen by the subjects. The first was *using linguistic clues* (Com.1.B). Anzdi argued that this strategy could help him recall his vocabulary by remembering the clue of it, like its word classes etc. Whereas Muhayat said that this method was usually used by him in reading a text. When he found any word he did not know, he could get its meaning from other nearby words.

The second was *switching to the mother tongue* (Com.2.A). It was only considered to be applied by Hilmi. He stated that the influence of this strategy was similar to translating. It made him understand any unknown word by switching it to his mother tongue.

The third was *using mime or gesture* (Com.2.B) that was also considered to be applied only by Hilmi. He said that gesture, in this strategy, was helping him when both speaker and interlocutor could not understand one another.

The fourth was *selecting the topic* (Com.3.B). Muhayat was the only subject considered to use this strategy frequently in acquiring vocabulary. This strategy helped his vocabulary acquisition process by letting him focus on a topic that he

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wanted to concentrate. By focusing on a certain topic, the acquisition process would be easier for him.

The fifth was *using circumlocution or synonym* (Com.3.E) that was used only by Hilmi. This strategy took a role in Hilmi's vocabulary acquisition process by giving him synonym of a word as clue. He said that, by using this strategy, he could understand the clue or keyword directly.

The sixth was *getting help* (Com.3.F). This strategy was considered to be used only by Anzdi. According to his recognition, this strategy could fix his confusion directly when the person he asked for help could understand and answer him directly.

4.1.3.4 Metacognitive Strategies

There were five metacognitive strategies considered to be applied frequently by the subjects. The first was *paying attention* (Met.1.B). Muhayat, as the only person applied this strategy to his vocabulary acquisition process, said that this strategy made him more focus in doing activity that may contain acquisition, such as reading and listening carefully.

The second was *setting goals and objectives* (Met.2.C). This strategy was also applied only by Muhayat. Having many goals and objectives made him needed to read much either from PDF or google. If he read, he would get various new vocabularies.

The third was *planning* (Met.2.D). Anzdi was the only subject considered to apply this strategy frequently. He stated that the role of *planning* in his vocabulary

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acquisition was quite important. If he had good planning, he would have enough time for enriching his vocabulary.

The fourth was *seeking practice opportunities* (Met.2.G). Muhayat, as the only subject considered to apply, felt that this strategy took significant role by making him need to read more.

The fifth was *self-evaluating* (Met.3.B). This strategy influenced every subject's vocabulary acquisition process in different way. Hilmi admitted that he usually found new vocabulary when evaluating his learning. Moreover, Anzdi stated that, by knowing his weakness, he could make other plan to enrich his vocabulary. By the same token, this strategy usually used by Muhayat to evaluate himself. From evaluating, he often found lack that made him read more.

4.1.3.5 Affective Strategies

There were five affective strategies chosen by the subjects. The first was *using progressive relaxation, deep breathing, or meditation* (Aff.1.A) which was recognized as often used by Hilmi. When he felt uneasy and had no desire to learn, he did meditation for ten to fifteen minutes. It could return his passion to learn.

The second was *using music* (Aff.1.B). It was considered to be used frequently by both Hilmi and Muhayat but only applied by Muhayat. Music was used by both Muhayat and Hilmi to accompany him when learning. The existence of music made them comfortable to learn. Even Muhayat sometimes analyzed the lyrics to get new vocabulary from music he listened.

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The third was _using laugher_ (Aff.1.C) which was considered to be used frequently by Hilmi and Muhayat. Hilmi said that this strategy could lower his anxiety. Moreover, sometimes it made him got new idea. For muhayat, music can make him enjoy his learning. Sometime, he said, he sang if he knew the lyric of song he played.

The fourth was _making positive statements_ (Aff.2.A) that was considered to be used by Anzdi. This strategy affected Anzdi's vocabulary acquisition by rising his motivation so he would learn better. The written positive statement that he put on the wall and door of his room often raised his spirit when he saw it.

