CHAPTER IV

FINDINGS AND DISCUSSION

This chapter is divided into two parts: research findings and discussion. In research findings, the researcher reports the result of the data gathered. Then, the discussion part describes the data analysis of this study. The discussion of the analysis includes the explanation about kinds of vocabulary learning strategies that student teachers consider to their learner and what vocabulary learning strategies that student teachers frequently used in classroom.

A. Research Findings

This study had been conducted on 23th February – 5th April 2016. This study was conducted to answer research problems of this study. There were 63 student teachers of English Teacher Education Department students that became participants of this study. They have taken internship program academy years 2015-2016. The participants of this study were chosen randomly based on their availability. The result of the findings are categorized based on research questions of this study. The findings of this study are presented below:

1. Vocabulary Learning Strategies that Student Teachers Consider to Their **Students**

The first research question of this study is to know vocabulary learning strategies that student teachers consider to their students in internship program. In order to know kind of vocabulary learning strategies, this study used questionnaire (see app. 1) as the instrument to gain the data. The questionnaire consists of 30 strategies that is classified based on Schmitt's taxonomy. There are four categories of vocabulary learning strategies on Schmitt's taxonomy, which are: determination strategies, memory strategies, cognitive strategies, and metacognitive strategies. Social strategies are omitted because this study focuses on strategies that have more teacher inference whereas social strategies are less instructor inference. Further explanation about categorizing 30 strategies into Schmitt's taxonomy is presented on the table below:

Strategy	Number of Questionnaire Items	Percentage
[D] Determination Strategies	21, 22, 23, 24, 25, 26, 27, 28, 29, 30	33,3%
[Me] Memory Strategies	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 13, 14, 15, 16	46,7%
[C] Cognitive Strategies	11, 12, 17, 18	13,3%
[Met] Metacognitive Strategies	19, 20	6,7%

Table 4.1

Table 4.1 shows that the questionnaire items consist of 10 determination strategies (33,3%), 14 examples of memory strategies (46,7%), 4 strategies of cognitive strategies (13,3%), and 2 kinds of metacognitive strategies (6,7%). Each kind of strategies on Schmitt's taxonomy will be given a code in order to make the data analysis easier to understand, for instance: strategy number one on questionnaire which is categorized as memory strategies is given code Me01. Therefore, the following explanation on research findings would be used that code to represent each strategies.

The next step after categorizing each items of questionnaire into Schmitt's taxonomy, researcher calculated the data in order to find the percentage of respondents who consider each strategies as useful strategies (*see chapter III for the formula*). In addition, researcher also calculated *mean* of each strategies. The *mean* represents average of total scores from each strategies. The formula of *mean* is below:

$$mean = \frac{\sum score \ each \ items}{number \ of participants}$$

Then, *mean* of each strategies are categorized into four scales, which are: *very good*, *good*, *poor*, and *very poor* (*see app. 1 for specific description of each scales*). In order to categorize the *mean* into those four scale, researcher calculated the interval scores for each scales. The formula to find the interval is:

$$Interval = \frac{range}{number of categories} = \frac{highest point - lowest point}{4}$$
$$= \frac{4-1}{4} = 0.75$$

Therefore, the interval of each scale is 0,75. Specifically, the interval scores for categorizing the *mean* are presented below:

Interval score	Scale			
	Scale	Description		
3,26 - 4	4	Very good (VG)		
2,51 - 3,25	3	Good (G)		
1,76 - 2,50	2	Poor (P)		
1 – 1,75	1	Very Poor (VP)		

 Table 4.2

 The Score Description of Vocabulary Learning Strategies

Table 4.2 shows four scales that reflect classification of vocabulary learning strategies that student teachers consider to their students. The highest score of *mean* is 4 and the lowest *mean* is 1. High score indicates the more agreement towards the usefulness of the strategy for their students and the lowest score indicates disagreement. The explanation of each categories is described below:

a. Very Good Vocabulary Learning Strategies

After calculating *mean* and categorized it into the scales above, researcher tabulated the data. Firstly, vocabulary strategies with the highest *mean* and it is classified as very good strategy. Very good strategy means that that vocabulary learning strategy is very useful and suitable for student teachers' students. Strategy on this category has *mean* between 3,26 - 4. Therefore, vocabulary learning strategies on this category has the highest *mean* among others 30 categories. The following table is data tabulation of very good strategy. VG on the table below means very good.

No	Code of Strategies	Strategy	Percentage of Respondent	Mean	Scale Description
1	Me01	To study a word with a picture of its meaning instead of definition to remember it.	98,41%	3,35	VG

 Table 4.3

 Data Tabulation of Very Good Vocabulary Learning Strategies

Table 4.3 shows that there is only one vocabulary learning strategy which is consider as very good strategy. That strategy is *studying a word with a picture*. This strategy is categorized as memory strategy. 98,41% student teachers agree that using picture to learn word is very useful strategy to be used for their students and they definitely consider that strategy to be used in class. Therefore, almost all respondents agree that this strategy is very useful strategy.

b. Good Vocabulary Learning Strategies

Secondly, vocabulary learning strategies which are consider as good strategies. This kind of strategies has *mean* below 3,26. There are 25 vocabulary learning strategies which are considered as good strategies. In the other words, student teachers agreed that those 25 strategies are useful and suitable for their students hence student teachers consider those strategies to be used in class. Thus, almost all of presented vocabulary learning strategies are good strategies. The following table presents kinds of vocabulary learning strategies that is consider as good strategies. G on the scale description indicates good strategies.

