CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher would like to analyze the data that had been collected during the research. This chapter focused on the result of the study based on the problems statement in Chapter I.

A. Research finding

Research finding was analyzed based on the problem statement. It included strategies of learning vocabulary used for students with different learning styles, teacher's reason in using certain strategies, and students' response when their teacher uses those strategies.

1. Strategies of learning vocabulary used for students with different learning styles

The researcher had observed in the SMP Bina Bangsa Surabaya. It was done in three meetings, on July 24th, 25th, 2012 and 26th July 2012, it was exactly on Monday, Tuesday, and Wednesday. During teaching-learning process, the researcher did not take part in teaching-learning process. The researcher just observed teacher's strategies when he was teaching English. Then the researcher described all the teacher's strategies from the first meeting until last meeting.

To get the data about strategies used by teacher, the writer used study document checklist and observation checklist. It was done in three different classes: visual class, auditory class, and kinesthetic class.

a. Visual class

The first meeting conducted on 24th July, 2012 at 07.00-08.10 am in visual class. There were some strategies of learning vocabulary used for visual learner stated in teaching preparation and done in teaching practice.

Based on teaching preparation; firstly, the teacher gave warming up activities, he asked his students to find five friends who were born in five different months. After giving warming up activities, the teacher gave motivation to the students about the important of lesson that would be studied.

For main activities, the teacher asked to the students to looking for information about the theme. Then, the teacher explained the material to the students using media, source book, etc. After that, the teacher gave some assignments to the students to do individually or discuss their group. The last, the teacher asked the students to show their assignment in front of the class to correct together.

And for closed activities, the teacher made conclusion and gave reflection about the material to the students and little explained planning for next meeting.

For activities done by teacher in teaching practice are; firstly, teacher greeted students, asked students to pray, and checked students' attendant list. Before continue to the main activities, teacher gave warming up activities and motivation to the students.

In main activities, teacher explained the material to the students using picture and the topic was about "home life". Firstly, teacher shown the picture to the students and asked them to mention some vocabulary that was in the picture. Then, the teacher wrote down the students' answer in the board while teacher corrected it. After list all the vocabulary, the teacher drilled vocabulary to the students until they can pronounce it fluently.

For the next activities, the teacher divided students into five groups, and asked them to make circle. The teacher, contributed picture to each group, and asked them to make dialog based on the pictures. Then, the teacher pointed two students from each group to practice in front of the class.

For closing activities, teacher made conclusion and gave advice to the student. Before closing the class, the teacher asked students to study at home for the next meeting.

Second observation was conducted on Tuesday, 25th July, 2012. The material/topic in the second meeting was same with first meeting, it was about "home life". So, activities stated in teaching

preparation (lesson plan) was used by teacher also same. Firstly, the teacher gave warming up activities. After giving warming up activities, the teacher also gave motivation to make students interested in learning.

For main activities, the teacher asked to the students to looking for information about the theme/topic that would be studied. Then, the teacher explained the material to the students using media, source book, etc. After that, the teacher gave some assignments to the students to do individually or discuss their group. The last, the teacher asked the students to show their assignment in front of the class to correct together.

And for closed activities, the teacher made conclusion and gave reflection about the material to the students and little explained planning for next meeting.

For pre activities done by teacher in teaching practice are mostly same with the first meeting. Firstly, teacher greeted students, asked students to pray, and checked students' attendant list. Before continue to the main activities, teacher gave warming up activities, gave feedback about the last material and motivation the students.

In main activities, firstly teacher asked students to open the book and read a text that was about "home life". After that, teacher showed a picture related with the text and asked students to imagine.

Then, he pointed some students to tell what they were going to imagine.

Next, teacher asked students to make a pair. Teacher contributed some random picture to each pair and asked them to arrange the picture. After that, he asked students to make a story related with the random picture. Teacher asked each pair to stand up in front of the class to show their random picture and told their story. Then, teacher asked other pair to correct random picture that the arrangement had been right or false.

