EXPLORING TEACHER'S STRATEGIES IN TEACHING VOCABULARY

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Abstract: Vocabulary is an essential part in learning language. The teacher of SMK Sultan Agung Sumber applied the vocabulary strategy in teaching English to make students learn effectively. This study is intended to explore the types, the strengths, and the weaknesses of strategy applied by the teacher in teaching vocabulary at grade tenth of SMK Sultan Agung Sumber. The research method adopted by the researchers is descriptive qualitative. The data are taken from observation and interview with the teacher and 5 students as respondents. Both observation and interview are to explore how the teacher applies strategies in teaching vocabulary during the learning process. The result of the study revealed some strategies applied by the teacher to teach vocabulary includes: 1) comprehending vocabulary in details; 2) memorizing vocabulary in every meeting; 3) dictionary use; and 4) teaching vocabulary by using games. Meanwhile, for the strengths and weaknesses of each strategy, the researcher found that the most effective strategy in teaching vocabulary applied by the teacher is teaching vocabulary by using games. On the other hand, the most weaknesses vocabulary teaching strategy is memorizing vocabulary in every meeting due to the fact that memorizing vocabulary around 15-20 words each meeting made them easy to forget the vocabularies that they have memorized.

Keywords: Teaching Strategies, Vocabulary

BACKGROUND

Vocabulary is one of the important aspects when people learn a language. Without learning vocabulary, people cannot communicate with others. Vocabulary is generically defined as the knowledge of words and word meanings. Stahl (2005) asserted that vocabulary is the knowledge of words which does not only imply in the form of definition, but also implies how that word and sentence connected one each other. It means that, it is impossible for someone who wants to learn a foreign language such as English without mastering vocabulary. However, the term of vocabulary covered in language skill includes listening, speaking, reading, and writing.

In education, teaching and learning vocabulary is an essential part especially when people learn foreign language as the meanings of new words. Thornbury (2002) stated that teaching vocabulary is an essential aspect in learning a language. Furthermore, it is almost

impossible to learn a language without words, even communication between human beings is based on words. Both teachers and students agree that acquisition of the vocabulary is a central factor in teaching a language (Walters, 2004).

In addition, Lewis (1993) in his study concluded that vocabulary is the core of language. It means that vocabulary is central to English language teaching because without sufficient vocabulary, students cannot understand others or express their own ideas. Particularly, as students, in developing greater fluency and expression in English, it is significant for them to acquire more productive vocabulary and develop their own personal vocabulary learning strategies.

The other definition of vocabulary is stated by Hatch and Brown (1995: 1), they said that vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of language might use. In addition, Brown (2001: 377) viewed vocabulary items as a boring list of words that must be defined and memorized by the students, word forms are seen in their central role in contextualized and meaningful language.

Learning vocabulary is the main stage for people, especially the students, in the process of learning, mastering and using language. Hiebert (2005:3) stated that vocabulary is the knowledge of meanings of words. We must master vocabulary to be able to use a language. In learning vocabulary, we have to know the meaning of words itself and can use it in sentences. Vocabulary is one of the major problems uncounted by teaching of English as a foreign language.

However, most of the teachers in the school have some problems when they teach vocabulary. Education in Indonesia is now based on the Curriculum 2013 which changed significantly, in both the methods used by the teachers, and the way students learn in the class. In Curriculum 2013, students are required to take an active role. The teacher is only as a facilitator for students. In the other hand, not all students are able to participate actively in the class. Besides, as for the regulation of the Curriculum in 2013 which is the change of the students' handbook and the length of the learning system because the students are obliged to follow the extracurricular activities in addition to obeying the teaching and learning activities in the classroom.

When students learn English, surely, they need guidance from their teacher to learn English as a foreign language. Moreover, English subject have four skills that must be mastered by students. The most important one before students learn four skills in English subject are they should be mastered vocabulary first. In teaching vocabulary, especially in foreign language, the teacher did not only give students some vocabularies to memorize, but how the way teacher can apply the appropriate strategies in teaching vocabulary in order to make students can remember that vocabularies in long term memory. Besides, according to Hamruni (2009), teaching strategy is teaching activities that must do by the teacher and the student so that the purpose of teaching reached effectively and efficiently.

In education, when the teacher teaches vocabulary to students, the teacher does not only give students some vocabularies to memorize. It is necessary for the teacher to use the appropriate method or strategy that must be applied in teaching and learning process. Besides, when students learn a foreign language, they surely have some problems and difficulties although they only memorize one word. In this case, the teacher needs to apply an appropriate method that can make students interest and enjoy the learning process in the classroom.

