# CHAPTER IV

# FINDINGS AND DISCUSSIONS

In this chapter, the researcher reports the findings and discussion of the data obtained from the questionnaire which aims to answer the research questions mention in the previous chapter.

## 4.1 Biographical Description of Participants

In this study, data was collected by distributing the questionnaire to Junior High School English teachers who actively participated in MGMP (musyawarah guru mata pelajaran) rayon 4 Kota Jambi. The data were taken by the researcher online through Google form from Monday, September 14th until Monday, September 21th 2020. The total number of teachers who are actively involved in MGMP rayon 4 Kota Jambi was 39 teachers, yet there are only 22 teachers who participate in this study. Table 6 below shows the total participants of different junior high schools in Jambi.

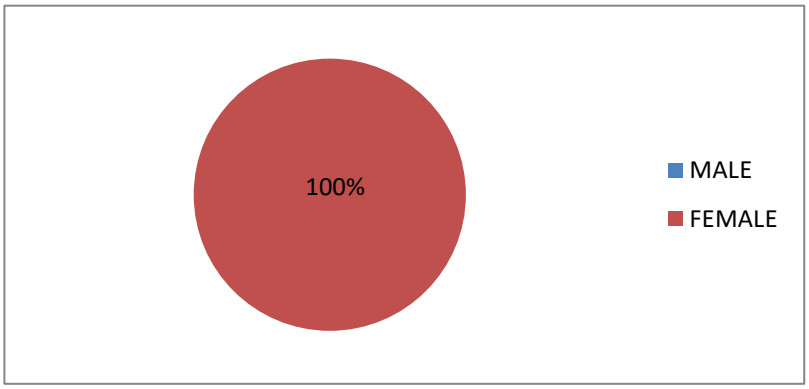
**Table 8. Participants of MGMP rayon 4 Kota Jambi**

| No. | Schools | Total |
|---|---|---|
| 1. | SMP Negeri 2 Kota Jambi | 1 |
| 2. | SMP Negeri 4 Kota Jambi | 3 |
| 3. | SMP Negeri 5 Kota Jambi | 1 |
| 4. | SMP Negeri 10 Kota Jambi | 3 |
| 5. | SMP Negeri 12 Kota Jambi | 2 |
| 6. | SMP Negeri 15 Kota Jambi | 3 |
| 7. | SMP Negeri 20 Kota Jambi | 2 |
| 8. | SMP Negeri 23 Kota Jambi | 1 |
| 9. | SMP Negeri 25 Kota Jambi | 1 |
| 10. | MTS Negeri Jambi Timur | 1 |
| 11. | SMPS Citra Nusantar School Jambi | 1 |
| 12. | SMPS Unggul Sakti Kota Jambi | 2 |
| 13. | SMPS YKPP PERTAMINA Kota Jambi | 1 |
| **Total** | | **22** |

Furthermore, in the biographical description of participants, the researcher reported some of the characteristics of the participants. The aim is to find out the backgrounds of the teachers who contributed to this research. In this research, the participants' backgrounds focused on gender, academic qualification, and teaching experience.

### 4.1.1 Gender

**Figure 2. Demographic Survey based on Gender**



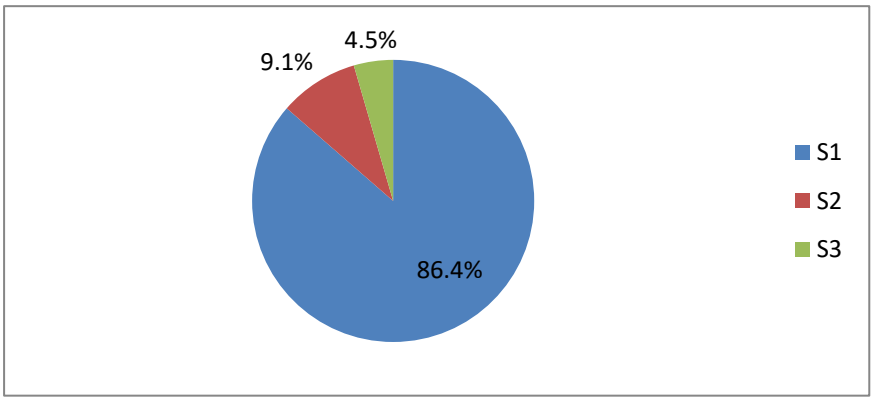

From the chart above, it can be seen that overall the participants involved in this study were female (100%) and no male (0%) were involved in this study. Based on information from the head of the MGMP rayon 4 there are only 2 male teachers who followed this association but they did not contribute and play an active role in every activity of this association.