No	Code of Strategies	Strategy	Percentage of Respondent	Mean	Scale Description
1	Me16	To use physical action (like Total Physical Response) when learning a word to enhance memory.	82,54%	3,19	G
2	Me03	To connect a word to a personal experience to remember it.	92,06%	3,16	G
3	C18	To keep a vocabulary notebook to facilitate vocabulary learning.	85,71%	3,16	G
4	Me02	To create oneself's own mental images of a word's meaning to remember it.	84,13%	3,11	G
5	Me04	To place the word in a group with other items based on topic, theme or function	92,06%	3,1	G
6	Me05	To connect a word to its synonyms and antonyms to remember it.	80,95%	2,95	G
7	C12	To write a word repeatedly to remember a word.	77,78%	2,92	G
8	C17	To listen to tapes/CDs of word lists.	69,84%	2,92	G
9	Met19	To test oneself with word tests.	69,84%	2,92	G
10	D25	To make use of knowledge of the topic when guessing the meaning of an unknown word.	68,25%	2,84	G
11	Me09	To group words together within a storyline to remember them.	66,67%	2,83	G
12	C11	To repeat a word aloud to oneself to remember a word.	76,19%	2,81	G

 Table 4.4

 Data Tabulation of Good Vocabulary Learning Strategies

10	DAC				
13	D26	After guessing, check if the part of speech of the guessed meaning is the same as the part of speech of the unknown word.	68,25%	2,81	G
14	D21	To analyze the part of speech (e.g. noun/verb) of an unknown word when guessing the meaning.	74,60%	2,79	G
15	Me08	To use new words in sentences to remember them.	65,08%	2,78	G
16	D27	After guessing, replace the unknown word with guessed meaning to check if the sentence makes sense.	61,90%	2,75	G
17	D22	To look at the clause or sentence containing the unknown word to find clues when guessing the meaning.	<mark>6</mark> 1,90%	2,73	G
18	D24	To make use of common sense and knowledge of the world when guessing the meaning of an unknown word.	65,08%	2,71	G
19	Me06	To create semantic networks of a word to remember it.	55,56%	2,68	G
20	Me07	To use 'scales' for gradable adjectives to remember them.	61,90%	2,68	G
21	D23	To examine how the clause containing the unknown word relates to other clauses, sentences, or paragraphs when guessing the meaning.	58,73%	2,63	G
22	Me14	To paraphrase the word's meaning to remember it.	52,38%	2,62	G

23	D30	To intentionally learn the meanings of the most common affixes.	60,32%	2,62	G
24	Me13	To imagine the written form of a word to remember it.	58,73%	2,6	G
25	Met20	To skip or pass an unknown word which seems inessential for adequate comprehension of a passage.	50,79%	2,54	G

Based on table 4.4, there are 11 memory strategies, 4 cognitive strategies, 8 determination strategies and 2 metacognitive strategies which are consider as good strategies for student teachers' students.

From the table, it could be seen that there are four kinds of memory strategies with *mean* above 3. Firstly, memory strategy has the highest *mean* on this category which is 3,19. There are 82,54% student teachers who agree that *using physical action* is good strategy for their students. It means that student teachers think that that strategy is useful and they consider it to be used by students in class. The second strategy which is classified as a good strategy is *connecting a word to a personal experience*. There are 92,06% student teachers agree that *connecting a word to a personal experience* is good strategy. Moreover, there is another strategy which has same percentage of respondents with *connecting a word to a personal experience*, yet it has different score of *mean*. That strategy is Me04, *placing the word in a group with other items*. This strategy has high frequency of respondents

who consider it to their students (92,06%) but it has *mean* 3,1. Then, the forth strategy is Me02 (*creating oneself's own mental images*) with *mean* 3,11.

Besides those strategies, there are also other kind of memory strategies, they are Me05, Me09, Me08, Me06, Me07, Me14, and Me13. These strategies have *mean* score under 3. The lowest *mean* is Me13, *to imagine the written form of a word*. Me13 has *mean* 2,6 and the percentage of student teachers who thinking that this is good strategy is 58,73%. Therefore, there are only half of student teachers who agree that it is good strategy. Another strategy that has low *mean* is Me14. Strategy of *paraphrasing the word's meaning* has *mean* 2,62. Then, it is followed with Me06 and Me07. Respectively, those two strategies have similar *mean*, that is 2,68. Then, others three strategies are Me08 with *mean* 2,78, Me09 with *mean* 2,83, and Me05 with *mean* 2,95. Me05 (*connect a word to its synonyms and antonyms*) is the fifth memory strategy that has high *mean* after Me02. The summary of memory strategies description is presented on chart below:



Chart 4.1 Memory Strategies which are Considered as Good Strategies

Chart 4.1 shows the *mean* of each memory strategies. The highest *mean* is Me16 with *mean* 3,19. Then, the lowest *mean* is Me13 which has *mean* 2,6.

In addition, there are 4 kinds of cognitive strategies on this category. Those strategies are C17, C18, C12, and C11. The following chart shows the *mean* of each cognitive strategies:



Cognitive Strategies which are Considered as Good Strategies

Based on chart 4.2, it could be seen that the highest *mean* among all cognitive strategies is C18. Strategy of *keeping vocabulary notebook* is the third strategy on this category and it has high *mean*. 85,71% student teachers agree if this strategy is good enough for their students. Then, C17 (*listening to a CD/tape*) and C12 (*writing the word repeatedly*) have the same *mean*, that is 2,92. The last cognitive strategy is C11 (*repeating a word aloud to oneself*) which has *mean* 2,81. This strategy is rank 12th which is classifies as good strategy by 76,19% student teachers.

The third classification of vocabulary learning strategies on this category is determination strategies. Based on chart 4.3 below, the highest *mean* on determination strategy is D25 (*using knowledge of the topic when guessing the meaning*). This strategy is the 10th vocabulary learning strategies which is classified as good strategy. Moreover, there are 68,25% student teachers who agree that this is useful strategy for learner. Then, it is followed by D26 with *mean* 2,81. The others determination strategies are D21, D27, D22, D24, D23, and D30. The lowest determination strategy is D30 with *mean* 2,62. The percentage of student teachers who consider that strategy to their learner is 60,32%. The chart below presents the calculation of *mean* on determination strategies:



Chart 4.3 Determination Strategies which are Clonsidered as Good Strategies

The last kind of vocabulary learning strategies which is classified as good strategies is metacognitive strategies. Two metacognitive strategies which are

presented on the questionnaire are classified as good strategies. Those strategies are Met19 (*to test oneself with word tests*) and Met20 (*to skip or pass an unknown word*). Met19 has higher *mean* than Met20. Met19 has *mean* 2,92 whereas the *mean* of Met20 is 2,54. Therefore Met19 becomes the 9th strategy which is classified as good strategy meanwhile Met20 is the last strategy which is classified as good strategy. 69,84% student teachers agree that Met19 is useful strategy and they consider this strategy to their students. However, 50,79% student teacher agree that Met20 is good strategy for students.

