

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of findings and discussion of the research. The finding is the information found from the field, while the discussion is the process of making a decision or a conclusion.

A. Findings

1. Brief History of MTs Raudhatusysyubban

MTs Raudhatusysyubban is a Private Islamic Junior High School that is located at Jl. Veteran Km 6 RT 4 No. 223 Sungai Tabuk, Banjar Regency. This school is established on June 21st 1985. Drs. M. Idris Haji Masykur is the first principal in MTs Raudhatusysyubban, he became principal from 1985 – 2009. The next principal of this school is Abdul Hakim, S.H.I from 2010 – now.

The description of the place of MTs Raudhatusysyubban can be seen as follows:

The north of building borders with MIN Sungai Lulut.

The south of building borders with inhabitants land.

The west of building borders with Sungai Bakung Street.

The east of building borders with inhabitants land.

In the past, in Sungai Lulut village and other villages, there was not a Junior High School. Whereas in Sungai Lulut and other villages, there are many students that were graduated from Islamic Elementary School and Elementary School want to

continue their study. Many people especially students' parents in Sungai Lulut also suggest to build a Junior High school.

Fortunately, in MTs Raudatussyubban, they got a help in rehabilitation of three classes. On this momentum, there was a suggestion; to use those three classes to become Junior High School.

Based on the problem above, a student of UIN Antasari Banjarmasin; M. Idris Haji Masykur invited his friends for talking about, what if that three classes is built to be a Islamic Junior High School. Finally, it is MTs Raudatussyubban.

2. The Condition of The Students

The number of students MTs Raudatussyubban in academic years 2017/2018 amounted to 493 students. It is divided to be 12 classes. Four classes for 7th grade students of MTs Raudatussyubban, four classes for 8th grade students of MTs Raudatussyubban, and four classes for 9th grade students of MTs Raudatussyubban.

This part presents the research findings which the writer found the field by doing observation and interview. It related to the teacher's strategies in motivating students of English vocabularies learning that had been conducted of the eighth grade at MTs Raudatussyubban. After the writer investigated the teacher's strategies in motivating students of English vocabularies learning, finally the researcher got some data. So, the researcher presents the findings of the study that are divided into two findings.

1. Teacher's Strategies In Motivating Students of English Vocabularies Learning

a. Giving award or reward

It is not wrong if the reward is one of educational tool that is able to provide learning motivation for students. When the students get the reward or award because they achieve, certainly the spirit of learning will increase, because the desire to maintain and raise learning achievement. Students learning motivation will increase when achievement and hard work to achieve the success of learning was accompanied by achievement and good appreciation.

Based on the observation and interview with English teacher that had been conducted by the writer in the eighth grade at Raudhatussyubban Junior High School on 12nd September 2017 - 12nd November 2017, there are some strategies that be applied by English teacher to motivate students' learning English vocabularies, it is giving award like English dictionary and small books. To motivate students to learn English vocabularies, the teacher needs to be given a reward, when they are motivated, they will be the spirit of learning. There were many kinds of rewards that applied in Raudhatussyubban Junior High School for students who got the achievement, they are:

1) Getting English dictionary and small books

Not only joining the competition as a reward for students who were good in English but also they will be given useful English book to improve their skills more. This reward is a symbol of learning activities in motivating students. In this study, the teacher gives the reward for student who does the English assignment well and active

in English learning at classroom. Indirectly, it can motivate other students to do that, in order to get the reward. In addition to the achievement motivation, the reward indirectly also can improve students achievement.

2) Announced as a good student in English among eighth students in Raudhatusyubban Junior High School

A good student was also a predicate to the student who was active in learning English. This reward can also be said as achievement. Some students fell happy and proud if they are given the reward for their good performance or good students. As said by Imam Ghazali in the book *Ihya ULumuddin* "if a child stands out good morals and praised deeds, then he should be glorified, exalted, and praised in front of the crowd to give spirit of noble and do commendable." To glorify the child and to encourage the gifts or sweet words according to the words of Prophet Muhammad narrated by Ath-Thabrani, "Give each other gifts that you love one another. In this study, in addition announced as a good student, he will get a medal necklace from the teacher.