For the last activities, teacher point some students to make conclusion the material. After that, teacher gave feedback and advice to the students. Then, teacher asked captain of the class to lead praying and he closed the class.

The last observation conducted on Wednesday, 26th June, 2012. The theme for this meeting was actually same with the first and second meeting but the material/topic was different, it was about 'time". Like some observation before, the writer focus on strategies used by teacher that stated in lesson plan and teaching practice.

Based on lesson plan, pre activities done by teacher are; firstly teacher asked students about time and gave motivation to the students. For the main material, it was same with last meeting, he asked students to looking for information about material. Then, the teacher explained

the material using media, source book, etc.   After that, the teacher gave some assignments to the students to do individually or discuss their group. The last, the teacher asked the students to show their assignment in front of the class to correct together.

For closing activities, teacher make conclusion, gave score and reflection. He also gave feedback and planning what they are going to do in the next meeting.

Pre activities done by teacher based on the teaching practice are; firstly he greeted student, checked students' attendant list, and asked students to pray. And before going to continue the lesson, teacher gave feedback about last material, and also gave warming up.

Like the last meeting, in main activities teacher also used media, but it was little different with last meeting. In this meeting, the teacher used realia media. He brought clock and calendar because they will study about grammar. Before showing the media, for the first time teacher asked students to open and read the book. After that, teacher and students read a dialog related with time together. Then teacher asked some question using media (clock and calendar), for example; what time is it? What day is it? What date is it? Etc.

In the next activities, teacher contributed two different papers to the students. Paper 1 was about schedule of RCTI program and other schedule was SCTV program. Then teacher asked students to

make dialog with their partner. Each partner got different schedule. Teacher asked students 1 to ask students 2 about schedule of RCTI and opposite. And the last activities, teacher asked 3 partner to practice their dialogue in front of the class.

And before closing the class, teacher gave correction to the students about their mistakes. Then teacher asked captain of the class to lead praying and he closed the class.

From the data above, the writer concluded that strategy used by teacher in teaching vocabulary for visual class are **memory strategies**, **cognitive strategies, and social strategies**. But the more dominant strategies used by teacher is **memory strategies**, because mostly activities done by teacher since first meeting until the last meeting was applying images. The teacher used pictures to teach vocabulary for visual learner to make them easy in to memorize. According to lord, memory strategies help learners to cope their difficulties in remembering the large amount of vocabulary.

b. Auditory class

First meeting, in auditory class conducted on Monday, 24th July 2012, at 08.10-09.20 am. Like in visual class, the writer analyzed strategies used for various strategies in learning vocabulary from two instruments; stated in teaching preparation and done in teaching

practice. Teaching preparation or lesson plan for auditory class was same with visual class.

Based on teaching preparation, pre activities were: firstly, teacher gave warming up the students, he asked students to find five friends were born in five different months, the fastest is the winner. After that, teacher asked students about sport, food, and drinking what they like and asked them to mention some tools that available in the class. Before continue to the lesson, the teacher gave motivation to the students.

In main activities, teacher introduced and explained material to the students, it was about "home life". He used some approaches, media, and source books in teaching. Teacher gave assignment and asked students to discuss with their friends. Teacher asked students to submit the assignment and explained it in front of the class.

The last, before teacher closed the class, he concluded the lesson and gave reflection to the students. He also little explained what they are going do to in the next meeting.

Activities done by teacher based on teaching practice were: firstly, teacher opened the class, checked students' attendant list, and asked students to pray. Before going to main activities, teacher gave warming up activities to make students encourage to the lesson. Then he introduced the material.

For main activities, teacher wrote some vocabulary related with the topic "home life", and asked students to note it in their book. Next, teacher drilled vocabulary many times until students can pronounce it fluently. After that, teacher divided students into five groups, it is mean each group contains seven students. Teacher told story and asked students to listen the story carefully, because he just repeated it twice. Teacher asked students to discuss and asked one student from each group to retell the story in front of the class. And the last activities, teacher gave some question related with the story and asked each group to answer.

For closing activities, it was same with teaching preparation. Teacher concluded lesson, gave some correction and reflection to the students. Then he closed the class.