The fifth was _discussing feeling with someone else_ (Aff.3.D). It was considered to be used frequently by Anzdi but instead used by Muhayat and Hilmi during the observation period. All subjects had the same opinion about this strategy. They argued that they could not learn well if they had such negative feeling. Hence, they needed to, at least, discuss it with someone close to them to make them feeling better.

4.1.3.6 Social Strategies

There were four social strategies chosen by the subjects. The first was _asking for clarification_ (Soc.1.A). It was once used by Muhayat during the observation period. He stated that, by asking for clarification, he could get deeper information about what he asked. It usually applied when he did not get the utterance of the interlocutor.

The second _asking for correction_ (Soc.1.C). It was preferred by Hilmi and Anzdi. According to Hilmi, this strategy helped him to get correction when he did

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wrong thing during the learning. For example, in some of the observation period, he asked for correction of his assignment to his friend that he thought smarter than him. Furthermore, Anzdi had the same opinion as Hilmi. In addition, he argued that, by getting correction, he could also get new vocabulary.

The third was *cooperating with peers* (Soc.3.A). Anzdi argued that, by cooperating with peers, the difficult task might be easier to be done. Moreover, he could get new vocabulary from his peers who work together with him.

The last strategy was *developing cultural understanding* (Soc.4.A). Hilmi said that, by understanding cultural background of other people, it might be easier for him to hold communication with them. When communication was held well, there would be a possibility for him to get new vocabulary.

Although not all strategies had significant impact, it was proven that every subject chose particular strategies because each strategy had certain impact to their vocabulary acquisition processes. Furthermore, the same strategy might influence differently in different subject. In other words, direct strategy could affect indirectly, and vice versa. The researcher also found that there were strategies that made the subjects get new vocabulary directly or just supported their acquisition process indirectly.

4.1.4   Strengths and Weaknesses of Each Strategy

Every subject must have chosen certain strategies not only by the way those strategies take role but also by their strength and weakness. By conducting interview, the researcher got information about the strength and weakness of each

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strategy from each subject who used them. The following were their opinion pertaining to strength and weakness of each strategy they chose.

4.1.4.1 Hilmi

Strategies that were mostly used by Hilmi were those from *cognitive strategies*. There were four kinds of strategies considered to be used by Hilmi. Moreover, the fact from observation showed that *translating* (Cog.3.C), a cognitive strategy, was the most applied strategies during the observation period. Whereas *taking notes* (Cog.4.A) was at the third position of the most applied strategies during the observation. Hence, there must be some strength and weakness that became his consideration in choosing those strategies.

The first were *cognitive strategies*. Generally, the strength of these strategies was making Hilmi easier to get new vocabulary. However, how these strategies facilitate his acquisition was different. *Formally practicing with sound system* (Cog.1.B) made him easy to keep new vocabulary in mind. *Analyzing expressions* (Cog.3.A) caused him to guess the meaning of new words, especially interjection. *Translating* (Cog.3.C) could tell him meaning of unknown words directly. Whereas *Taking notes* (Cog.4.A) eased him in recalling forgotten vocabulary by reviewing it.

Otherwise, their weakness was when there was no tool to apply those strategies. For example, *practicing with sound system* (Cog.1.B) would not be done without any tool that could produce sound. So do *taking notes* (Cog.4.A) and *translating* (Cog.3.C). They could not be done without any

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note or dictionary. Moreover, *analyzing expression* (Cog.3.A) required at least the presence of interlocutor or video to know the expression.

The second were *memory strategies*. The strength of these strategies was quite different each other. The first was *representing sounds in memory* (Mem.2.D). Sound, according to Hilmi, was easier to be memorized than writing. Next, imagery and keywords could give him inducement to remember the vocabulary he forgot.

On the other side, the weakness of *representing sounds in memory* (Mem.2.D) was when Hilmi found homonym or inaccurate pronunciation. Then the weakness of *using imagery* (Mem.2.A) was when he never saw the object. So did *using keywords* (Mem.2.C). It would be hard if the clue that Hilmi got was incorrect.