METHOD

Research method which was adopted by the researchers is descriptive qualitative research. This research focuses on exploring teacher's strategies in teaching vocabulary. It describes the strategies applied by the teacher in teaching vocabulary at Grade Tenth of SMK Sultan Agung Sumber.

According to McMillan & Scumacher (2001:395), qualitative research explores the richness, depth, and complexity of phenomena. Besides, Dornyei (2007) stated that the purpose of qualitative research is to provide descriptions of social phenomena which happen naturally. The research combines library and field research. Library research is to get secondary data and field research is for getting primary data from participants directly. Therefore, researcher will visit to the setting to do observation. Meanwhile, the researcher used observation, interview, and documentation to collecting data.

FINDINGS AND DISCUSSIONS

The research findings in this research were obtained in the field by doing observation and interview. Based on the researcher's observation, there are some teacher's strategies in teaching vocabulary revealed, they are: (1) comprehending vocabulary in details, which consists of comprehending vocabulary through reading and translate the text and comprehending vocabulary in integrating skills; (2) memorizing vocabulary in every meeting; (3) dictionary use; and (4) teaching vocabulary by using games.

1. Comprehending Vocabulary in Details

Based on the observation at grade tenth of SMK Sultan Agung Sumber, the researcher found that vocabulary teaching strategies in the term of comprehending vocabulary in details was the major strategy applied by the teacher in the school. In the point of comprehending vocabulary in details, there are some of the strategies as the part of comprehending vocabulary in details that will be discussed below.

a. Comprehending vocabulary through reading and translating the text

One of the strategy that usually applied by the teacher at SMK Sultan Agung Sumber in teaching vocabulary is comprehending vocabulary through reading and translate the text. When there is a specific text in the textbook such as narrative text story, the researcher found that the teacher gave students comprehending more deeply through reading and translate the text. This matter also clarified with the statement from Fresch (2008) stated that the main source of difficulty for students knows the meaning of words, if they are even able to pronounce them. As the teacher, when he or she teach vocabulary by comprehension, the teacher should pay attention students' condition such as from learning the processes of acquisition, genre, text type, and structure to utilizing those systems of language to gain knowledge of concepts and content.

Besides, the teacher of SMK Sultan Agung Sumber always gives vocabulary comprehension at the first time when teaching and learning process. By doing this strategy, it can make facilitate students to comprehend what the teacher explained about, especially when he taught English by reading in the narrative text story.

In addition, the teacher also used two languages when he read aloud and translate the text in teaching process. As Pan and Pan (2012:4) asserted that translation involves the use of two languages and give students' opportunities to receive sufficient foreign language input. Then, the teacher did not translate a reading text full in English language. He also not read the text in the whole, but he read the text sentence by sentence and after that he translated the meaning of those

sentences which is related to the textbook. The aim is it can make students easier to comprehend the text. In this case, it is related to the one aspect of vocabulary that is translation aspect.

b. Comprehending vocabulary in integrating skills

The second part of comprehending vocabulary strategy is comprehending vocabulary in integrating skills. Based on the researcher observation, the researcher found that the teacher also taught vocabulary in integrating skills such as listening, speaking, reading, and writing. However, when the researcher did the observation, the teacher not teaches all of language skills at the same time because of learning condition and the time is so limited.

Besides, teaching vocabulary is the first step in teaching and learning English before students learn language skills. Therefore, students' ability of listening, speaking, reading, and writing are influenced by the vocabulary. Teaching vocabulary is a process, but its aims are clear, not only make students are able to memorize words as much as possible, but also it can make them master vocabulary, such as memorizing and train their ability to guessing the meaning of words from the contexts.

Thornbury (2002) stated that teaching words is an essential aspect in learning a language as languages are based on words. It means that, it is almost impossible to learn a language without words; even communication between human beings is based on words. "Both teachers and students agree that acquisition of the vocabulary is a important factor in teaching a language" (Walters, 2004). Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language.

Basically, vocabulary is the root of learning language. It means that, it is impossible for students to learn language skills such as listening, speaking, reading, and writing without they learn and comprehend vocabulary first. Certainly, for each language skills, there are some of vocabularies, even when people learn a second or the target language. So, they need to have the ability to learn and comprehend vocabulary first.

Based on the interview with the teacher of SMK Sultan Agung Sumber, usually, after the teacher finished explained the topic to students, he gave students exercise for them. In teaching vocabulary, after the teacher gave students comprehending about it, he gave students vocabulary exercise based on the textbook. The aim is to know how far students comprehend vocabulary well. In vocabulary exercise usually includes the matter of listening, speaking, reading, and writing.