b. Giving punishment

Giving punishment is one of teacher's ways in building students' discipline. In Raudhatusyubban Junior High School, punishment is also called by betterment for students, it is included by some kinds of action that will be given to the students who do not work assignments or un focus in the classroom especially in English vocabularies learning. The teacher hoped that the effect of punishment/betterment will encourage students to think twice in doing the mistakes. The following is the

variation of punishments/betterments that exist in Raudhatussyubban Junior High School:

- 1) Giving the words (I Don't Work Assignment/Homework or I am Unfocused in Learning) that put on the neck at the time of teaching and learning.
- 2) Cleaning the classroom, and library.
- 3) Giving the assignment to students like writing 100 vocabularies.
- 4) Memorizing the chapter of The Holy Qur'an (Juz 30)

In this case, the teacher has decided the appropriate punishment or betterment to the students who did the mistakes. It depends on the level of violations committed by the student.

c. Using Fun and Interesting Activities

Learning motivation has an urgent role in the learning, to maximize the achievement of learning objectives then a teacher should be able to grow the learning's motivation to the students to always be active in the learning process. One way to cultivate students learning motivation is that a teacher should be able to present an interesting learning environment and fun activities in order to encourage students learning.

Based on the observation and interview with the English teacher the writer found that there are some fun and interesting activities that the teacher used in teaching vocabularies and also giving the motivation to the students. They are singing a song, reading aloud, using the picture, drilling, memorizations, translation and playing games. Here are the explanations of the fun and interesting activities above:

1) Sing a song

First activity that is used by the teacher is sing a song. The students will be active and enjoy with the lesson. Based on observation, the teacher taught the students by singing and asking them to memorize new words in song then students will follow the song and fill in the blank. First of all, the teacher gave a paper that contains an imperfect song to the students. Then, the students are asked to follow song being played twice. So, they are asked to fill in the blank on the paper that the teacher gave earlier. In this case, the students will be easy and interested in learning vocabularies, besides that it avoids the boringness. Based on interview with Mrs. Ahsaniah (Saturday, 9 October 2017), "To make easier for the students to memorize the vocabulary, I usually make a song so the students memorize it while singing."

2) Reading aloud

Reading aloud is one of the alternative teachers to enrich the mastery of students vocabularies, where the teacher read some stories, for example the legendary story, the teacher read it loudly in order to make students to pay more attention, occasionally the teacher asked students the meaning of some vocabulary in the story, so the students answers the questions given by the teacher, in other hand the students was also asked to write in their book the new vocabularies that they got. It is very essential in the learning of vocabularies, because almost all students are very enthusiastic about the strategy that the teacher provides. According Miss Ahsaniah "Reading Aloud is very useful for them to keep their concentration in terms of

listening because in every reading aloud I always give the question to the students, it keeps their focused on what I teach”.

3) Using the picture

The other activity that the teacher used in teaching vocabularies is using the picture. Using picture in teaching is very needed by the teacher especially in teaching vocabulary. It is also one of media in teaching vocabularies. The teacher hoped by using this media, it can give the motivation to the students in learning of English vocabularies. In MTs Raudatussyban of Junior High School, the teacher shows the picture with each name corresponding to the picture, after that the teacher asks the students to make four groups to play games, the games are matching the image according to the name of the picture, the game is given 1 minute for each group to be matching a picture that matches its name, for the group that finish this game quickly, the group will be given 100 points. So, it makes the students very enthusiastic to learn the vocabulary. While based on the interview, the teacher said that “I often use pictures to get student's attention so that students are active in vocabulary learning, in addition by using the media can make easier for students to understand the vocabulary they get” (interview with Mrs. Ahsaniah on Saturday, 16 October 2017).

4) Drilling

Drilling is one of the interesting activities to support the students' learning vocabulary. Based on the observation (on Wednesday 18 October 2017) The strategy of the teaching and learning is repetition drilling. At the first, the teacher asked one of the students to mention vocabularies in the whiteboard. Then the teacher asked the

students to repeat many times until they can memorize the vocabularies. Then the teacher asked the other students to explain the meaning and asked to repeat many times. After that, he asked the other students to make a sentence. The students must memorize it. Based on the observation in drilling sentence, the teacher drilled the students by emphasizing pronunciation and intonation. Then the students were asked to memorize at glance.