c. Poor Strategies

The last category is vocabulary learning strategies that are considered as poor strategies. Poor strategies indicate that the strategy is not useful for students but student teachers may consider the strategy to be used by their students at some points. There are four strategies that are classified as poor strategies, they are D28, D29, Me10, and Me15. Those four strategies have the percentage of respondent who consider those strategies to students below 50%. The following table is present kind of vocabulary learning strategies that is classified as poor strategies. The percentage on the table specifies the percentage of student teachers who consider the strategy to students the strategy and the rest student teachers think that the strategy is poor. Poor strategy is given code P on the table below. The result of data analysis is presented below:

No	Code of Strategies	Strategy	Percentage of Respondent	Mean	Scale Description
1	D28	To analyze affixes (e.g. <i>pre-, in-, ex-</i>) and roots of an unknown word in an early stage when guessing.	49,21%	2,43	Р
2	D29	To analyze affixes (e.g. <i>pre-, in-, ex-</i>) and roots of an unknown word in a later stage of guessing work.	42,86%	2,41	Р
3	Me10	To use <i>keyword method</i> to remember words.	41,27%	2,32	Р
4	Me15	To learn the individual words of chunks	33,33%	2,3	Р

 Table 4.5

 Data Tabulation of Poor Vocabulary Learning Strategies

Based on table 4.5, it could be seen that the lowest *mean* is memory strategies. There are two kinds of memory strategies with the lowest *mean*, they are Me10 and Me15. From the table, the strategy of *learning the individual words* of chunks is classified as the poorest strategy. There are only 33,33% student teachers who agree that strategy is useful. Therefore, the rest 66,67% student teachers agree that this is poor strategy. Then, the second strategy which has lower *mean* is Me10, *using keyword method*. It has *mean* 2,32. The percentage of student teachers who agree that this is useful strategy for students is 41,27%. Then, the rest 58,73% student teachers think that this is poor strategy or not useful for students.

The second kind of vocabulary learning strategies which is classified as poor strategies is determination strategies. The first strategy is D28, *analyzing affixes* and roots of an unknown word in an early stage when guessing. This strategy has the highest mean on this category. The mean of this category is 2,43. There are 50,79% who agree if this is poor strategy. The second determination strategy is D29, analyzing affixes (e.g. pre-, in-, ex-) and roots of an unknown word in a later stage of guessing work. There are 57,14% student teachers who agree that D92 is poor strategy and it is not very useful to be used by their students.

From the description above it can be concluded that strategy with highest *mean* on this category is determination strategies. That strategy is *analyzing affixes and roots of an unknown word in an early stage when guessing* that has *mean* 2,43. In contrast, the lowest *mean* on this category is *learning the individual words of chunks*. The *mean* of this strategy is 2,3. The following chart is the representation of that description:



Chart 4.4 Vocabulary Learning Strategies which are considered as Poor Strategies

From the description before related to data analysis about vocabulary learning strategies, it can be concluded that student teachers consider most of presented vocabulary learning strategies for their students. This is because the study finds that 25 presented strategies are classified as very good and good strategies. Here the chart that represents the description before:



Percentage of Vocabulary Learning Strategies that Studen Teachers consider to Students

From chart 4.5, it can be seen that 83,33% vocabulary learning strategies are considered as good strategies for students. Then, the percentage of vocabulary learning strategies that are considered as very good strategies is 3,33%. However, there are 13,33% strategies are considered as poor strategies. Moreover, based on the research findings, there are no vocabulary learning strategies that are considered as very good strategies.

2. Vocabulary Learning Strategies that are Student Teachers Frequently Used in Classroom

The second research problem is about vocabulary learning strategies which are frequently used by student teachers in practice teaching. The questionnaire was used in order to answer the research problem (*see app. 2*). The items of the questionnaire are same as the first questionnaire. Therefore, the code of vocabulary learning strategies on this part used same code with the previous research finding (*see table 4.1.*). The code of each strategies are categorized based on Schmitt's taxonomy.

The first step in analyzing the data is calculating the percentage of student teachers who used the strategy to their students in internship program. After calculating the percentage, researcher calculated the *mean* of each strategies. The *mean* is used to know the average score of each strategies. In order to identify student teachers' practices, the *mean* of each strategies are classified into four scales, those scales are: *very frequently, frequently, rarely, and never (see app.2 for description of each scales)*. The highest *mean* which categorized as very frequently is 4, whereas the lowest *mean* is 1. The interval score of the scales is as same as the first questionnaire, which is 0,75. The following table is the scale categorization of *mean* about student teachers' practices:

Interval score	Scale			
	Scale	Description		
3,26 - 4	4	Very Frequently (VF)		
2,51 - 3,25	3	Frequently (F)		
1,76 - 2,50	2	Rarely (R)		
1 – 1,75	1	Never (N)		

Table 4.6The Score Description of Student Teachers' Practices

The last step after determining interval score is describing the findings based on each categories on the table 4.6. They are described as follow:

a. Vocabulary Learning Strategies which are Frequently Used in Classroom

Based on research findings, there are 14 vocabulary learning strategies that are frequently used in classroom. The data tabulation of research findings about frequently used strategies are presented below. The F code on the table below means frequently.

Code of **Percentage of** Scale No Strategy Mean **Strategies** Respondent Description To study a word with a picture of its Me01 meaning instead of F 1 96,83% 3,13 definition to remember it. To keep a vocabulary 2 C18 notebook to facilitate 96.83% 3.08 F vocabulary learning.

Table 4.7Data Tabulation of Frequently Used Strategies

3	Me16	To use physical action (like Total Physical Response) when learning a word to enhance memory.	98,41%	3	F
4	C11	To repeat a word aloud to oneself to remember a word.	95,24%	2,94	F
5	Me02	To create oneself's own mental images of a word's meaning to remember it.	98,41%	2,9	F
6	C12	To write a word repeatedly to remember a word.	90,48%	2,87	F
7	Me03	To connect a word to a personal experience to remember it.	<mark>9</mark> 3,65%	2,83	F
8	Me04	To place the word in a group with other items based on topic, theme or function	98,41%	2,83	F
9	C17	To listen to tapes/CDs of word lists.	84,13%	2,7	F
10	Me05	To connect a word to its synonyms and antonyms to remember it.	92,06%	2,63	F
11	D25	To make use of knowledge of the topic when guessing the meaning of an unknown word.	90,48%	2,59	F

12	D24	To make use of common sense and knowledge of the world when guessing the meaning of an unknown word.	88,89%	2,57	F
13	Me09	To group words together within a storyline to remember them.	88,89%	2,56	F
14	D27	After guessing, replace the unknown word with guessed meaning to check if the sentence makes sense.	82,54%	2,51	F

From the table above, researcher finds that there are 7 memory strategies, 4 cognitive strategies, and 3 determination strategies. Those four kinds of vocabulary learning strategies which are frequently used by student teachers in classroom. In the other words, student teachers used it 4-6 times when they were teaching in internship program.