Second observation in auditory class conducted on Tuesday, 25th July 2012. Material in this meeting was same with the previous meeting, it was about "home life", so strategies used by teacher stated in teaching preparation was same. In pre activities, teacher giving warming up, asked students some questions, and also gave motivation.

For main activities, teacher introduced and explained material, it was about transactional and interpersonal text. Teacher used some media, books, etc, as the source of teaching. Teacher asked students to move in language laboratory. The next activities, teacher gave

assignment and asked students to discuss with their friends. Before closing the class, teacher concluded material, gave reflection to the students.

Activities done by teacher in teaching practice was different with the previous meeting. In this meeting, teaching-learning process was done in language laboratory not in the class. Before beginning the class, teacher greeted students, checked student' attendant list, and asked students to praying together.

For main activities, teacher used two media; picture and tape recorder. Firstly, teacher explained material. After that, teacher asked students to make groups, which were each groups contain five students, it is mean there were seven groups. Teacher contributed jumble pictures and statement to the students. He asked them to arrange the pictures and matched them with the statement. So, between pictures and statement will be comprehend. Teacher asked each group to show their result, and he corrected it together with other groups.

Another activity was, teacher played tape recorder. He replied it just twice, so he asked them to listen it carefully. After that, he asked student to retell what happened in the dialog. In this activity, students will do assignment individually. Because time was up, so teacher closed the class. Before he left the class, he concluded the lesson and gave advice to the students.

The last meeting in auditory class conducted at 26th July 2012, exactly on Wednesday. Material in this meeting was about "time". Activities stated in teaching preparation were mostly same with the first and second meeting. Teacher asked question to the students about time. It was done as pre activities. After that, he gave motivation to the students.

In main activities, teacher introduced and explained the material. Teacher used some media and book as the sources. Teacher asked students to move in language laboratory to do activities there. Teacher gave assignment and also asked students to discuss with their friends. Besides that, teacher gave confirmation to the students about lesson that they had not understood yet. For closing activities, teacher concluded the material, gave reflection and home work, and little explained the next lesson.

For activities done in teaching practice, it was same with the previous meeting, the teaching-learning activities did in language laboratory. Firstly, teacher greeted students, checked students' attendant list, then he asked students to pray together.

In main activities, teacher asked students to make group but in pair. Firstly, teacher played the tape recorder. He asked students to listen carefully because he just replied it twice. He asked students to write down and list the expression about time based on the dialog in

their book. After that, teacher asked each pair to write down the expression in the white board. Teacher corrected it together while played the tape recorder to ensure the answer was right.

For the next activities, teacher gave students incomplete dialog. Teacher asked students to complete the dialog based on tape recorder. This assignment was done individually. Then, teacher pointed some students to come in front of class and write down the answer in white board. The last, teacher corrected students' answer while was playing tape recorder. Furthermore, for closing activities teacher concluded the lesson, gave feedback, and closed the class.

From the data above, strategies used by teacher for auditory learners was same with visual learners, they are **memory strategies, cognitive strategies, and social strategies**. But the most dominant strategies used by teacher is **cognitive strategies**, because mostly activities were done by   teacher are combined between listening and writing.

c. **Kinesthetic class**

First observation in kinesthetic class conducted on Monday, 26th July 2012, at 10.00-11.10 am. In kinesthetic class, the writer analyzed data that she got from observation checklist and study document checklist that was kind of strategies used by teacher stated in teaching preparation and done in teaching practice. Like in visual and

auditory class, observation in kinesthetic class also was done in three times.

Activities done by teacher stated in teaching practice were; firstly, teacher gave warming up activities to the students. Teacher asked students to find five friends who were born in five different months. Then, he asked students about tool that available in the class. And before continue to the next activities, teacher gave motivation to the students.

In main activities, teacher introduced and explained the lesson to the students, while he was asking them to look for information about "home life". Teacher used some books and media as the source in teaching-learning process. He gave students assignment and asked them to discuss with their friends. For the closing activities, teacher concluded the lesson, gave feedback, home work, and reflection.