Besides, by giving vocabulary exercise, the teacher of SMK Sultan AgungSumber uses vocabularies which have been taught at the first time. Then, he will give the exercise of listening, speaking, reading, and writing based on vocabulary exercise. So, in this case, the teacher uses vocabulary repeatedly.

Automatically, students will be easier when they do assignments. In addition, in the activity of classroom assessment, the teacher of SMK Sultan Agung Sumber develops, administer and analyze the questions, and he was likely to applied the results of the assessment to his own teaching. Therefore, it provides feedback on the effectiveness of instruction and gives students a measure of their progress. One of them to show whether or not the learning has been successful, and the other one is to clarify the expectations of the teachers from the students (Carter, 2001).

However, by giving some of exercises in the classroom is usually done for purposes of assessment. The benefit is students become more active to learn more when they did assignments and exercises from the teacher. Both teachers and students consider that it is an ordeal for students who must complete them and for the teacher who must construct and guide them. In addition, the teacher becomes knowing students' development in the learning process, especially when the teacher taught and gives some of vocabulary exercise for students.

Besides, the strengths by using the teacher's strategy through comprehending vocabulary in details above, there are some of the weaknesses by using those strategy based on the researchers' investigation at SMK Sultan Agung Sumber.

Based on the researchers' observation at SMK Sultan Agung Sumber, especially in the class of X TKR 6, when the teacher used the strategy of comprehending vocabulary in details, part of students paid more attention what the teacher explained about, especially at that time, the teacher read aloud and explained the narrative text story. Meanwhile, there are some of students who still confused what the teacher explained. However, most of students still confused about the manner to pronounce and reading vocabulary different with the manner to write its vocabulary. Sometimes, the students give a comment to the teacher why that should have the differences.

Based on the interview result with the teacher of SMK Sultan Agung Sumber, he stated that, when the teacher gave comprehending vocabulary, most of students when they listened what the teacher explained, they faster remembering vocabulary than comprehend it. They consider that, when they tried to comprehend vocabulary well, they feel confused if sometimes there are some of the same words which have the different meaning. Sometimes, if the teacher pronounced the words repeatedly, students will remember the words directly but they didn't know how the way to write the words.

2. Memorizing Vocabulary in Every Meeting

The second strategy in teaching vocabulary that usually used by the teacher of *SMK Sultan Agung Sumber* is memorizing vocabulary in every meeting. In fact, it is commonly used by the teacher in every meeting and it could be one of the teaching vocabulary strategies which are obligatory to applied in the classroom at grade tenth of SMK Sultan Agung Sumber.

Usually, before the teacher asked students one by one to mentioned 5 vocabularies that they have been memorized in the last meeting, the teacher wrote back its vocabulary on the whiteboard. Then, he started to pronounce 5 vocabularies in order to make students speak clearly besides they are able to mentioned 5 vocabularies fluently. According to Richard (2008: 19), the mastery of speaking skills in English is a priority for many second language or foreign language learners because in learning target language, many learners often evaluate their improving spoken language proficiency. It means that, before stepping to speaking skills, teachers should pay attention to their students' pronunciation whether the pronunciation is accurate or not. If pronunciation is not taught earlier, students may find difficulties to distinguish the sound.

Besides, Sholeh & Muhaji (2015) stated that there are some macro skills in speaking skill which need attention: fluency, accuracy, vocabulary, and pronunciation. In this case, pronunciation should be taught since the students start learning vocabulary in the same time. It is very important for students who learn target language especially

English. Then, the teacher asked them 5 vocabularies randomly by '*translate*' or '*continue*' the word in the term of *irregular verb*. In this case, the teacher not asked 5 vocabularies all at once to one student. He asked them only 1 vocabulary, but the students keep memorize 5 vocabularies because this strategy is one of the obligatory strategy which is usually applied by the English teacher of SMK Sultan Agung Sumber in teaching vocabulary. Students faced it enthusiastically because they want to have the ability in memorizing English vocabulary well. In this case, the teacher of SMK Sultan Agung Sumber usually used *irregular verb* to memorize by students because it is important to provide students to applied this strategy and at the same time the teacher also teach based form. When teaching a new verb, for example, the teacher must give also its past form, if it is irregular (think, thought). Besides, students also become know the change of word form from the verb 1, verb 2, and verb 3 beside they know about the meaning of those words.

According to Schmitt (2000), he stated that the object of vocabulary learning is to transfer the lexical information from the short-term memory to the more permanent long-term memory. The long-term memory retains information for use in anything but the immediate future. Short-term memory is used to store or hold information while it is being processed. However, vocabulary is not just words. When we talk about vocabulary, it means that we talk about the meaning of words. Therefore, with good memorization, students can build up and increase their personal vocabularies stock.