Firstly, the highest *mean* of student teachers' practices is Me01. The *mean* is 3,13. Then, from the ideal 100% expectation of total student teachers in introducing the strategy of *studying study a word with a picture*, there are 96,83% student teachers who used it. Besides Me01, there are two others strategies with high *mean* and they have same percentage of respondents. Those strategies are Me16 (*using physical action*) and Me02 (*creating oneself's own mental images of*

a word's meaning). Those two strategies that used 4-6 times by 98,41% student teachers in class.

The others memory strategies are Me03, Me04, Me05, and Me09. Me03 (connecting a word to a personal experience to remember it) and Me04 (placing the word in a group with other items based on topic, theme or function) have same mean, that is 2,83. In addition, percentage of student teachers who were used Me03 is 93,65% and 98,41% for Me04. The last two strategies with low mean is Me05 and Me09. The mean of Me05 is 2,63 and the mean of Me09 is 2,56. Strategy of grouping words together within a storyline or Me09 has the lowest mean among others kind of memory strategies. The summary about memory strategies which were frequently used by student teachers is below:



Chart 4.6 Memory Strategies which were Frequently Used

The second classification of vocabulary learning strategies which were frequently used is cognitive strategies. There are four kinds of cognitive strategies, they are C18, C11, C12, and C17. The highest *mean* of cognitive strategies is C18. The *mean* is 3,08. This strategy is the second strategy with high *mean* after Me01. The strategy of *keeping a vocabulary notebook* was used by 96,83% student teachers. This percentage is same with the percentage of Me01. The second kind of cognitive strategies that is frequently used by student teachers is C11 (*repeating a word aloud to oneself*). This strategy has *mean* 2,94 and 95,24% student teachers used it in class. After C11, the next cognitive strategy is C12. This strategy is similar with C11 where it is strategy of repeating the words. However, C12 emphasizes on written repletion. The *mean* of this strategy is 2,87. The last strategy is C17. The strategy of listening to tapes/CDs has *mean* 2,7. For more details about *mean* of cognitive strategies is shown in the following chart:



Chart 4.7 Cognitive Strategies which were Frequently Used

The last classification of vocabulary learning that were frequently used is determination strategies. Determination strategies which were frequently used are D25, D24, and D27. The following chart presents the *mean* of each determination strategies:



Determination Strategies which were Frequently Used

Based on the chart 4.8, it shows that D25 has higher *mean* than others. The *mean* of D25 (*using of knowledge of the topic when guessing the meaning*) is 2,59 and there are 90,48% student teachers who used it in classroom. The second determination strategies is D24 or *using of common sense and knowledge of the world when guessing the meaning*. D24 has *mean* 2,57 and the percentage of student teachers who used this strategy is 88,89%. Lastly, D27 that has *mean* 2,51. This strategy is the last strategy which was frequently used by student teachers since the *mean* of D27 is the lowest *mean* among 13 others vocabulary learning strategies.

b. Vocabulary Learning Strategies which were Rarely Used in Classroom

The second category of student teachers' practices is vocabulary learning strategies which were rarely used in classroom. Rarely used strategy indicates that student teachers used the specific strategy 1-3 times in their internship period. The data tabulation of rarely or 'R' used strategies is as follow:

No	Code of Strategies	Strategy	Percentage of Respondent	Mean	Scale Description
1	Met19	To test oneself with word tests.	84,13%	2,49	R
2	Me14	To paraphrase the word's meaning to remember it.	<mark>87</mark> ,30%	2,48	R
3	Me13	To imagine the written form of a word to remember it.	77,78%	2,46	R
4	D26	After guessing, check if the part of speech of the guessed meaning is the same as the part of speech of the unknown word.	82,54%	2,46	R
5	D21	To analyze the part of speech (e.g. noun/verb) of an unknown word when guessing the meaning.	84,13%	2,44	R
6	Me08	To use new words in sentences to remember them.	84,13%	2,37	R

Table 4.8Data Tabulation of Rarely Used Strategies

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	<mark>87</mark> ,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-, in-, ex-</i>) and roots of an unknown word in an early stage when guessing.	69,84%	2,06	R

14	Me15	To learn the individual words of chunks (e.g. phrases, idioms, or proverbs) and then use the whole chunk as a memory aid for remembering the individual word meanings.	65,08%	2,03	R
15	D29	To analyze affixes (e.g. <i>pre-</i> , <i>in-</i> , <i>ex-</i>) and roots of an unknown word in a later stage of guessing work.	69,84%	1,98	R
16	Me10	To use keyword method to remember words.	60,32%	1,97	R

Based on the table above, it could be seen that there are 16 vocabulary learning strategies which were rarely used by student teachers. Those strategies consist of 2 metacognitive strategies, 7 memory strategies, and 7 determination strategies. The highest *mean* on this category is 2,49 and the lowest *mean* is 1,97.

Firstly, vocabulary learning strategy with high *mean* is metacognitive strategy. Met19 or strategy of *testing oneself with word tests* was used by 84,13% and it has *mean* 2,49. The second kind of metacognitive strategies is Met20. 87,30% student teachers used Met20 to their students. The *mean* of Met20 is 2,24 and it means that this strategy of *passing unknown word which seems inessential* is rarely used by most of student teachers.