Activities done by teacher in teaching practice were; firstly, teacher greeted students, checked students' attendant list, and asked to pray. In main activities, teacher asked students to pay attention to him. Then, teacher introduced the lesson using physical response. After that, teacher invited students to follow his activities while asking to the students to guess, what actually they are going to do. Then, teacher explained that they studied abot "home life".

Next, teacher asked students to make group in pair. Teacher contributed pictures to each group. Teacher gave different picture between student 1 and student 2. Then teacher asked students 1 to practice activities based on the picture using physical response to students 2, and opposite. And the last, teacher point three pair to practice in front of the class. Finally, for closing activities, teacher concluded the lesson, gave advice, homework, and closing the lesson.

Second observation conducted on Tuesday, 25th July 2012. Like previous meeting, the writer observed strategies used by teacher. Activities stated in teaching practice were; firstly, teacher asked about food, drinking, and sport to the students. Then, teacher gave motivation the students to make them feel spirit.

For main activities, teacher introduced and explained the lesson. Teacher used source book, media, and some approaches to teach students. He asked students to open the book and wrote teacher's explanation. Then, he gave assignment to the students, asked them to make group and discussed with their friends. For closing activities, teacher together with students concluded the lesson. Then, he gave reflection to the students.

Activities done by teacher in teaching practice were; firstly teacher greeted students, and checked students' attendant list. Then,

teacher pointed chief of class to stand up and asked him to lead praying.

In main activities, teacher explained material "job profession" using gesture/mime. Teacher gave instruction to the students and asked them to guess what job profession that he practiced. If the students' answer was right, teacher wrote the answer in the white board and if it was wrong, teacher repeated his action until the answer was right. After that, teacher drilled kind of job profession based on the white board until students can pronounce it fluently.

Next, teacher asked students to make group in pairs, and made dialog related with the job profession. Then, teacher asked them to practice the dialog in front of the class. And for closing activities, it was like previous meeting. Teacher concluded the lesson, gave advice, and closing the class.

The last observation was conducted on Wednesday, 26th July 2012. It was the last observation done by the writer. In this meeting the teacher explained about "time". Data that was gotten by writer based teaching practice were; firstly, teacher gave warming up, and asked the students what they knew about time. Then, he asked them to discuss for moment.

In main activities, teacher introduced and explained lesson. He used book and media as the sources in teaching. He asked students to

open and read the book. Then he gave assignment and asked them to discuss together. In closing activities, he concluded the lesson, gave reflection and result. Then he closed the class.

Activities was done by teacher in teaching practice were; firstly, teacher enter the class, greeted the students, checked students' attendant list, and asked students to pray together. Before continue to the main activities, teacher gave games to the students to make them interested in joining teaching-learning process. Then he brushed up the previous meeting to remind the students.

In main activities, teacher asked students to open and read the book and he explained the lesson. He divided students into three groups, so each group contains 12 students. After that, he asked students to stand up and make circle like clock and one student stand up in the center of circle. Before game was begun, teacher gave instruction to the students how to play the games.

After that, teacher gave statement, for example: time is 08.00 am, so students in the center should use his/her hand to show 08.00 am. Teacher repeated the games until students understand about time. Before closing the class, teacher concluded the lesson, gave suggestion, then he closed the class.

Based on the data above, the writer concluded that there some strategies used by teacher; **memory strategies, cognitive strategies,**

compensation, and **social strategies.** Strategies used by teacher for kinesthetic learners were mostly same with strategies for visual and auditory learners. But the most dominant strategies used by teacher were **memory strategies,** because he often employed action to teach the students, like physical response and games. Kinesthetic learners prefer to learn by doing. They are good at recalling event and associate feeling or physical experiences with the memory.

2. **Reason of the teacher in using certain strategies**

To know the reason of the teacher in using certain strategies of learning vocabulary for different learning styles, the writer used interview to get the data. It was conducted in the last meeting after teaching-learning process finished. It was exactly on 26th July, 2012. Besides that, interview also was done to know the problems that were faced by teacher during teaching-learning process. There are ten questions that were asked by write to the teacher (see appendix 3).