The third were *compensation strategies*. *Switching to the mother tongue* (Com.2.A) was very effective because he felt that, usually, most of the words that he meant were found in his mother tongue. *Using mime or gesture* (Com.2.B) made him easy to communicate and drove him get the illustration by gesture. Furthermore, circumlocution or synonym (Com.2.G) made him know directly the word intended.

Meanwhile, Hilmi could not switch a word to his mother tongue if his mother tongue did not have the vocabulary intended. On the other hand, gesture sometimes made him confused. It was when there was a misunderstanding between the speaker and interlocutor. Not much different, the weakness of *using a circumlocution or synonym* (Com.2.G)

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was when the speaker or writer did not know the circumlocution or synonym.

The fourth was a *metacognitive strategy*, *self-evaluating* (Met.3.B). It made Hilmi's learning or vocabulary acquisition process more effective to be done in the end of his activity. Nevertheless, because he usually conducted his activity without planning, this strategy was hard to be done.

The fifth were *affective strategies.* All strategies in this group affected Hilmi in the same way. Those were *using progressive relaxation, deep breathing, or meditation* (Aff.1.A), *using music* (Aff.1.B), *using laugher* (Aff.1.C), and *discussing feeling with someone else* (Aff.3.D). They had the similar strength, that was increasing motivation and making learning enjoyable.

Although the strength was similar, those strategies were varied in weakness. First, not all places are compatible for *using progressive relaxation, deep breathing, or meditation* (Aff.1.A). So did *using music* (Aff.1.B). He could not play music aloud anywhere, especially in a crowded place. Meanwhile, *using laugher* (Aff.1.C) sometimes made him dissolve in laugher and not focus in learning. The same thing could be happened when he discussed his feeling with someone else.

The last were *social strategies*. The benefit of using *asking for correction* (Soc.1.C) was making him knew error in his work directly. Meanwhile, *developing cultural understanding* (Soc.4.A) makes him

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understand other culture by knowing one another, between him and the interlocutor.

Otherwise, *asking for correction* (Soc.1.C) would not be effective when the people he asked for correction did not understand his question. *Developing cultural understanding* (Soc.4.A) itself could inflict conflict if crash between culture happened.

Generally, although the way each strategy helped the first subject was different, the point was that each strategy supported and eased his vocabulary acquisition. However, some strategies precisely could make negative impact when applied in the wrong way.

4.1.4.2 Anzdi

Strategies that were mostly used by Anzdi were the same as those applied by Hilmi, cognitive strategies. He also considered to use three kinds of cognitive strategies. Hereafter, the observation result showed that *translating* (Cog.3.C), a cognitive strategy, was the most applied strategies during the observation period. Whereas *taking notes* (Cog.4.A) was on the second position of the most applied strategies during the observation. Hence, the strength and weakness of each strategy according to Anzdi were as follow.

The first were *cognitive strategies*. Here, he applied *formally practicing with writing system* (Cog.1.C) and *translating* (Cog.3.C) and *taking notes* (Cog.4.A). Generally, the strength of these strategies were to reinforce his memory in keeping vocabulary.

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Nevertheless, each cognitive strategy had different lack. *Formally practicing with writing system* (Cog.1.C) was not compatible when the text was too long whereas he was not able to write quickly. *Translating* (Cog.3.C) could be not effective because it needed tool to translate such as dictionary or translator. Notes for *taking notes* (Cog.4.A) also had possibility to lost.

The second were *memory strategies*. Simply, Anzdi stated that strategies in this group also made him easier in acquiring vocabulary. On the other hand, *using imagery* (Mem.2.A) could not be applied if he did not find the imagery. *Keywords* (Mem.2.C) itself would not very helpful if he had to look for keywords in huge amount of text.