Besides metacognitive strategies, there are also memory strategies which were rarely used by student teachers. The first memory strategy is Me14 or strategy if *paraphrasing the word's meaning*. This strategy was rarely used by student teachers and it has *mean* 2,48. The second strategy is Me13 and it has *mean* 2,46. In addition, based on the table 4.8, Me14 was used by 87,30% student teachers whereas Me13 was used by 77,78% student teachers. The others memory strategies are Me06, Me07, Me08, Me10, and Me15. The following chart presents the *mean* of memory strategies:



Chart 4.9 Memory Strategies which were Rarely Used

From the chart above, it could be seen that Me08, Me07, and Me06 have similar *mean*, that is around 2,3. Moreover, the percentage of student teachers who used Me08 and Me07 are same. The percentage is 84,13%. However, the percentage of student teachers who used Me06 is lower than Me08 and Me07, that is 79,37%. Then, the lowest *mean* is Me10. It has *mean* under 2, that is 1,97.

However, other memory strategies have *mean* above 2. Me10 or strategy of *using keyword methods* is the most rarely used strategy. There are 60,32% student teachers who used this strategy in classroom.

Determination strategies is the third kind of vocabulary learning strategies that was rarely used in class. There are 7 kinds of determination strategies, they are: D26, D21, D22, D30, D23, D28, and D29. The summary of determination strategies is presented below:



Chart 4.10 Determination Strategies which were Rarely Used

Based on the chart above, D26 and D21 have high *mean* than other determination strategies. D26 (*checking if the part of speech of the guessed meaning is the same as the part of speech of the unknown word*) has *mean* 2,46 whereas D21 (*analyzing the part of speech of unknown words*) is 2,44.Not only have similar *mean*, both D26 and D21 also have similar percentage of student

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.

B. Discussion

In order to give same interpretation between readers ad researcher towards research findings, therefore the researcher discusses about the research findings by reflecting some related literature. The discussion is classified based on research problems as presented below:

1. Vocabulary Learning Strategies that Student Teachers Consider to Their Students

Instructing the student with vocabulary learning strategies is important in order to help student responsible to their own learning. As N. Schmitt states that student can be more independent learner in vocabulary learning if they are instructed to be aware about vocabulary learning strategies and make them practice it in classroom.¹ Therefore, teacher needs to decide the best vocabulary learning strategy that is suitable to be used by their student.

Based on this research findings, vocabulary learning strategies are divided into three categories based on the *mean* result. Those categories are: *very good strategies*, *good strategies*, and *poor strategies*. The further explanation about each categories are presented below:

a. Very Good Vocabulary Learning Strategies

According to this research findings, the first strategy that is considered as very good strategy is *studying a word with a picture*. Very good strategy

¹ N. Schmitt, "Current Perspective on Vocabulary... 755

means that this strategy is very useful and student teachers definitely consider this strategy to be used in class. 98,41% student teachers agree that *studying a word with a picture* is the best vocabulary learning strategy and they consider this strategy to be used by their students. Pairing the word with picture is better than learning the student's first language definition of the word.² Through the picture, student can understand the meaning of the word without explaining the meaning or translating it into their mother tongue. Therefore, this strategy is considered as very good strategy by almost all of student teachers.

b. Good Vocabulary Learning Strategies

The second category is vocabulary learning strategies which are considered as good strategies. On this category, there are 11 memory strategies, 4 cognitive strategies, 8 determination strategies and 2 metacognitive strategies. Good strategy indicates that the strategy is useful and suitable to be used by students. Moreover, student teachers consider the strategy to be used by students. The discussion about each kind of vocabulary learning strategies' classification is presented below:

1) Memory Strategies

Memory strategies are the ways of vocabulary learning with correlating the new word with previous learned knowledge in the form of imagery or

² N. Schmitt, "Vocabulary...", Norbert Schmitt (norbertschmitt.co.uk, accessed on July 05, 2016)

grouping.³ Therefore, student links their visual knowledge with the new words in order to remember the word. Linking the words with visual knowledge can be very useful in language learning since (1) the human's storage for visual information exceed the verbal information, (2) visual image is the most efficient information to be transferred in long term memory, (3) visual images may become the potential aid to recall the verbal information, and (4) many student is prefer to visual learning.⁴ Thus, using imagery strategies help student remembering the learned word for a long term. The following table presents the findings of memory strategies that are considered as good strategies.

 Table 4.9

 Memory Strategies that are Considered as Good Strategies

No	Code of Strategie	f es	Strategy	Percentage of Respondent
1	Me16		To use physical action (like Total Physical Response) when learning a word to enhance memory.	82,54%
2	Me03		To connect a word to a personal experience to remember it.	92,06%
3	Me02		To create oneself's own mental images of a word's meaning to remember it.	84,13%
4	Me04		To place the word in a group with other items based on topic, theme or function	92,06%
5	Me05		To connect a word to its synonyms and antonyms to remember it.	80,95%
6	Me09		To group words together within a storyline to remember them.	66,67%
7	Me08		To use new words in sentences to remember them.	65,08%

³ N. Schmitt, "Vocabulary...", Norbert Schmitt (norbertschmitt.co.uk, accessed on July 05, 2016)

⁴ R. L. Oxford, *Language Learning Strategies* (Boston: Heinle & Heinle Publishers, 1990), 40

8	Me06	To create semantic networks of a word to remember it.	55,56%
9	Me07	To use 'scales' for gradable adjectives to remember them.	61,90%
10	Me14	To paraphrase the word's meaning to remember it.	52,38%
11	Me13	To imagine the written form of a word to remember it.	58,73%

Based on the table above, the first memory strategy is (1) *using physical action (like Total Physical Response)*. This strategy is considered as good strategies by 82,54% student teachers of English Teacher Education Department (ETED). Almost of all student teachers agree that enhance the memory of words with physical action is useful to be used by students when learning vocabulary. Using physical action which involve meaningful movement can attract student to take action related to the new words learned, for instance acting out the word *running* and the student acting to run to memorize or recall the word. This strategy is suitable for kinesthetic learner.⁵ Kinesthetic learner who prefers to use physical activity can enjoy this strategy in their language learning.

The following strategies are (2) *connecting a word to a personal experience* and (3) *creating oneself's own mental images*. Those two strategies are kind of memory strategies which relating the new words using imagery. Using imagery involves relating the new language information with the

⁵ R. L. Oxford, *Language Learning Strategies*... 42

meaningful visual imagery in memory.⁶ In this case, student connects it with personal experiences. Through connecting with student's experiences, student is easier to remember the words since it is connected with the memory that has been saved in memory. Then, the second strategy is creating mental image. On this strategy, student is creating an image on their mind about the new vocabulary that they learned. Therefore, student has their own comprehension about the word that they have learned.

