



















































7	Me07	To use 'scales' for gradable adjectives to remember them.	84,13%	2,35	R
8	Me06	To create semantic networks of a word to remember it.	79,37%	2,32	R
9	D22	To look at the clause or sentence containing the unknown word to find clues when guessing the meaning.	77,78%	2,27	R
10	D30	To intentionally learn the meanings of the most common affixes.	77,78%	2,25	R
11	Met20	To skip or pass an unknown word which seems inessential	87,30%	2,24	R
12	D23	To examine how the clause containing the unknown word relates to other clauses, sentences, or paragraphs when guessing the meaning.	76,19%	2,21	R
13	D28	To analyze affixes (e.g. <i>pre-</i> , <i>in-</i> , <i>ex-</i> ) and roots of an unknown word in an <b>early stage</b> when guessing.	69,84%	2,06	R









teachers that used those strategies. The percentage of D26 is 82,54% and D21 is 84,13%. The percentage of D21 is higher than D29. It means that D21 has more student teachers who ever used it rather than D26.

The other determination strategies are D22, D23, and D30. Those three strategies have *mean* around 2,2. The percentage of student teachers who used D22 and D30 is 77,78% whereas D23 is 76,19%. These strategies were used by student teachers 1-3 times in classroom. In addition to those three strategies, there is also D28. This strategy has *mean* 2,06. 69,84% student teachers ever used the strategy of *analyzing affixes and roots of an unknown word in a early stage* or D28. Lastly, the strategy of *analyzing affixes and roots of an unknown word in a later stage* or D92 is the lowest *mean* of determination strategies. The *mean* is under 2, that is 1,97. There are 69,84% student teachers who used D29 to their students in internship program.

From the research findings above, researcher found that there are 14 kinds of vocabulary learning strategies which were frequently used by student teachers. Moreover, there are also 16 kinds of strategies which were rarely used by most of student teachers. From 30 presented vocabulary learning strategies, there are no strategies which were very frequently used or never used by student teachers.













