### 4.1.2 Academic Qualification

In the chart above, the researcher grouped the participants based on their academic qualifications. Figure 3 shows that 19 (86.4%) teachers are having a Bachelor's degree, 2 (9.1%) teachers are having a Master's degree, and only 1 (4.5) teachers having a Doctorate. This means that the English teachers who are members of the MGMP Rayon 4 come from a variety of different academic

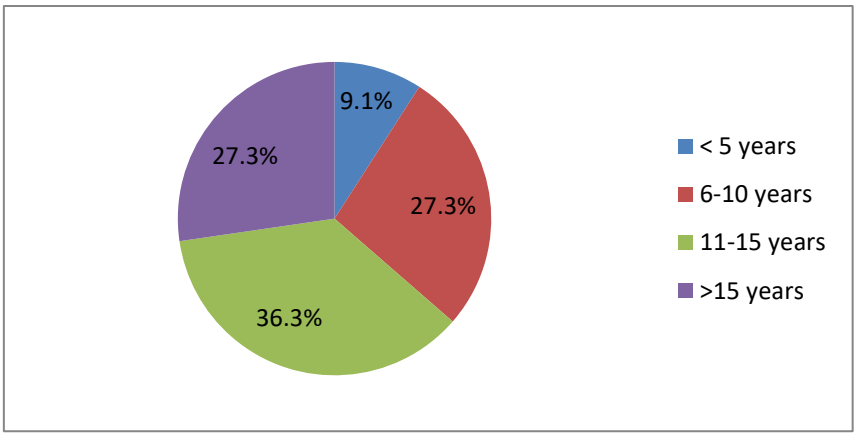
qualifications, yet most of the teachers participating in this study were from bachelor's academic qualifications.

**Figure 3. Participants' Academic Qualification**




### 4.1.3 Experience in Teaching English

**Figure 4. Participants' ELT Experience**




In the chart above, the researcher grouped the participants based on their length of teaching English. In figure 4, eight (36.3%) participants had 11-15 years of teaching experience, six (27.3%) participants had more than 15 years of teaching experience, six (27.3%) participants had 6-10 years of teaching experience and two (9.1%) participants had 1-5 years of teaching experience. This

means that the largest percentage of teachers who participated in this study had 11-15 years of teaching experience.

### 4.2 Validity

The questions in the questionnaire are said to be valid if they are able to measure the teachers' strategies. For the validity of the questionnaire used in this research, the researcher consulted with the supervisor for the content validity and did statistical calculations in SPSS 21. The validity test was carried out to ascertain whether the items of the instrument can accurately measure the research variables that the researcher wants to measure.

From the results of the Bivariate calculation, it is known that all the questions in the questionnaire were considered valid because the correlation of each question item with the total score is greater than the value of $r_{table}$ (0.444). This is in line with the opinion of Widiyanto (2010), if the value of $r_{count} > r_{table}$, a question can be declared valid.

### 4.3 Reliability

The reliability test is useful to determine the extent to which the measurement results remain consistent if used to measure repeatedly. The researcher used the *Cronbach Alpha* in SPSS to calculate the reliability of the instrument. It is chosen by the researcher because this method is very commonly used to evaluate internal consistency. The results of the validity test for each category strategy can be seen in the table below:

**Table 9. Reliability Statistics Each Strategy**

| Strategy | N of items | Cornbach's Alpha | Reliability Level |
|---|---|---|---|
| Memory | 14 | 0.900 | Excellent |
| Cognitive | 4 | 0.796 | Acceptable |
| Determination | 10 | 0.925 | Excellent |

From the table above, it can be seen that 14 items of memory strategies have a Cronbach's Alpha value of 0.900, 4 items of cognitive strategy have a Cronbach's Alpha value of 0.796 and 10 items of determination strategy have a Cronbach's Alpha value of 0.925. So from the results of the reliability test, it can be interpreted that memory strategies and determination strategies have high reliability, while cognitive strategies have an acceptable level of reliability.

Then the researcher tested the reliability of 28 items from the questionnaire. The results of the total reliability test as follows:

**Table 10. Total Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| .940 | 28 |

From the results of the reliability test of all items from the questionnaire, the Cronbach's Alpha value was obtained .940. It means that the research instrument was declared to have high reliability because the Alpha value was ≥ 0.90.