The third were *cognitive strategies*. *Using linguistic clues* (Com.1.B) gave him many clues that could give him more vocabularies to be acquired. The lack was when he could not imagine the clues. *Getting help* (Com.2.F) made him get understanding easily from those who helped him. Unfortunately, this strategy could not be applied in all condition, especially when there was no one to help.

The fourth were *metacognitive strategies*. The strength of *planning* (Met.2.D) was when it was materialized. Otherwise, the lack was when he did not feel to have any lack. Then, the strength of *self-evaluating* (Met.3.B) was making his learning better. This strategy was considered to not have any significance lack.

The fifth were _affective strategies_. According to Azndi, both _making positive statements_ (Aff.2.A) and _discussing feeling with someone else_ (Aff.3.D) could increase his motivation in learning and acquiring vocabulary. Additionally, he did not feel that these strategies had weakness.

The last were _social strategies_. The strength of _asking for correction_ (Soc.1.C) was when people he asked could give him correction. Meanwhile, the weakness was if the opposite thing occurred.

Not much different from Hilmi, Anzdi also claimed that each strategy has different advantages and eased his vocabulary acquisition in different way; directly and indirectly. Even some strategies were considered to not have any weakness.

4.1.4.3 Muhayat

The strategies liked by Muhayat to apply were different from the two other subjects. He was tended to have general reason about strength and weakness of the strategies he applied. _Taking notes_ (Cog.4.A) was not the most applied strategies by Muhayat but _using music_ (Aff.1.B). _Taking notes_ itself was the most used strategy after _using music_. Therefore, the strength and weakness of each strategy were as follow.

The first were _cognitive strategies_. According to Muhayat, the strength of _formally practicing with sound system_ (Cog.1.B) was making him thinking. Then, _getting the idea quickly_ (Cog.2.A) making him easier to build sentences. _Taking notes_ (Cog.4.A) directly made him remember

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his vocabulary that he noted. *Highlighting* (Cog.4.C) made him able to find a word in paragraphs and also interested him when searching words. He, then, added that *recognizing using formulas and patterns* (Cog.1.D) had many excess.

Meanwhile, the weakness of *formally practicing with sound system* was sometimes made him not focus on the word acquisition but rather to enjoy the music. He also usually felt reluctant to write when *using formulas and patterns*. He sometimes felt uneasy to *get the idea quickly*, especially when he needed to look for vocabularies in the dictionary first. Whereas he would not do anything when the note he used for *taking notes* was lost. In *highlighting*, he said that the only weakness is the need for tools to highlight.

The second were *memory strategies*. Muhayat said that the strength of *semantic mapping* (Mem.2.B) was making him easy to memorize the vocabulary he got. It was because this method was hard to apply. He considered that something hard to memorize must not hard to be forgotten. *Using keywords* (Mem.2.C) made him easy to search for any vocabulary on online search engine.

On the other hand, *semantic mapping* needed many instruments like dictionary or any translator. It was because he could not directly process the words he got from *semantic mapping*. Meanwhile, *using keywords* required him to enrich our vocabulary before using it.

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The third were _compensation strategies_. The strength of _using linguistic clues_ (Com.1.B) was making him knew the meaning of a word without help of any dictionary or translator. Whilst by using _selecting the topic_ (Com.2.D), he could collect any vocabularies related to a topic as much as possible.

Nevertheless, he still had to look the meaning of a word in the dictionary if he could not find the meaning _using linguistic clues_. Otherwise, _selecting the topic_ was considered to have no weakness by Muhayat.

The fourth were _metacognitive strategies_. _Paying attention_ (Met.1.B) made him able to ask directly to the speaker when he found anything confusing. Here, he took case in which he learnt in the class, _paying attention_ to his lecturer. _Setting goals and objectives_ (Met.2.C) would make his learning activity well-organized. Another strategy which could make him read was _seeking practice opportunities_ (Met.2.G). Then, _self-evaluating_ (Met.3.B) made him always improve himself to learn better from time to time.