5) Memorization

The teacher also often motivates the students to always study hard. He also often asked the students to memorize a lot of vocabulary. If the students have a lot of vocabulary, the teacher believed that the students will have a good score in English. The teacher used memorization in teaching. In this case, the teacher asked the students to memorize the words that she had written on the whiteboard but the students must close their books. Based on the observation, the teacher used like a game "What's missing?". Here, the teacher wrote the vocabularies that be studied at the time on the paper. Then, the teacher stuck them on the white board. After that the teacher asked the students to memorize what on the whiteboard at glance. Then, if the students had memorized, the teacher asked them to close their eyes for a few moment. At the time, the teacher took one of the papers on the whiteboard, after that the teacher asked the students to open their eyes and asked them to guess what's missing on the white board?.

6) Translation

One of technique that usually used in teaching vocabulary is translation. In translating the meaning of the words, the teacher had applied indirectly and directly. There are various ways applied by the teacher in translating the words' meaning. Based on the observation on Thursday, 23 October 2017 at the eighth grade students of Raudhatussuyuban Junior High School, the researcher found that the teacher used two languages when she explained words in teaching process. The teacher does not explain the material full in English.

Based on the interview with Miss. Ahsaniah on Saturday, 25 October 2017, she also gives the simple text that they have translated. She asked the students to translate the simple text with their seatmate, after that the teacher asks the students to come forward to read the results of the translation, the process was done alternately, if the results of the translation is good, they will be given the value of 80 for each group.

7) Playing games

Other activities that support the student's vocabulary were games activities. The students will be interest and also not feel bored with the lesson. In word games, the teacher taught by presenting pictures such as picture clothes, thing in the bedroom or time. Here, the teacher gave picture to the students, then asked them to describe the picture. So, other students could understand or find the meaning of vocabulary based on the picture. By this game the students could learn vocabulary more joyful ways. A game that is not less interesting that be done by the teacher with the one that have

been mentioned, she made the game in a circle and use a small ball tool where students will give from student to other students, this game is assisted by music, when the music stops and small ball stops in one of the students then the student will get questions from the teacher for example to mention adjectives or nouns. From the interview with Miss Ahsaniah on Saturday 26 October 2017 she stated "Playing game also increase their motivation to learn vocabulary. "By using strategy of this game will make student become relax and will generate interest in learning English" It also increased their motivation to learn vocabulary.

2. Students' responses to those teachers strategies in motivating students learning English vocabulary

a. Giving rewards

For most students reward could motivate them to study English, especially, especially for students who ever got reward from the teacher. The students who got reward are only good students. Good students here meant the students who had great achievement in examination of learning English. Therefore, most students at eight grade of MTs Raudatussyuban Junior High School are motivated by teacher's strategies because they wanted to get rewards.

For most of students at MTs Raudatussyuban Junior High School, getting reward was one of their ways to get their satisfaction. As stated before, the rewards were getting English dictionary, small book and announced as a good student. Those rewards were loved by most of students in this school. Below, the researcher explained the students' responses to those rewards.

The first reward was getting English dictionary and small book. Most students were happy to get dictionary and book. Therefore, by getting dictionary and book, it will be their book collections increased. By getting dictionary or book, they also could tell to their parents to make their parents happy of having great children as like them. This reward could motivate the students to study hard in learning of English vocabularies.

The second reward was announced as a good student. This reward is a predicate to the students who were good active in learning English. As the same with the reward that have been mentioned, the students will get a door prize from the teacher. Therefore, this reward could motivate the students to learn English hardly especially in acquiring the English vocabularies.

b. Giving Punishments

From observation and the interview that are done by the writer to the students, it could be concluded that punishment could motivate students in this school especially eighth grade of MTs Raudatusyuban Junior High School. The punishment is the strategy to make awareness of students, so they will think twice in doing mistake which they will get the punishment. It meant that punishment was more effective than reward in motivating students to learn English vocabularies. There were some punishments that were usually given by the teacher to the students.

The first punishment is giving the words (I don't work assignment/homework or I am unfocused in learning) that put on the neck at the time of teaching and

learning. It will make them awareness in doing a mistake. By getting this punishment, it will be spectacle all of students in the class.

The second punishment was asking the students to clean up the class or library. This punishment was also one of punishment that avoided by the students. They preferred always to work their assignment and focus during lesson than cleaning up the class or library. Therefore, the students preferred to do what teacher said and asked than cleaning up the class.