**Table 11. Reliability Indexes**

| Coefficient of Cornbach's Alpha | Reliability Level |
|---|---|
| More than 0.90 | Excellent |
| 0.80-0.89 | Good |
| 0.70-0.79 | Acceptable |
| 0.60-0.69 | Questionable |
| 0.5 – 0.59 | Poor |

| | |
|---|---|
| Less than 0.59 | Unacceptable |

## 4.4 Findings

The two questions in this research were answered through data obtained from the distribution of questionnaires to the English teachers who are members of the MGMP Rayon 4 Kota Jambi. The researcher adapted a questionnaire from Yu-Ling (2005) designed based on Schmitt's (1997) taxonomy of vocabulary learning strategies. The instrument investigated 3 types of strategies used by teachers to increase students' vocabulary. They are memory strategies, cognitive strategies, and determination strategies. The data obtained were analyzed and described as follows.

### 4.4.1 Memory Strategies

The first is memory strategies. This strategy is useful to help students remember a word easily in the process of learning English. In the questionnaire, the category of these strategies consisted of 14 items strategies in which the items are presented from number 1 to 14. In this part, the researcher described the memory strategy used by English teachers who are members of the MGMP Rayon 4 Kota Jambi to increase students' vocabulary.

As seen in Table 12, item MEM. 1 *'' study a word with a picture of its meaning instead of definition''* showed that there were 4.5% (1 participant) responded seldom, 18.2% (4 participants) responded sometimes, 54.5% (12

participants) responded often, and 22.7% (5 participants) responded always. Item MEM. 2 *'' relate oneself's own mental images of a word's meaning''* showed that there were 4.5 % (1 participant) responded never, 22.7% (5 participants) responded sometimes, 50% (11 participants) responded often and 22.7% (5 participants) responded always. Item MEM. 3 *''connect a word to a personal experience''* showed that there were 9.1% (2 participants) responded seldom, 18.2% (4 participants) responded sometimes, 45.5% (10 participants) responded often, 27.3% (participants) responded always. Item MEM. 4 *''place the word in a group with other items based on topic, theme or function''* showed that there were 22.7% (5 participants) responded sometimes, 45.5% (10 participants) responded often and 31.8% (7 participants) responded always.

Item MEM. 5 *" connect a word to its synonyms and antonyms''* showed that there were 4.5% (1 participant) responded seldom, 27.3% (6 participants) responded sometimes, 40.9% (9 participants) responded often, 27.3% (6 participants) responded always. Item MEM. 6 *'' create semantic networks of a word''* showed that there were 9.1% (2 participants) responded seldom, 27.3% (6 participants) responded sometimes, 36.4% (8 participants) responded often and 27.3% (6 participants) responded always. Item MEM.7 *'' use 'scales' for gradable adjectives''* showed that there were 40.9% (9 participants) responded sometimes, 36.4% (8 participants) responded often and 22.7% (5 participants) responded always. Item MEM. 8 *''use new words in sentences''* showed that there were 4.5% (1 participant) responded seldom, 22.7% (participants) responded sometimes, 45.5% (10 participants) responded often, and 27.3% (6 participants)

responded always. Item MEM. 9 *''group words together within a storyline''* showed that there were 4.5% (1 participant) responded seldom, 36.4% (8participants) responded sometimes, 45.5% (10participants) responded often and 13.6% (3 participants) responded always.

Item MEM. 10 *''use Keyword Method''* showed that there were 4.5% (1 participant) responded never, 18.2% (4 participants) responded seldom, 13.6% (3 participants) responded sometimes, 36.4% (8 participants) responded often and 27.3% (6 participants) responded always. Item MEM.11 *'' imagine the written form of a word''* showed that there were 4.5% (1 participant) respond never, 36.4% (8 participants) responded sometimes and 18.2% (4 participants) responded always. Item MEM 12 '' paraphrase the word's meaning'' showed that there were 36.4% (8 participants) responded sometimes, 54.5% (12 participants) responded often and 9.1% (2 participants) responded always. Item MEM. 13 ''learn the individual words of chunks and then use the whole chunk as a memory aid for remembering the individual word meanings'' showed that there were 4.5% (1 participant) responded seldom, 59.1% (13 participants) responded sometimes, 31.8% (7 participants) responded often and 4.5% (1 participant) responded always. Item MEM. 14 '' use physical action when learning a word'' showed that there were 22.7% (5 participants) responded sometimes, 50% (11 participants) responded often and 27% (6 participants) responded always.

From Table 12 below, it can be seen that there are teachers who frequently and sometimes use memory strategy. However, from the calculation of the overall mean score, these strategies have an average answer value of 3.82. It means that

most of the English teachers who participate in MGMP rayon 4 Kota Jambi often use those strategies in teaching practice.