The result of the interview about problem that faced by teacher in teaching English are: firstly, not all students like English lesson because English is difficult to learn and understand. Besides that, when students learn about vocabulary they did not want to open dictionary, take much time to memorize and also often forget what they had learn.

Another problem is when the teacher explains the material, sometime students not pay attention, and they just play by their selves. The teacher feel confused because he teach three different classes with different learning styles, so he should prepare special strategies appropriate with students' learning styles.

The next is the reason of the teacher in using certain strategies of learning vocabulary for different learning styles. Based on the interview, why the teacher use certain strategies is, because the teacher adjust based on the students background, those are visual learners, auditory learners, and kinesthetic learners.

For the visual learners, teacher use picture, movie, power point, etc. The teacher uses those media because it is suitable with students' condition. Visual learner is best learned by seeing.

Auditory learners prefer to learn by listening. Therefore, the teacher used type for teaching-learning activities, like music or dialog. Then, sometimes teacher asks students to make discussion with their friend.

And the last is kinesthetic learners. Strategies used by teacher for kinesthetic learners are using physical, gesture/mime, games, etc. The teacher uses those strategies because kinesthetic learners are active students. They are best learned by doing, so they need regular breaks in classroom activities.

3. Response of the students when their teacher uses some strategies

Questioner is an instrument used by writer to get the data about students' response when their teacher used some strategies in teaching vocabulary. In this study, the questioner consists of 20 questions (see appendix 4). The question number 1 up to number 4 concerns about students' response of English lesson. And question number 5 concerns Students' responds about difficulties of English. Number 6 up to number 10 is about students' response of teacher performs. And number 11 up to number 20 is students' response about strategies used by teacher when their teacher thought English lesson especially vocabulary.

The following is the result of the questioner in the form of percentage. It was get from visual class, auditory class, and kinesthetic class.

a. Visual class

Table 1.1
The students' response of English lesson

Indicator	Very like	Like	Rather like	Dislike
English lesson	14,3 %	42,9 %	20 %	22,8 %
Vocabulary	20 %	34,3 %	25,7 %	20 %
Topic	20 %	51,4 %	25,7 %	2,9%

From the table above, there are 42,9% students like English lesson and 22,8% students are dislike English lesson. For response of vocabulary, 34,3% students answered that they like vocabulary and

20%   students are dislike vocabulary. Moreover, there are 51,4% students like topic that was though by teacher, and only 2,9% students are dislike the topic.

Table 1.2

Students' responds about difficulties of English

Indicator	Very difficult	Difficult	Rather difficult	Easy
Difficulties of English lesson	31,4 %	34,3 %	11,4 %	22,9 %

From the table above, there are 34,3%   visual learners got difficulty in learning vocabulary, and only 22,9% answered that English is easy lesson.

Table 1.3

The students' response of teacher perform

Indicator	Very clear	Clear	Rather clear	Unclear
Clear explanation	14,3 %	62,9 %	17,1 %	5,7 %

Table above shown that there are 62,9% students answered that teacher explained material clearly, and only 5,7%   students answered that teacher explained material unclear.

Indicator	Very competent	competent	Rather competent	Incompetent
Mastering in topic	8,6 %	77,1 %	14,3 %	-

There are 77,1% students answered that teacher has competent in mastering topic and most students answered that teacher is incompetent.

Indicator	Very interested	Interested	Rather interested	Uninterested
Strategies' interest	25,7 %	60 %	14,3 %	-

From the table above, there are 60% students answered that strategies used by teacher is interested, and most students answered that strategies used by teacher is uninterested.

Indicator	Very appropriate	Appropriate	Rather appropriate	Inappropriate
Strategies' appropriate	14,3 %	60 %	17,1 %	8,6 %

There are 60% students also answered that strategies used by teacher are appropriate for them to study English vocabulary as they need. And just 8,6% students answered that strategies used by teacher is an inappropriate.