The third punishment is giving the assignment to students like writing 100 vocabularies. This punishment is one of the easiest punishment among other, because this punishment only writing 100 vocabularies. Here, if the students got this punishment, they will do this punishment easily because they only open the dictionary and then they get 100 vocabularies. Some of them also think that writing 100 vocabularies, it will make them tired because they must write the vocabularies with their hands.

The forth punishment is memorizing the chapters of the Holy Koran Juz (30), The students avoided this punishment so much. Even though the punishment was good for them, but the fact that they did not have much spare time was one of the reasons why they avoided this punishment.

That was why the students avoid those punishments. In addition, from the interview, the researcher found that the students were very afraid if the teacher got angry to them because of their mistakes. The reason was that in one-hour study, they would get some advice from the teacher. Therefore, they students preferred to do

what teacher ask and focus in learning than getting the punishments and getting some advice from the teacher.

c. Using Fun and Interesting Activities

From observation that have conducted by the writer, and interviews that had been done to the students, the writer found that interesting activities that had explained before motivating them in learning of English vocabularies. The students' preference activities are different, it depended on the students' interest. If they were interested in the activity, they would feel happy in learning English vocabularies. That was why the teacher used various (not just one) interesting activities. Fortunately, the students were interested in the various activities used by their teacher in motivating them in learning of English vocabularies. It could be seen from the students' enthusiasm when the teacher uses the activities. For example, when the teacher uses games, most of the students were enthusiasm in playing a game. It makes them happy and more joyful in learning English vocabulary.

As like a game, song also could motivate students to learn and the easiest way to get new vocabularies. It was good for the students because they could sing some songs when they were bored. It could not be imagined how bored were if they did not know any English songs. By learning many songs, the students could spend their time with singing some songs together. If they had spare time to sing English together, it meant that they also had few times to share and tell anything among them. Therefore, songs also could be an interesting activity to motivate students to learn English vocabularies.

These advantages could also be gotten from other interesting activities, such as translation, reading aloud, memorization, using the picture and drilling. Therefore, those all interesting and fun activities that were used by the teacher could motivate the students' English vocabularies learning.

B. Discussions

Discussion is the explanation of data analysis based on the research problem of the study. Based on the research findings, the writer finds two sub divisions, those are; the teacher's strategies in motivating, the students' response towards teacher's strategies in motivating the students conducted at Raudatussyuban of Junior High School.

The writer has observed for eight times in this school, and as the writer knew from the observation and interview with English teacher and some students in Raudatussyuban of Junior High School. The writer found some teacher's strategies in motivating students of English vocabularies learning. As mentioned by Sunaryo (1997, p:6) strategy in the term of teaching and learning as teacher's effort in creating area that can be used for teaching and learning process to achieve teaching and learning purposes effectively.

1. Teacher's Strategies In Motivating Students of English Vocabularies Learning

a. Giving Award and Reward

Character of every human being, especially children (learners) would prefer to get the reward that is tangible or intangible. They will try hard to get it. Therefore, a

teacher should respond what a child likes. The teacher should be able to give the reward at the right time.

Based on the observation and interview within 22 September 2017-22 October 2017 that had been conducted by the writer in the eighth grade at Raudatussyban of Junior High School, there is a strategy that applied by teacher to motivate students in learning of English vocabularies, it is giving award like English dictionary or small book. To motivate students in learning, the teacher needs to be give a reward, when they are motivated, they will be the spirit of learning.

Basically, the writer saw this strategy has advantage and disadvantage. The writer thought that this strategy will make the students just want reward in the learning and teaching process so that in their minds only one is getting a reward. Then this strategy also has important role in learning process. By using this strategy, the students will motivate in learning process. The writer saw the students do what teacher said well because they want to be a good student in the class. It is done to motivate the students indirectly so that they obey the teacher's instructions and doing every assignment that be given by the teacher well. As stated by Kong (2009:145) the outward praises and rewards encourage students to study more actively.

Therefore, reward can be used by teacher as one of the strategies in motivating students to learn English vocabularies. This strategy was considered as motivator to all students in Raudatussyban. Besides as a motivator for students rewards also considered as an appreciation to the students who have been good in English, as explained above, English teacher aimed students were inspired by

themselves to improve English ability. If the students were motivated, they will work and study hard to master English especially in English vocabulary learning.

b. Giving Punishments

The punishment is a repressive educational tools, it is also called a corrective education tool, which aims to awaken the child back to things that are true and orderly. Representative educational tool is used in the action which is regarded as contrary the regulations or an act that is considered to be against the rules. The punishment is often accepted when the students violate the rules that have been agreed. The punishment is also intended as an effort to discipline students against the rules that apply. As mentioned by Crookes and Schmidt (1991, p:361) broadened Gardner's model by including four motivation constituents: interest, relevance, expectancy, and reward or punishment. From the quotation, it can be concluded that punishment is one of thing that can motivate someone to do something.