**Table 12. Frequency of Memory Strategies Used By the English Teachers**

| STATEMENTS | Answer | | | | | lean | Interpreta-tion |
|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | | |
| **MEM 1**. To study a word with a picture of its meaning instead of definition. | 0 (0%) | 1 4.5% | 4 (18.2%) | 12 (54.5%) | 5 (22.7%) | 3.95 | High/often |
| **MEM 2.** To create oneself's own mental images of a word's meaning. | 1 (4.5%) | - (0%) | 5 (22.7%) | 11 (50%) | 5 (22.7%) | 3.86 | High/often |
| **MEM 3**. To connect a word to a personal experience. | - (0%) | 2 (9.1%) | 4 (18.2%) | 10 (45.5%) | 6 (27.3%) | 3.91 | High/often |
| **MEM 4**. To place the word in a group with other items based on topic, theme or function | - (0%) | - (0%) | 5 (22.7%) | 10 (45.5%) | 7 (31.8%) | 4.09 | High/often |
| **MEM 5.** To connect a word to its synonyms and antonyms. | - (0%) | 1 (4.5%) | 6 (27.3%) | 9 (40.9%) | 6 (27.3%) | 3.91 | High/often |
| **MEM 6.** To create semantic networks of a word. | - (0%) | 2 (9.1%) | 6 (27.3%) | 8 (36.4%) | 6 (27.3%) | 3.82 | High/often |
| **MEM 7**. To use 'scales' for gradable adjectives. | - (0%) | - (0%) | 9 (40.9%) | 8 (36.4%) | 5 (22.7%) | 3.82 | High/often |
| **MEM 8.** To use new words in sentences. | - (0%) | 1 (4.5%) | 5 (22.7%) | 10 (45.5%) | 6 (27.3%) | 3.95 | High/often |
| **MEM 9**. To group words together within a storyline. | - (0%) | 1 (4.5%) | 8 (36.4%) | 10 (45.5%) | 3 (13.6%) | 3.68 | High/often |
| **MEM 10.** To use *Keyword Method.* | 1 (4.5%) | 4 (18.2 %) | 3 (13.6%) | 8 (36.4%) | 6 (27.3%) | 3.64 | High /often |
| **MEM 11.** To imagine the written form of a word. | 1 (4.5%) | - (0%) | 8 (36.4%) | 9 (40.9%) | 4 (18.2%) | 3.68 | High/often |
| **MEM 12.** To paraphrase the word's meaning. | - (0%) | - (0%) | 8 (36.4%) | 12 (54.5%) | 2 (9.1%) | 3.73 | High/often |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **MEM 13.** To learn the individual words of chunks and then use the whole chunk as a memory aid for remembering the individual word meanings. | - (0%) | 1 (4.5%) | 13 (59.1%) | 7 (31.8%) | 1 (4.5%) | 3.36 | Medium/ Sometimes |
| **MEM 14.** To use physical action when learning a word. | - (0%) | - (0%) | 5 (22.7%) | 11 (50%) | 6 (27%) | 4.05 | High/often |
| **Total** | | | | | | **3.82** | **High/often** |

*Legend:*

*1 = Never*
*2= Seldom*
*3= Sometimes*
*4= Often*
*5= Always*

**4.4.2. Cognitive Strategies**

The second strategy is cognitive strategies. These are strategies that exhibit the general function of manipulating or transforming the target language. They include repetition and uses mechanical means to increase the vocabulary of the students. In this part, the researcher described the cognitive strategy used by English teachers who are members of the MGMP Rayon 4 Kota Jambi to increase students' vocabulary. There are 4 items strategies that include in these strategies. Findings in detail are displayed in Table 13.

Item COC.1 *" repeat a word aloud to oneself "* showed that there were 22.7% (5 participants) responded sometimes, 27.3% (6 participants) responded often and 50% ( 11 participants) responded always. Item COC. 2 *'' write a word repeatedly''* showed that there were 31.8% (7 participants) responded sometimes, 22.7% (5 participants) responded often and 45.5% (10 participants) responded always. Item COC. 3 *'' listen to tapes/CDs of word lists ''* showed that there were 13.6% (3 participants) responded seldom, 54.5% (12 participants) responded sometimes, 9.1% (2 participants) responded often and 22.7% (5 participants)

responded always. Item COC.4 *'' keep a vocabulary notebook''* showed that there were 9.1% ( 2 participants) responded seldom, 13.6% ( 3 participants) responded sometimes, 31.8% ( 7 participants) responded often and 45.5% ( 10 participants) responded always.