The others strategies which are considered as good strategies are (4) *placing the word in a group with other words based on the topic, theme, and etc.,* and (5) *connecting a word to its synonyms and antonyms.* Those two strategies are kind of memory strategies where student creating mental linkages in the form of grouping. Student is grouping the new word whether with other words or it is synonym and antonym. Grouping or classifying the learned language into meaningful units make the materials easy to remember because it is reducing the unrelated components.⁷ Thus, student is only remembering the important words that they learned in class.

Further strategy which is considered as good strategies is strategy of (6) *grouping words together within a storyline*. 66,67% student teachers this is good strategy to remember the words and they consider this strategy to their learners. This strategy is kind of memory strategies which placing the new

⁶ R. L. Oxford, Language Learning Strategies... 41

⁷ R. L. Oxford, Language Learning Strategies... 40

words into a context. This strategy is elaborating between the new information (word) with the context.⁸ Through strategy of linking the new information with a storyline learner are expected to be able to remember the new words. Besides strategy of *grouping words together within a storyline* above, another strategy with similar kind of memory strategies is (7) *using new words in sentences to remember them.* This strategy is similar with *grouping words within a storyline*. However, this strategy is only linking the new word into sentence.

The eight memory strategy is (8) *creating semantic networks of a word to remember it*. This strategy is kind of memory strategies that applying semantic mapping. Semantic mapping involves organizing the words into picture, where the key concept put on the middle and another related concepts are linked with the key concept by using arrow or line⁹ (*see app.1 for the example*). Through drawing the association between related words, learner is expected to remember the words that visualized on semantic mapping image.

The last three strategies are: (9) *using 'scales' for gradable adjectives*, (10) *paraphrasing the word's meaning*, and (11) *imagining the written form of a word*. Firstly, strategy of linking gradable adjectives is kind of memory strategies which relating the words in their sets. In this case, student is linking the gradable adjectives that have meanings relative to other words based on the scale, e.g.: huge-big-medium. Therefore, student can remember the adjectives in sequence.

⁸ R. L. Oxford, Language Learning Strategies... 41

⁹ R. L. Oxford, Language Learning Strategies... 41

Secondly, the strategy of *paraphrasing the word's meaning* is one of memory strategies with low *mean*. Student reformulates the meaning of new word in order to remember it. Paraphrasing the word's meaning is useful for low frequency words or a limited productive vocabulary.¹⁰ Lastly, the strategy of *imagining the written form of a word* is the last memory strategy that has low *mean*. This strategy is the last memory strategy which is classified as good strategy. This strategy is focusing on the target words orthographical. Therefore, learner visualizes the written form of word in order to remember or recall the word.

2) Cognitive Strategies

There are four kinds of cognitive strategies which are considered as good strategies. Those strategies are (1) *keeping vocabulary notebook*, (2) *writing word repeatedly*, (3) *listening to CD/ tape*, and (4) *repeating a word aloud to oneself to remember a word*. The percentage of student teachers who agree about each cognitive strategies is presented below. Those strategies are sorted from the highest *mean* to the lowest *mean*.

No	Code of Strategies	Strategy	Percentage of Respondent
1	C18	To keep a vocabulary notebook to facilitate vocabulary learning.	85,71%
2	C12	To write a word repeatedly to remember a word.	77,78%

 Table 4.10

 Cognitive Strategies which are Considered as Good Strategies

¹⁰ N. Schmitt, "Vocabulary...", Norbert Schmitt (norbertschmitt.co.uk, accessed on July 05, 2016)

3	C17	To listen to tapes/CDs of word lists.	69,84%
4	C11	To repeat a word aloud to oneself to remember a word.	76,19%

From table 4.10, it could be seen that strategy of *keeping vocabulary notebook* has the highest *mean* and percentage among all. That strategy is considered as a better cognitive strategy rather than others three cognitive strategies. *Keeping vocabulary notebook* is kind of cognitive strategies which it creates structure for input and output. In this case, student creates the structure by taking notes. Taking notes is the way of writing down main idea or important points.¹¹ Writing down an important vocabulary helps learner to comprehend and produce the written form of the new language.

The second cognitive strategy which is considered as good strategy is *writing word repeatedly*. This strategy emphasizes on practicing of repetition. Repetition is saying or doing something over and over in the form of listening, rehearsing, or imitating.¹² In this case, student practices through writing the word over and over again in order to remember the word. Besides written repetition, strategy of *repeating a word aloud to oneself* is also considered as good strategy. In oral repetition, learner practices to say the word over and over. This verbal or written repetition is commonly used by students.¹³

¹¹ R. L. Oxford, Language Learning Strategies... 47

¹² R. L. Oxford, Language Learning Strategies... 45

¹³ N. Schmitt, "Vocabulary...", Norbert Schmitt (norbertschmitt.co.uk, accessed on July 05, 2016)

The last cognitive strategy is *listening to CD/ tape*. This is kind of cognitive strategy where learner is using non-print resource. Using resources whether print or non-print resources is useful for student in order to comprehend and practice the target language.¹⁴ Therefore, through listening to non-print resources or CD, student can understand the words and imitate the sound (pronunciation and intonation) of the word.

3) Determination Strategies

The third kind of vocabulary learning strategies is determination strategies. Determination strategies are strategies where learner must discover the meaning of new word through guessing the meaning from their structural knowledge of the language, the similarities with L1, context, using reference materials, or asking someone else.¹⁵ The following table presents kind of determination strategies that are considered as good strategies.