Indicator	Very like	Like	Rather like	Dislike
strategies used by teacher	28,6 %	60 %	11,4 %	-

There are 60% students answered that they like strategies used by teacher in teaching English vocabulary and most students is dislike.

Indicator	Very help	Help	Rather help	Not help
Strategies help students	42,9 %	37, 1 %	14,3 %	5,7 %

And from the table, we know that there are 37,1 % students answered that strategies used by teacher can help them in learning vocabulary. And there are 5,7% answered that it is not help.

Table 1.4

Students' response about strategies used by teacher

Indicator	Oftentimes	Often	Seldom	Never
Using pictures	62,8 %	28,6 %	8,6 %	-
Using physical response	2,9 %	11,4 %	65,7 %	20 %
Using repetition word	37,1 %	42,9 %	17,1 %	2,9 %
Making note	14,3 %	42,9 %	37,1 %	5,7 %
Using guessing words	2,9 %	14,3 %	60 %	22,8 %
Using mime/gestures	-	5,7 %	51,4 %	42,9 %
Pay attention	57,1 %	34,3 %	8,6 %	-
Using music/type	-	17,1 %	57,1 %	25,8 %
Giving correction	71,4 %	14,3 %	14,3 %	-
Discussion	8,6 %	20 %	71,4 %	-

From the table above, the writer concluded that strategies used by teacher in teaching English vocabulary is using picture. It was

shown that there are 62,8% students answered that their teacher
oftentimes using picture in teaching vocabulary.

b. **Auditory class**

Table 2.1

The students' response of English lesson

Indicator	Very like	Like	Rather like	Dislike
English lesson	17,1 %	71,4 %	11,4 %	-
Vocabulary	25,7 %	51,4 %	17,1 %	5,7 %
Topic's interest	40 %	51,4 %	8,6 %	-

From the table, there are 71,4% students like English lesson,
and 51,4% like vocabulary and topic used by teacher. And most
student answered that they dislike English lesson and topic, and 5,7 %
students are dislike vocabulary.

Table 2.2

Students' responds about difficulties of English

Indicator	Very difficult	Difficult	Rather difficult	Easy
Difficulties of English lesson	25,7 %	28,6 %	31,4 %	14,3 %

In Auditory class, there are 31,4% students answered that
English lesson is rather difficult and 14.3% students answered that
English is easy lesson.

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Table 2.3

The students' response of teacher perform

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Indicator	Very clear	Clear	Rather clear	Unclear
Clear explanation	22,9 %	65,7 %	11,4 %	-

Data in the table show that 65,7% students answered that teacher explained material clearly, and all students answered that teacher's explanation is unclear.

Indicator	Very competent	Competent	Rather competent	Incompetent
Mastering in topic	25,7 %	60 %	14,3 %	-

There are 60% students answered that teacher has competent in mastering topic and all answered that teacher is incompetent.

Indicator	Very interested	Interested	Rather interested	Uninterested
Strategies' interest	20 %	68,6 %	8,6 %	2,8 %

From the table above, there are 68,6% students answered that strategies used by teacher is interested, and 2,8% students answered that strategies used by teacher is uninterested.

Indicator	Very appropriate	Appropriate	Rather appropriate	Inappr opriate
Strategies' appropriate	14,3 %	57,1 %	20 %	8,6 %

There are 57,1% students also answered that strategies used by teacher are appropriate for them to study English vocabulary. And just 8,6% students answered that is an inappropriate strategies.

Indicator	Very like	Like	Rather like	Dislike
Strategies used by teacher	28,6 %	57,1 %	11,4 %	2,9 %

There are 57,1% students answered that they like strategies used by teacher in teaching English vocabulary and 2,9% students are dislike.

Indicator	Very help	Help	Rather help	Not help
Strategies help students	14,3 %	74,3 %	11,4 %	-

And from the table, we know that there are 74,3 % students answered that strategies used by teacher are can help them in learning vocabulary. And all students answered that it is not help them.