From Table 13 below, it can be seen that the overall mean score of cognitive strategies ware 3.99. It means that most of the English teachers who participated in MGMP rayon 4 Kota Jambi often use cognitive strategies to increase students' vocabulary.

**Table 13. Frequency of Cognitive Strategies Used By the English Teachers**

| STATEMENTS | Answer | | | | | lean | Interpreta-tion |
|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | | |
| **COG1.**To repeat a word aloud to oneself. | - (0%) | - (0%) | 5 (22.7%) | 6 (27.3%) | 11 (50%) | 4.27 | Very High/ Always |
| **COG2.**To write a word repeatedly. | - (0%) | - (0%) | 7 (31.8%) | 5 (22.7%) | 10 (45.5%) | 4.14 | High/often |
| **COG3.**To listen to tapes/CDs of word lists. | - (0%) | 3 (13.6%) | 12 (54.5%) | 2 (9.1%) | 5 (22.7%) | 3.41 | High/often |
| **COG4.**To keep a vocabulary notebook. | - (0%) | 2 (9.1%) | 3 (13.6%) | 7 (31.8%) | 10 (45.5%) | 4.14 | High/often |
| **Total** | | | | | | **3.99** | **High/often** |

*Legend:*
*1 = Never*
*2= Seldom*
*3= Sometimes*
*4= Often*
*5= Always*

### 4.4.3. Determination Strategies

The third is determination strategies. As we know that determination strategies are one of teachers' strategies that is useful for encouraging students to independently know the meaning of words without getting help from the teacher and classmate. Students are required to utilize available sources and references to

discover the meaning of a word. this strategy consisted of 10 items strategies in which the items are presented in the questionnaire from number 19 to 28.

Item DET. 1 *'' analyze the part of speech of an unknown word''* showed that there were 36.4% (8 participants) responded sometimes, 45.5% (10 participants) responded often and 18.2% (4 participants) responded always. Item DET. 2 *''look at the clause or sentence containing the unknown word to find clues''* showed that there were 4.5% (1 participant) responded seldom, 18.2% (4 participants) responded sometimes, 68.2% (15 participants) responded often and 9.1% (2 participants) responded always. Item DET. 3 *''examine how the clause containing the unknown word relates to other clauses, sentences, or paragraphs''* showed that there were 59.1% (13 participants) responded sometimes, 31.8% (participants) responded often and 9.1% (2 participants) responded always. Item DET. 4*'' make use of common sense and knowledge of the world''* showed that there were 4.5% (1 participant) responded seldom, 27.3% (6 participants) responded sometimes, 50% (11 participants) responded often and 18.2% (4 participants) responded always. Findings in detailed are displayed in Table 13.

Item DET. 5 *''make use of knowledge of the topic''* showed that there were 36.4% (8 participants) responded sometimes, 50% (11 participants) responded often and 13.6% (3 participants) responded always. Item DET. 6 *'' check if the part of speech of the guessed meaning is the same as the part of speech of the unknown word''* showed that there were 27.3% (6 participants) responded sometimes, 54.5% (12 participants) responded often and 18.2% (4 participants) responded always. Item DET. 7 *'' replace the unknown word with*

*guessed meaning to check if the sentence makes sense''* showed that there were 4.5% (1 participant) responded seldom, 36.4% (8 participants) responded sometimes, 50% (11 participants) responded often and 9.1% (2 participants) responded always.

Item DET. 8 *'' analyze affixes and roots of an unknown word in an early stage when guessing''* showed that there were 13.6% (3 participants) responded seldom, 54.5% (12 participants) responded sometimes, 27.3% (6 participants) responded often and 4.5% (1 participant) responded always. Item DET.9 *'' analyze affixes and roots of an unknown word in a later stage of guessing work''* showed that there were 13.6% (3 participants) responded seldom, 50% (11 participants) responded sometimes, 27.3% (6 participants) responded often and 9.1% (2 participants) responded always. Item DET. 10 *'' deliberately learn the meanings of the most common affixes''* showed that there were 4.5% (1 participant) responded never, 4.5% (1 participant) responded seldom, 50% (11 participants) responded sometimes, 31.8% (7 participants) responded often and 9.1% (2 participants) responded always.

From the table 6 below, it can be seen that the overall mean score of determination strategies were 3.61. It means that most of the English teachers who participated in MGMP rayon 4 Kota Jambi often use cognitive strategies to increase students' vocabulary.