No	Code of Strategies	Strategy	Percentage of Respondent	
1	D25	To make use of knowledge of the topic when	68 25%	
		guessing the meaning of an unknown word.	08,23%	
2	D26	After guessing, check if the part of speech of the		
		guessed meaning is the same as the part of speech 68,25		
		of the unknown word.		
3	D21	To analyze the part of speech (e.g. noun/verb) of an	74 60%	
		unknown word when guessing the meaning.	74,00%	

 Table 4.11

 Determination Strategies which are Considered as Good Strategies

¹⁴ R. L. Oxford, *Language Learning Strategies*... 43-44

¹⁵ N. Schmitt, "Vocabulary...", Norbert Schmitt (norbertschmitt.co.uk, accessed on July 05, 2016)

4	D27	After guessing, replace the unknown word with guessed meaning to check if the sentence makes sense.	61,90%
5	D22	To look at the clause or sentence containing the unknown word to find clues when guessing the meaning.61,	
6	D24	To make use of common sense and knowledge of the world when guessing the meaning of an unknown word.	65,08%
7	D23	To examine how the clause containing the unknown word relates to other clauses, sentences, or paragraphs when guessing the meaning.	58,73%
8	D30	To intentionally learn the meanings of the most common affixes.	60,32%

Based on the table above, there are 8 kinds of determination strategies which are considered as good strategies and considered to be used by students. The first strategy is *using knowledge of the topic when guessing the meaning of an unknown word*. This is kind of determination strategies where learner guessing the unknown word's meaning through the knowledge of context. Student is using their knowledge of the topic in the passage in order to guessing the unknown words. This is kind of determination strategy which has high *mean* than others seven strategies.

Besides using knowledge of the topic, there are three others kinds of determination strategies where learner is guessing the meaning by the context. Those determination strategies are: (1) after guessing, replace the unknown word with guessed meaning, (2) looking at the clause or sentence containing the unknown word to find clues when guessing the meaning, and (3) using common sense and knowledge of the world when guessing the meaning, (4)

examining how the clause containing the unknown word relates to other clauses, sentences, or paragraphs. Strategies number 1, 2 and 4 are kinds of vocabulary learning strategies where student finds the clues surrounded the unknown word. Then, the 3rd strategy is similar with strategy of *using knowledge of the topic*. However, the 3rd strategy is using student's sense and their knowledge about the world when guessing the meaning. Therefore, student needs to use their knowledge of the topic. On guessing the meaning the unknowledge of the context, student needs to have certain proficiency level in order to use this strategy, adequate background knowledge of the subject in order to guess the meaning.¹⁶ Thus, this strategy can be used by certain student with some conditions that needs to be fulfilled in order to use this strategy.

The other kind of determination strategies is strategy which using word's part of speech to get clues about the meaning of the unknown word. There are two strategies that categorized as strategy which using word's part of speech to get clues, those strategies are: (1) *after guessing, check if the part of speech of the guessed meaning is the same as the part of speech of the unknown word* and (2) *analyzing the part of speech (e.g. noun/verb) of an unknown word when guessing the meaning*. Those two strategies are similar where student analyzes

¹⁶ N. Schmitt, "Vocabulary...", Norbert Schmitt (norbertschmitt.co.uk, accessed on July 05, 2016)

part of speech of unknown word. However, on the first strategy, student analyzes part of speech after guessing the word whereas on the second strategy, student analyzes part of speech when the guessing process.

The last determination strategy which is considered as good strategy is *intentionally learning the meanings of the most common affixes*. This strategy has the lowest *mean* among all others determination strategies. This strategy emphasizes on the way of student enriching the new vocabulary in various ways. In this case, the way of student enriches their vocabulary through learning the meaning of affixes. Student can master many words using this strategy and this strategy is very useful to intentionally exposure to new words.¹⁷

4) Metacognitive Strategies

The last classification of vocabulary learning strategies is metacognitive strategy. Metacognitive strategies are used to control and having an overview of student's own learning.¹⁸ Metacognitive strategies which are classified as good strategies are: (1) *testing oneself with word test*, and (2) *skipping an unknown word which seems inessential for adequate comprehension of a passage*. The following table shows the percentage of student teachers who agree that metacognitive strategies are useful strategies:

¹⁷ N. Schmitt, "Vocabulary...", *Norbert Schmitt* (norbertschmitt.co.uk, accessed on July 05, 2016)

¹⁸ N. Schmitt, "Vocabulary...", Norbert Schmitt (norbertschmitt.co.uk, accessed on July 05, 2016)

No	Code of Strategies	Strategy	Percentage of Respondent
1	Met19	To test oneself with word tests.	69,84%
2	Met20	To skip or pass an unknown word which seems inessential for adequate comprehension of a passage.	50,79%

 Table 4.12

 Metacognitive Strategies which are Considered as Good Strategies

Based on the table 4.12, the first metacognitive strategy is *testing oneself with word test*. Evaluate the new materials using word test help learner to remember the new words. N. Schmitt states that "It has been shown that most forgetting occurs soon after the end of a learning session".¹⁹ Therefore, strategy of evaluate the materials using word test after the lesson can be used by student after they learned new words. This strategy can be used as rehearsal for students after the learning season. Moreover, based on the findings, this strategy has high *mean* and it ranked 9th as kind of vocabulary learning strategies which are suggested by student teachers for their students in internship program.

The second metacognitive strategy is *skipping an unknown word*. This strategy is the 11th strategy which are considered as good strategy. This strategy emphasizes on the way of student control their word exposures on passage. Student has to realize that they cannot learn all the words and they need to control their learning with focusing on the most useful ones.²⁰ The way of

¹⁹ N. Schmitt, "Vocabulary...", *Norbert Schmitt* (norbertschmitt.co.uk, accessed on July 05, 2016)

²⁰ N. Schmitt, "Vocabulary...", Norbert Schmitt (norbertschmitt.co.uk, accessed on July 05, 2016)

learner controlling their learner is through skipping low frequency words or the words that they may not meet again.

c. Poor Vocabulary Learning Strategies

The last category of is vocabulary learning strategies that considered as poor strategies. Vocabulary learning strategies on this category have *mean* below 2, 51. Therefore, the poor strategy is considered as not very useful strategy and student teachers may consider this strategy to be used by their students at some points. Strategy which is categorized as poor strategy has low possibility to be used by student teachers in classroom.

There are four kinds of vocabulary learning strategies which are considered as poor strategies. Those strategies are consist of two determination strategies and two memory strategies. The further discussion is explained below:

1) Determination Strategies

There are two strategies which are considered as poor strategies, they are presented on table below. The strategies are sorted from the highest *mean* to the lowest *mean*.