Table 2.4

Students' response about strategies used by teacher

Indicator	Oftentimes	Often	Seldom	Never
Using pictures	-	8,6 %	51,4 %	40 %
Using physical response	-	14,3 %	60 %	25,7 %
Using repetition word	31,4 %	54,3 %	14,3 %	-
Making note	37,1 %	48,6 %	11,4 %	2,9 %
Using guessing words	25,7 %	51,4 %	20 %	2,9 %
Using mime/gestures	-	20 %	71,4 %	8,6 %
Pay attention	31,4 %	51,4 %	11,4 %	5,7 %
Using music/type	51,4 %	37,1 %	11,4 %	-
Giving correction	22,8 %	62,9 %	14,3 %	-
Discussion	28,6 %	62,9 %	8,5 %	-

From the table above, the writer concluded that strategies used by teacher in teaching English vocabulary are using music/tape. It was shown that there are 51,4% students answered that their teacher oftentimes using music/tape in teaching vocabulary.

c. Kinesthetic class

Table 3.1
The students' response of English lesson

Indicator	Very like	Like	Rather like	Dislike
English lesson	17,1 %	60 %	20 %	2,9 %
Vocabulary	8,6 %	71,4 %	20 %	-
Topic's interest	5,7 %	65,7 %	28,6 5	-

From the table, there are 60% students like English lesson, and 71,4% like vocabulary and 65,7% like topic. And all student answered that they dislike English vocabulary and topic, and 2,9 % students are dislike English lesson.

Table 3.2

Students' responds about difficulties of English

Indicator	Very difficult	Difficult	Rather difficult	Easy
Difficulties of English lesson	14,3 %	45,7 %	28,6 %	11,4 %

There are 45,7% students answered that English lesson is difficult and 11,4 students answered that English is easy lesson.

Table 3.3

The students' response of teacher perform

Indicator	Very clear	Clear	Rather clear	Unclear
Clear explanation	14,3 %	68,6 %	11,4 %	5,7 %

From the table above, it shown that 68,6% students answered that teacher explained material clearly, and 5,7% answered unclear.

Indicator	Very competent	Competent	Rather competent	Incompetent
Mastering in topic	17,1 %	74,3 %	8,6 %	-

There are 74,3% students answered that teacher has competent in mastering topic and all students answered that teacher is incompetent.

Indicator	Very interested	Interested	Rather interested	Uninterested
Strategies' interest	34,3 %	57,1 %	8,6 %	-

From the table above, there are 57,1% students answered that strategies used by teacher is interested, and all students answered that strategies used by teacher is uninterested.

Indicator	Very appropriate	Appropriate	Rather appropriate	Inappropriate
Strategies' appropriate	8,6 %	80 %	8,6 %	2,8 %

There are 80% students also answered that strategies used by teacher are appropriate for them to study English vocabulary as they need. And just 2,8% students answered that it is an inappropriate strategies.

Matters	Very like	Like	rather like	Dislike
Strategies used by teacher	17,1 %	71,4 %	11,4 %	-

There are 71,4% students answered that they like strategies used by teacher in teaching English vocabulary and all students are dislike.

Indicator	Very help	Help	Rather help	Not help
Strategies help students	8,6 %	74,3 %	17,1 %	-

And from the table, we know that there are 74,3 % students answered that strategies used by teacher are can help them. And all students answered that it is not to help them.

Table 3.4

Students' response about strategies used by teacher

Indicator	Oftentimes	Often	Seldom	Never
Using pictures	-	14,3 %	80 %	5,7 %
Using physical response	34,3 %	65,7 %	-	-
Using repetition word	-	34,3 %	62,8 %	2,9 %
Making note	14,3 %	71,4 %	14,3 %	-
Using guessing words	-	34,3 %	45,7 %	20 %
Using mime/gestures	37,1 %	62,9 %	-	-
Pay attention	5,7 %	34,3 %	51,4 %	8,6 %
Using music/type	-	17,1 %	71,4 %	11,4 %
Giving correction	28,6 %	62,8 %	8,6 %	-
Discussion	8,6 %	37,1 %	45.7 %	8,6 %

From the table above, the writer concluded that strategies used by teacher in teaching English vocabulary are using physical response and

mime/gesture. It was shown that there are 65,7% and 62,9% students answered that their teacher oftentimes used those media in teaching vocabulary

B. Discussion

To know teaching English vocabulary at the eight grade of SMP Bina Bangsa Surabaya, the writer took three elements; they are strategies of learning vocabulary used for students with different learning styles, teacher's reason in using certain strategies, and students' response when their teacher used those strategies.