**Table 14. Frequency of Determination Strategy Used By the Teachers**

| STATEMENTS | Answer | | | | | Mean | Interpretation |
|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **DET1**. Analyze the part of speech of an unknown word. | - (0%) | - (0%) | 8 (36.4%) | 10 (45.5%) | 4 (18.2%) | 3.82 | High/often |
| **DET2**. Look at the clause or sentence containing the unknown word to find clues | - (0%) | 1 (4.5%) | 4 (18.2%) | 15 (68.2%) | 2 (9.1%) | 3.82 | High/often |
| **DET3**. Examine how the clause containing the unknown word relates to other clauses, sentences, or paragraphs. | - (0%) | - (0%) | 13 (59.1%) | 7 (31.8%) | 2 (9.1%) | 3.50 | High/often |
| **DET4.** Make use of common sense and knowledge of the world. | - (0%) | 1 (4.5%) | 6 (27.3%) | 11 (50%) | 4 (18.2%) | 3.82 | High/often |
| **DET5**. Make use of knowledge of the topic. | - (0%) | - (0%) | 8 (36.4%) | 11 (50%) | 3 (13.6%) | 3.77 | High/often |
| **DET6**. After guessing, check if the part of speech of the guessed meaning is the same as the part of speech of the unknown word. | - (0%) | - (0%) | 6 (27.3%) | 12 (54.5%) | 4 (18.2%) | 3.91 | High/often |
| **DET7.** After guessing, replace the unknown word with guessed meaning to check if the sentence makes sense. | - (0%) | 1 (4.5%) | 8 (36.4%) | 11 (50%) | 2 (9.1%) | 3.64 | High/often |
| **DET8.** Analyze affixes and roots of an unknown word in an *early* stage when guessing. | - (0%) | 3 (13.6%) | 12 (54.5%) | 6 (27.3%) | 1 (4.5%) | 3.23 | High/often |
| **DET9.** Analyze affixes and roots of an unknown word in a *later* stage of guessing work. | - (0%) | 3 (13.6%) | 11 (50%) | 6 (27.3%) | 2 (9.1%) | 3.32 | High/often |
| **DET10.** Deliberately learn the meanings of the most common affixes. | 1 (4.5%) | 1 (4.5%) | 11 (50%) | 7 (31.8%) | 2 (9.1%) | 3.36 | High/often |
| **Total** | | | | | | **3.61** | **High/often** |

Legend :

1 = Never

2= Seldom

3= Sometimes

4= Often

5= Always

## 4.5 DISCUSSION

Nie & Zhou (2017) state that vocabulary is the building block of a language and no language acquisition can occur without mastering vocabulary. The more students acquire and master vocabulary, the more they can speak, write, read, and listen to the target language. To improve students' vocabulary, every teacher is likely to have various strategies (Schmitt, 2000). In this research, the researcher found 3 types of strategies used by the teacher who incorporated in MGMP rayon 4 Kota Jambi to increase students' vocabulary in learning English. There were memory strategies, cognitive strategies, and determination strategies.

### 4.5.1 The strategy used by English teachers who are members of MGMP rayon 4 Kota Jambi to increase students' vocabulary.

**A. Memory Strategies**

Memory strategies involve relating the word to be retained with some previously learned knowledge, using some of the imagery, or grouping. These strategies are considered useful for increasing the long-term retention of students (Schmitt,2000). Therefore, this survey is more focused on investigating what memory strategies teachers' used in learning English to help students improve their vocabulary by presenting 14 memory strategies.

Based on the findings from the memory strategy, M4: `` grouping words based on topic, theme, or function " was the highest strategy used compared to other memory strategies. These results also indicated that the English teachers

who are members of MGMP Rayon 4 Kota Jambi tend to often use grouping strategies to help students' maintain vocabulary in their memory.

In fact, this finding is inversely proportional to research conducted by Chang (2015). The results showed that the memory strategy most frequently used by English teachers were reversal followed by mental imagery, elaboration, mnemonics, and organization. He also believes that the reversal strategy is more useful to remember words, yet it is less effective for remembering information in the long term. Then, one of the reasons why the results are different is because the research subjects studied came from different areas and schools. In this study, researchers collected subjects from various formal and private junior high schools in the city of Jambi. Meanwhile, Chang researched a school in India. This could be a factor in the use of different strategies because teachers teach in different schools. They also have different student characteristics.