At the same time, the weakness of both _paying attention_ and _setting goals and objectives_, according to Muhayat, was boring if it done in the long time. Furthermore, he admitted that _seeking practice opportunities_ was not easy. Otherwise, he considered that there was no weakness of _self-evaluating_.

The fifth were *affective strategies*. *Using music* (Aff.1.B), as the mostly used strategy by him, considered to rise her motivation and give him inspiration. Not much different, *using laugher* (Aff.1.C) could refresh his mind. Furthermore, *discussing feeling with someone else* (Aff.3.D) could set him free from the burden of his mind.

Meanwhile, *music* that was played too loud would interfere his learning. On the other hand, he did not think that *using laugher* had weakness in its application. Meanwhile, *discussing feeling with someone else* usually made him worried of his secret would be spread.

The last was *social strategy*. The only social strategy chosen by Muhayat was *asking for clarification* (Soc.1.A) which could make him understand without waiting too long. He could understand the meaning of any vocabulary directly after getting clarification. Unfortunately, not all people were capable to give clarification when he asked.

Unlike other two subjects, Muhayat tended to select or use strategy which gave good effect to his motivation. Even he took positive impact that supported his learning indirectly. For example, generally, the strength of *using music* was to cheer up or make better mood in learning. However, Muhayat used this strategy not only for building his motivation but also for getting new vocabulary from it.

By asking the subjects the strength and weakness of strategies they applied, the researcher deduced that each strategy had different character. Some strategies could inflict negative effect to vocabulary acquisition or learning if the subject

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applied in wrong way or excessively. Others had no significant lack. Even there were some strategies that considered to have no weakness by some subjects.

4.2 Discussion

From the result gained, it could be seen that the reason or factor for choosing strategies were not only their interest but also the circumstances when they apply them. *Taking notes* was the most applied strategy during the observation period. It was related to the fact that all of the subjects are students. Their daily activity was not far from learning activity at university that involved note as one of the tools required.

Furthermore, they were in the age that made them usually feel love. It often made them influenced by love feeling. It made them unconsciously *discuss their feeling* in the middle of learning activity although they did not feel to use it frequently when filling the questionnaire.

Based on those findings, the researcher concluded that the factors they choose strategies were different. This finding was supported by White (1993) who mentioned some factors influencing strategy choice. Those are mode of study, target language, level of study, language use opportunities, age, gender, language learning experience, prior experience in the target language, motivation, and proficiency.

Moreover, the researcher found that the same strategy could be chosen based on different reasons. It could be seen on the intention of each subject to use *taking notes*. Hilmi used it to ease him reviewing what he had learned. Anzdi applied it to help him remembering the material he learned, since he felt that he

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was a forgetful person. Muhayat used it not only to help him memorize the material he learned but also to develop his idea. It means that their strategy choice was affected by some individual and situational factors. This fact was appropriate for the result of the research conducted by Boonkongsaen (2012) which found that the factors affecting learners' variation in the use of vocabulary learning strategy were their individual difference, situational and social factors, and learning outcomes.

It was also found that there were some strategies that were not used only for intended purpose. One of the examples was *using music*. Actually, it was a part of affective strategies which the main significance was to lower anxiety of its user (Kozmová, 2008). Hilmi was the one who used this strategy to find comfortability in learning. However, Muhayat used it not only for making himself comfortable but also for acquiring vocabulary from the lyric of the music played. This case proved that the same strategy could affect differently on different user.

In addition, the factors influencing strategy choice, as had mentioned by White (1993), may affect not only strategy choice but also strength and weakness to each individual's perspective. It could be seen from different opinion given by each subject for *self-evaluating*. Muhayat argued that this strategy had no weakness. Otherwise, Anzdi admitted that this strategy was effective because it could rise his motivation to learn. On the other hand, Hilmi said that this strategy was somewhat effective. It was because he used this strategy to remember what he had done. However, his activities were tended to have never scheduled. On the other word, he did his activity spontaneously.