Giving punishment was considered one of the urgent strategies by English teacher in Raudatusyuban. In this school, punishment is also called by betterment for students, it is included by some kinds of action that will be given to the students who do not work assignments or unfocused in classroom. The writer analyzed the punishments are very appropriate to the students in Raudatusyuban of Junior High School because the punishments are educational punishment or betterment that will encourage students to think twice in doing the mistakes. So, the students motivated to learn and not doing the thing that will made them getting punishments.

Allah also uses punishment is one of thing that can motive someone to do something. Allah also uses punishment to make his creatures do the right way. It is proven by Allah's speaking in Koran surah *Thoha*, verse 124:

وَمَنْ أَعْرَضَ عَن ذِكْرِي فَإِنَّ لَهُ مَعِيشَةً ضَنْكًا وَنَحْشُرُهُ يَوْمَ الْقِيَمَةِ
أَعْمَى

By the verse, Allah reminds his creatures to do anything. He asks and if the creatures do not do what He asks, He will give punishment to the creatures. Therefore, it is important for English teacher to use punishment as one of the strategies in motivating students to learning English vocabulary.

c. Using Fun and Interesting Activities

The writer also found seven interesting activities of teacher's strategies in motivating students of English vocabularies learning in Raudatussyuban of Junior High School. As stated by (Khameis, 2006, p:27) that the strategies the teacher should focus on should be interesting and should capture students' attention. She also states that the strategies of teacher used can be fun and enjoyable, and at the same time achieve academic goals.

1) Sing a Song

Sing a song is one of appropriate strategies to motivate the students in learning of English vocabularies at MTs Raudatussyuban of Junior High School. Here, the writer suggested that the teacher should be able to choose songs in accordance with the wishes of the students, so they enjoy in learning and singing. The

writer is also sure this strategy can improve the mastery of English vocabulary in elementary school. As mentioned by Chandler & Stone, (1999, p:20) Using song in the classroom can help student in the process of English strategy, develop their English in terms of grammar, vocabulary, and pronunciation. In the reality there are many obstacles that the teacher is more conventional method learning with the use of media and learning method is the lack. Whatever the student of majoring of vocabulary is low, so that sing a song method is chosen in improving of vocabulary with manner topic and write new vocabulary in this song.

2) Reading aloud

Reading aloud is one of the teacher's alternative to keep students concentration at MTs Raudatusyuban of Junior High School. For example the teacher reads some stories, for example the legendary story, the teacher read it loudly in order to make students to pay more attention, occasionally the teacher asked students the meaning of some vocabulary in the story, so the students answers the questions given by the teacher, in other hand the students was also asked to write in their book the new vocabularies that they got. Based on the interview with the teacher, this strategy keeps their focused what the teacher teach.

3) Using the Picture

Using the picture to teach the vocabulary in school is giving good clarification of the vocabulary to the students to get or understand the point, mainly vocabulary. It is also done by Raudatusyuban of Junior high School. The writer is very agree with this strategy, because when in the class the students were very happy and knew what

the teacher meant at the time. Based on the interview, in findings, the teacher stated by using the media can make easier for students to understand the vocabulary they get.

4) Drilling

Drilling is one of the strategies that has been used by English teacher at Raudatussyuban of Junior High School in the classroom. It was a key feature of audio-lingual method approaches to language teaching, which placed emphasis on repeating structural patterns through oral practice. Drilling refers to a type of audio lingual technique based on students repeating a model provided by the teacher. The focus is on accuracy rather than fluency. They are used to practice: grammar, vocabulary, pronunciation.

In this activity, students are asked to repeat the teacher's model as accurately and as quickly as possible. In this case, the writer found that the teacher used a repetition drill. Here, the teacher drilled the students by emphasizing pronunciation and intonation. Then the students were asked to memorize at glance. So the writer concludes that is very useful to enrich students' vocabularies.