Also, The English teachers encourage students to use *physical actions when learning a word* and *use new words in a sentence*. The result showed that the teachers implemented both of those memory strategies in their teaching practices to improve students' vocabulary. According to Brown (2001), memory can be increased if it is simulated or tracked through association with motor activity. By using physical action students will easily understand and remember a word because students practice it physically or verbally (Nafkhatul & Taranindya, 2020). This strategy can also make them more enjoyable in studying the word so that the number of new words will be easy to remember. Besides, using new words in sentences can also help students master new words. They not only know

the meaning and pronunciation of the word but they are also able to make sentences with that word verbally and in writing.

Furthermore, the item with the lowest mean score was MEM.13: "learn the individual words of chunks and then use the whole chunk as a memory aid for remembering the individual word meanings". It means that teachers only occasionally used chunking strategy to help students increase their vocabulary whereas chunking strategy can be used to help memory performance. As Nation (2001. p 520) says that the main advantage of chunking strategy is reduced processing time. ‘’That is, speed. Instead of having to give close attention to each part, the chunk is seen as a unit which represents a saving in time needed to recognize or produce the item’’.

**a. Cognitive Strategies**

The second strategy is cognitive strategies. This strategy exhibits the common function of manipulation or transformation of the target language to help students achieve learning success. Based on the finding from the cognitive strategies, it showed that " repeat a word aloud to oneself " was the highest strategies from the strategies on the questionnaire. It can be interpreted that the teacher always pronounces a word and then the students repeat the word aloud simultaneously or take turns one by one. The researcher argues that by using repeating strategy students will better understand how the word is pronounced so that students can recognize a word when they hear it and they are also able to pronounce the word correctly. However, in implemented this strategy, the teacher should have good pronunciation. It is because the teacher is the center of students.

The teacher acted as the model for the student. They listen carefully and notice how a word is spoken. Brown (2000) states that this method also encourages students to use mimicry drill which was very helpful for students to train them pronounced the words. Also, Yu-ling (2005) argues that oral repetition is one of the vocabulary learning strategies that are widely recognized by teachers, therefore it is popularly used.

Furthermore, the results of the descriptive statistics of this study also indicated that three items under these strategies are high/often used by the teachers because the value of the mean score rank from 3.40 – 4.19 including the statement COG. 2 *''write a word repeatedly''*, COG. 3 *''listen to tapes/CDs of word lists''* (3.41), and COG.4 *''keep a vocabulary notebook''*.

Using mechanical means to study words including using supplementary tapes / CDs which record the audio of word lists was the lowest cognitive strategy used by the teachers but still categorized into high / often category. Yuling (2005) confirmed in his research that 95% of his survey participants tended to prefer to use word lists in textbooks when teaching vocabulary in English classes compared to using tapes / CDs. That's because keeping vocabulary notebooks is more likely to be used at any time than tapes / CDs.

**b. Determination Strategies**

The third strategy used by the teacher to improve students' vocabulary is determination strategies. This strategy includes a set of ways that encourage students to use available resources and references to discover the meaning of words. According to Schmitt (2000), this strategy can be used to help students

discover the meaning of a word independently without any help from others. This can be done through guessing from one's structure knowledge of language, guessing from an l1 cognate, guessing from context, or using reference materials. It turns out that the results of the determination strategy showed that DET. 6: *"checking word apart"* was the highest determination strategy used by the teachers. It means that after students guess the meaning of a word, the teacher often asks students to check a word part to clarify the meaning of the word. In this case, the researcher suggests that students need to know what the parts mean. Also, they must also be able to see how the meanings of stems and affixes are combined to make new but related meanings (Tyler and Nagy, 1989). According to Nation (2001), there are four aspects of word-building knowledge that are worth monitoring by a teacher. The four aspects are (1) The learners need to be able to recognize word parts in words, (2) The learners need to be able to recognize what the affixes mean and do, (3) The learners need to be aware of the changes of written and spoken form that occurs when an affix is added to a word and (4) The learners need to know which classes of stems can take certain affixes

Moreover, the determination strategy which has the lowest mean value is DET 8: Analyze affixes and roots of an unknown word in the early stage. In fact, this strategy is very helpful for students in consolidating a new word. As stated by Nation (2001) that:

> ‘’Affixes and roots has two values for a learner of English: it can be used to help the learning of unfamiliar words by relating these words to known words

or to known prefixes and suffixes, and it can be used as a way of checking whether an unfamiliar word has been successfully guessed from context''.

One of the respondents in an unplanned interview gave the reason that the use of this strategy at the junior high school level is quite difficult, most students still have low knowledge of English vocabulary, especially seventh grade students.