In teaching students with different learning styles, teacher should have a good quality. The quality of the teacher can be indicated by mastery material, mastery strategies, and has high responsibility. These qualifications can determine the effectiveness of teaching learning process. The appropriate strategies also can make students feel enjoy during teaching-learning process.

In teaching vocabulary, teacher used some strategies to make students easy to memorize. In visual class, teacher used memory strategies, cognitive strategies, and social strategies. In memory strategies teacher used picture as a media, cognitive strategies teacher used repetition word/drilling vocabulary, and in social strategies he asked students to make group, then discuss it together with their fiend. But the most dominant used by teacher is memory strategies. In this strategies teacher applied image that is picture as a media.

From explanation above, we can see from first meeting until the last meeting, teacher used picture to explained material to the students. Teacher used picture as the media because he adjusted students' condition. Visual learners prefer to learn by doing. They have good in learning by using visual tools, like picture, map, diagram, etc.

In auditory class, we can see the data above, strategies used by teacher is mostly same with visual learners, they are; memory strategies, cognitive strategies, and social strategies. In memory strategies teacher used picture, cognitive strategies used repetition, it was teacher combined between sound and writing, and social strategies teacher make grouping and discussion. The most dominant strategies used by teacher for auditory learner is cognitive strategies. Since the first meeting until the last meeting, teacher used sound to teach student, like listening dialog in tape recorder and listen story telling. So, strategies used by teacher are suitable with students' condition. Auditory learners prefer learning by listening. They are good in hearing stories, lectures, audio tapes, etc.

And for kinesthetic class, strategies used by teacher are memory strategies, cognitive strategies, compensation strategies, and social strategies. Cognitive strategies teacher used taking note and repetition. Memory strategies, teacher employed action, it was like using physical response and game. Cognitive strategies teacher used drilling, taking note. Compensation strategies teacher used gesture. And social strategies teacher asked students to

discussion. So, from the data research finding above, we knew the most dominant strategies used by teacher is memory strategies, because since first meeting until the last meeting he employed action, they are physical response and game. And it is suitable with students' condition, kinesthetic learners are prefer learning by doing/action.

Teaching students with different learning styles is not easy for the teacher. In teaching learning process, he found some problems that he faced in teaching English vocabulary. For example, when he explained material some students make noisy, and some students also less interested in learning English vocabulary. In addition, students did not want to bring and open the dictionary, moreover boy students.

Because teacher teaching students with different learning styles, he should prepare some different strategies based on students' condition. According to the teacher since the class divided based learning styles, it made him to easier to use appropriate strategies. For kinesthetic learners he often used games and physical response. For visual learners that prefer seeing, he use picture as the media. And for auditory learners he use tape recorder.

In the description of research findings, the result of questionnaire has been briefly explained. The result of questionnaire will be analyzed based on the research problem that is going to be revealed. In this part, the discussion will be divided into two matters. The first is about students' response of English vocabulary. And the second is about students' response of teacher

performs that is strategies used by teacher when he teaches English lesson especially vocabulary.

The first is about the student's opinion about English vocabulary. Based on the result of questionnaire, it can be concluded that most visual learners, auditory learners, and kinesthetic learner liked English grammar. The second is about students' response of teacher performs. Based on the questioner above, visual learners, auditory learners, and kinesthetic learners like strategies used by teacher in teaching vocabulary. Besides that, strategies used by teacher also can help visual learners, auditory learners, and kinesthetic learners in learning vocabulary.