5) Memorization

Memorization can help students to speak foreign language easily. It also help the students of eight grade at Raudatussyuban in learning of English vocabularies. Memorization learning model can increase the memory power so that learners can more easily understand the subject matter and independent in learning. So the subject matter is not just to be a memorize but to make the material learned with memory can

be understood and last longer in memory (not quickly forgotten) because the way of learning builds the work of memory and fun. Therefore it is stated by Freeman, D.L, (2000:30-31) the students are also required to memorize it.

Based on the observation, the writer found the teacher used this strategy by using game (What is missing), so the students feel enjoying what the teacher taught with pleasure. Memorization in this research is defined as a learning model that uses memory in processing new information obtained by balancing the use of the left brain and right brain for learners more creative in developing a good memorizing way especially in learning of English vocabularies, so that learners can easily understand the subject matter and new words taught by teacher.

6) Translation

The present paper focuses on the use of translation in helping learners to acquire, develop and strengthen their knowledge and competence in the English language. Translation integrated into the language learning practice along with generally used learning activities, such as reading, listening, writing, and vocabulary development could be defined as a “pedagogical tool”, considering that its purpose is to teach a language. Translation activities make students communicate both ways: into and from the foreign language. As stated in oxford advanced learner’s Dictionary (2000, p:1438). Translation is the process of changing something that is written or spoken into another language.

The present study shows that translation activities are a useful pedagogical tool. When introduced purposefully and imaginatively into language learning

program, translation becomes a suitable language practice method for many students. When integrated into daily classroom activities translation can help students develop and improve reading, speaking, writing skills, grammar and vocabulary. Translation in foreign language classes enhances better understanding of structures of the two languages and also strengthens students' translation skills

7) Playing The Games

Playing the games in the classroom is one of an alternative way in improving the students' vocabulary and making them enjoyable. So, the students do not feel bored but feel interested in teaching and learning especially in English vocabularies learning. But the game provided remains tailored to the purpose of learning so that learning objectives can be achieved. As stated by (Uberman, 1998, p:20) Games are not just time-filling activities but have a great educational value. The purpose of the game in English are:

- a) Improve and increase the understanding of English vocabularies
- b) Eliminate the sense of boredom and arouse the spirit of students' learning
- c) Students can work group well and help each other

So, to achieve that goal as we should teachers try to find or create creative and interesting game ideas that are conceptualized / designed in such a way as to certain materials, maybe on material that is difficult to understand by students and make students discouraged. By a game that has been drafted / designed in accordance with the material taught will help students in learning and understanding the material being taught by the teacher. As mentioned by Lee (1979:2) that most language games make

students use the language instead of thinking about learning the correct forms. Therefore, the game makes learning more fun and interactive.

Based on theory kinds of vocabularies teaching strategies, the researcher got the point that teaching strategies above are relevant to support the students' vocabulary. Teacher's strategies in teaching English vocabulary are very important for the students. The teacher at Raudatussyuban of Junior High School uses more than one teaching strategies. These strategies help the students in easier, faster and more enjoyable ways to master vocabulary, so they really support the students' vocabularies improvement.

2. Students responds to those teacher strategies in motivating students learning English vocabulary

Based on the observation and interview, in findings showed an increase in motivation to the students by doing the interesting strategies. It could be concluded that the students' responds toward the teacher strategies in motivating students learning English vocabulary is very good. In this observation, the writer found some strategies to motivate the students in vocabulary learning. Based on the interview with the students, by procurement of reward and punishment can make them afraid in doing every mistake and make them pay attention to everything given by the teacher in the process learning and assignment. The majority of students stated that playing games is a strategy they really like. The reason is by using the strategy make the classroom is more active in learning process and enjoying in vocabulary learning. As stated by brown (1994) cited in Khamis (2006, p:112) "If strategies are intrinsically

motivating and appeal to the students' goal and interest then can have positive impact in their learning. Therefore, all of the activities that the teacher did in MTs Raudatussyuban can give positive impact and motivate students in English vocabularies learning.

Based on the interview data, it was found that:

- a. The reasons that make students have good respond toward the teacher strategies in motivating are: enjoy in English vocabulary learning, increasing their motivation in English vocabulary learning and also increasing their vocabulary.
- b. The reasons that make students like the teacher strategies are: teacher's motivation and interaction and the interesting activities in teaching and learning process.