### 4.4.2 The Most Strategy Used by English Teachers Who Are Members of MGMP Rayon 4 Kota Jambi to Increase Students' Vocabulary.

The findings showed that the English teachers who are members of MGMP rayon 4 Kota Jambi used varieties of strategies to enhance the vocabulary of students. As previously explained, English teachers who participated in this study were diverse and came from different backgrounds; therefore, they also differed in choosing and using teaching strategies. As stated by Starbuck (2003) that gender differences affect teachers in choosing teaching strategies. In this research, the overall participants involved were only female teachers. It can be concluded that female English teachers have a tendency to use cognitive strategy in teaching practice in class. Besides, the participants were mostly dominated by teachers who came from an undergraduate of Bachelor degree and had 11-15 years of teaching experience. It can also be factors that influence the teacher in determining and choosing which strategy is suitable to be applied in learning English. The researcher believes that the higher the level of teacher education, they will increasingly understand about the importance of using and selecting a strategy that suits the needs of their students.

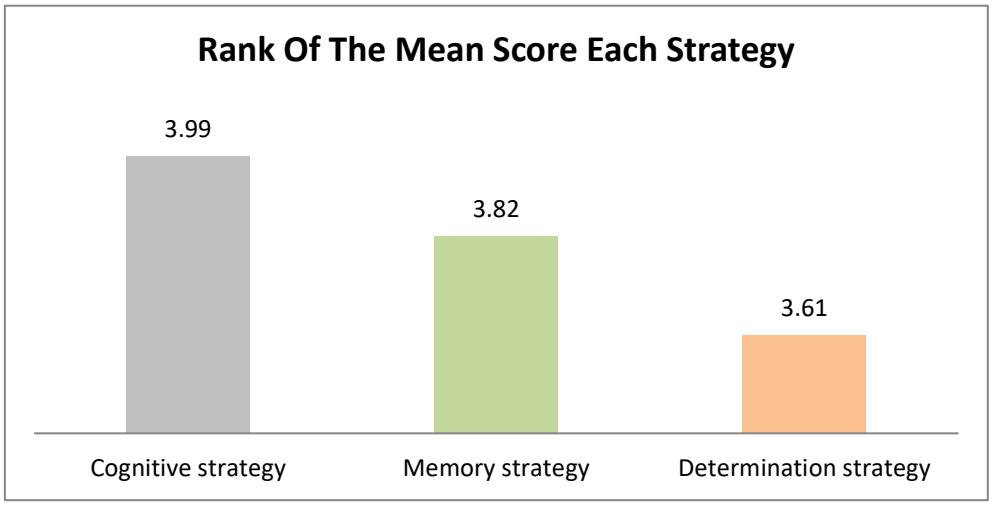



**Figure 8. Mean Score Each Strategy**

The chart above showed the dominant strategies used by the English teacher was cognitive strategies with the highest mean score of 3.99, followed by memory strategies (3.82), then the last strategy is determination strategy (3.61). it concerts with Yu-ling (2005) who considered cognitive strategy which involving repetition and using supportive tools to study words were the dominant strategies used by Taiwan EFL teachers. We have almost the same findings because we conducted the same research on teachers who teach English as a foreign language (EFL).

A possible reason why cognitive strategies were the dominant strategy used by teachers is because these strategies have similarities to the memory strategy but do not specifically focus on manipulative mental processing; these strategies include repetition and using mechanical means to learn words. Although some argue that the repetition strategy is not a laudable learning strategy, it is popular among students and may help them achieve high levels of proficiency (Schmitt, 2000). Subsequently, memory strategies are not a strategy that is so

dominated by teachers because these strategies vary widely. In classroom application, teachers need to make some adjustments depending on individual characteristics and learning styles.

Furthermore, foreign language acquisition generally occurs because of learning; learning language consciously to obtain formal knowledge about language, but according to Laufer (1998); Webb (2007), language acquisition can occur incidentally by using repetition. By doing written and verbal repetition, information or knowledge about the word will easily be stored in the long-term memory of the students. Thus the repetition strategy is an important strategy for teachers to apply to help students' master vocabulary. Besides, vocabulary notebooks were also recommended by previous researchers (Gairns and Redman, 1986 and Fowle, 2002) to be used to facilitate learners acquiring vocabulary. Keeping a vocabulary notebook advises students to write down words they don't know when they hear and see them then translate them. This strategy can be used to record and review vocabularies. Also, it can be useful as a source or personal dictionary so that students can read over and over and memorize words easily.