	Determination Strategies which are Considered as Poor Strategies					
No	Code of Strategies	Strategy	Percentage of Respondent			
1	D28	To analyze affixes (e.g. <i>pre-, in-, ex-</i>) and roots of an unknown word in an early stage when guessing.	49,21%			
2	D29	To analyze affixes (e.g. <i>pre-, in-, ex-</i>) and roots of an unknown word in a later stage of guessing work.	42,86%			

Table 4.13

Based on the table above, D28 has higher *mean* and percentage of student teachers. Even though those two strategies have different *mean* yet those strategies are similar. On the first strategy, student is analyzing affixes on the early stage whereas the second strategy is on the later stage. Therefore, the different between those strategies are the stage when student using the strategy. Through using these strategies, student can get hints from analyzing affixes in order to guess the meaning of unknown words.

2) Memory Strategies

Memory strategies is the last classification of vocabulary learning strategies which classified as poor strategies. The first strategy is *using keyword method to remember words*. Keyword method is a method where learner combining between phonological forms and meanings of learner first language and target language.²¹ Thus, student is linking the first language sound which has similar sound with the target language sound in order to make an image of target language words. One of the example of keyword method is: when the target language word is 'meet' (*bertemu*), then learner links it with first language word which has similar sound 'mita'. Then, student makes an image of 'meet'. Therefore, when student hears the word 'meet', it will remind them with the image concept before which explains the meaning of 'meet'. Schmitt

²¹ N. Schmitt, "Vocabulary...", Norbert Schmitt (norbertschmitt.co.uk, accessed on July 05, 2016)

explains that there are many studies showing that the keyword method is highly effective in enhancing the recall of words.²² However, student teachers of English Teacher Education Department consider keyword method as poor strategy or not very useful strategy to be used by their students.

The last memory strategy is *learning the individual words of chunks*. Analyzing and learning individual words of chunks (e.g.: idioms, proverbs, etc.) is one way of increasing vocabulary.²³ Therefore, learner can increase their vocabulary knowledge through remembering the individual words of chunk. However, this strategy is considered as the poorest strategy because it has the lowest *mean* among all others strategies. The *mean* of this strategy is 2,54. It means that almost all of student teachers agree that this strategy is not very useful to be used by their students. The percentage of two memory strategies which are considered as poor strategies is as follow:

No	Code of Strategies	Strategy	Percentage of Respondent
1	Me10	To use keyword method to remember words.	41,27%
2	Me15	To learn the individual words of chunks	33,33%

 Table 4.14

 Vocabulary Learning Strategies which are Considered as Poor Strategies

²² N. Schmitt, "Vocabulary...", Norbert Schmitt (norbertschmitt.co.uk, accessed on July 05, 2016)

²³ N. Schmitt, "Vocabulary...", Norbert Schmitt (norbertschmitt.co.uk, accessed on July 05, 2016)

2. Vocabulary Learning Strategies that Student Teachers Used in Internship Program

The second discussion on this study is related with vocabulary learning strategies that student teachers used in their internship program period. This research finds that there are 30 kinds of vocabulary learning strategies used by student teachers on their teaching practices. Based on the *mean* result, vocabulary learning strategies that were used on student teachers' practices are categorized into two strategies, they are: *frequently used* and *rarely used*. The further explanation about those two categories are discussed below:

a. Vocabulary Learning Strategies that were Frequently Used by Student Teachers

This study finds that there are 14 vocabulary learning strategies which were frequently used by student teachers. It consist of 7 memory strategies, 4 cognitive strategies, and 3 determination strategies. It means that there are 14 kinds of vocabulary learning strategies that were useded 4-6 times by student teachers in classroom. The rank of frequently used strategies presents as following table:

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The rank of Vocabulary Learning Strategies which were Frequently Used by Student Teachers

	Student Teachers' Practices			
No	Code of Strategies	Percentage of Respondent	Description	
1	Me01	96,83%	Frequently	
2	C18	96,83%	Frequently	

3	Me16	98,41%	Frequently
4	C11	95,24%	Frequently
5	Me02	98,41%	Frequently
6	C12	90,48%	Frequently
7	Me03	93,65%	Frequently
8	Me04	98,41%	Frequently
9	C17	84,13%	Frequently
10	Me05	92,06%	Frequently
11	D25	90,48%	Frequently
12	D24	88,89%	Frequently
13	Me09	88,89%	Frequently
14	D27	82,54%	Frequently

Based on the table above, the most frequently used strategy is Me01 or *studying a word with a picture of its meaning*. 96,83% student teachers used this strategy 4-6 times in classroom. Moreover, Me01 is considered as very good strategies by student teachers (*see table4.3.*). The second strategy which was frequently used by student teachers is C18 or *keeping a vocabulary notebook to facilitate vocabulary learning*. The percentage of student teachers who used this strategy is 96,83%. The third strategy is Me16 (*using physical action*). This strategy was used by 98,41% of student teachers. Those are the top three rank of vocabulary learning strategies that were frequently used by student teachers.

b. Vocabulary Learning Strategies that were Rarely Used by Student Teachers

Based on the research findings, there are 16 vocabulary learning strategies which were rarely used by student teachers. Those 16 strategies were used 1-3 times by student teachers in their internship program. The following table presents vocabulary learning strategies which were rarely used by student teachers:

	Student Teachers			
	Student Teachers' Practices			
No	Code of Strategies	Description	Percentage of Respondent	
1	Met19	R arely	84,13%	
2	Me14	Ra rely	87,30%	
3	Me13	Ra rely	77,78%	
4	D26	Rarely	82,54%	
5	D21	Rarely	84,13%	
6	Me08	Rarely	84,13%	
7	Me07	Rarely	84,13%	
8	Me06	Rarely	79,37%	
9	D22	Rarely	77,78%	
10	D30	Rarely	77,78%	
11	Met20	Rarely	87,30%	
12	D23	Rarely	76,19%	
13	D28	Rarely	69,84%	
14	Me15	Rarely	65,08%	
15	D29	Rarely	69,84%	
16	Me10	Rarely	60,32%	

 Table 4.16

 The Rank of Vocabulary Learning Strategies which were Rarely Used by

 Student Teachers

Table 4.10 shows that Me10 or *using keyword method* is the most rarely used strategy. There are 60,32% of student teachers who used it in classroom.

Moreover, based on previous discussion, student teachers consider this strategy as poor strategy to be used by their students. The other strategy is D29 or *analyzing affixes and roots of an unknown word in a later stage of guessing work* which was rarely used by student teachers and has low *mean*. In addition, this strategy is also considered as poor strategy by student teachers.