Based on the teacher's interview above, he chose irregular verb as the strategy of memorizing vocabulary because he considered that, by chose it students will comprehend about the change of word form from the verb 1, verb 2, and verb 3 besides they know about the meaning. The other problems were because most of students at SMK Sultan Agung Sumber have limited English vocabulary. So, the way is the teacher more applied and prioritized that strategy in teaching and learning process.

Memorizing vocabulary is one of traditional method but actually it is effective method usually applied by most teachers. Students become aware and motivate toward the importance to learn English by memorizing vocabulary. It is better before the teacher give some vocabularies to students; the teacher gave them the stimulus at first. It could be the teacher spelling or pronounce and repeat the words or it could be by practice the words in action. The aim is to make students can faster to catch the words to their mind. Usually, the right hemisphere is more dominant in the term 'memorizing'. The right hemisphere is the seat of imagination and spatial thinking, while the left hemisphere is responsible for analytical, reflective and verbal thinks.

Basically, by applying memorizing strategy, the vocabulary that has been memorized by students will save in long-term memory if it practiced repeatedly. Craik and Tulving (1972) asserted that in the short-term, information can be maintained at any level, but in the long-term information is most likely to be remembered if it is processed at the deep and meaningful way. In other words, by learning and memorizing vocabulary, it could be facilitate students if they have vocabulary stock to support their language skills. Besides, memory strategies will be more likely to enhance learning such as rote repetition. This matter same with the problem at SMK Sultan Agung Sumber when the teacher teach vocabulary. According to him, by applied memorizing strategy, there is some of the benefit for students in the learning process.

Based on the interview, the teacher of SMK Sultan Agung Sumber applied memorizing vocabulary strategy routinely when he teaches English at grade tenth. The aim is none other than to improve students' vocabulary. Besides, students also get the

benefit by memorizing vocabulary in the term of irregular verb. Meanwhile, the teacher gave 5 vocabularies in the term of irregular verb out of the topic. Students became known about the meaning and the change of word form by memorizes it. They also are accustomed when they learn English; automatically they have to memorize 5 vocabularies in every meeting. The teacher is around of his student seats and asks them one by one. However, the teacher only asked 1 vocabulary to the students by 'translates' or 'continue' the words randomly.

As it was explained before about the benefits of the strategy in memorizing vocabulary in every meeting, the researcher also found some of the weaknesses of that strategy based on her observation. However, sometimes students will feel bored and tired when having to memorize many times. This can have the impact for students on the decrease of recall results information that students do. In this case, the teacher of SMK Sultan Agung Sumber has difficulty when teaching by applying the strategy of memorizing vocabulary.

Based on the teacher's statement above, teaching strategies by memorizing vocabulary also have negative effect. One of them is students quickly and easily forgets the vocabulary that has been memorized before. Although the teacher gave 5 vocabularies in every meeting to memorize in order to improve their English vocabulary skills, however, the teacher also should not emphasize students too much. This matter can make students stressed in learning. Consequently, students have decrease learning motivation. Here, the teacher should pay attention to the students' and their memory while learning; because every student has different skills and not all students can remember the lesson well.

In other words, memory is identical to the term memorization. In general, the term memory is said as the relationship between experience and the past. Human processes bring back every experience event in the past and need the ability to have good recall skills. Walgito (2002) stated that with the ability in humans' memory, then this shows that human beings are able to receive, save and re-create experiences that happened.

Moreover, after a short period of time, many students who memorize vocabulary does not satisfy themselves. They think the cause for it is just their bad memorization. As Gnoinska (1998) stated that memorizing is not a very effective way to study. Therefore, the "look and remember" way of vocabulary learning seems to be not very effective for learners of the English language.

3. Dictionary Use

The other strategy that used by the teacher is dictionary use. Dictionary use is one of the teaching vocabulary strategies to make students easier to find the meaning of the new words. Although the use of dictionary is a traditional method, it is the effective way both for students and teachers as the guidance. It is often to use in the teaching and learning strategy because learning vocabulary especially English, is impossible when students not find the meaning of the new words in English by using dictionary.

Usually, the teacher of SMK Sultan Agung Sumber asked students to brought dictionary when there is English subject in their classroom. Frequently, only some students brought a paper dictionary. Most of students use e-dictionary through their mobile phone or gadget to find the meaning of the new English words.

In addition, dictionaries may be paper or electronic (e-dictionaries). E-dictionaries may be either online (e.g., www.dictionary.com), connected in a portable device, or available as an app on a mobile phone. Paper dictionary use during reading facilitates

reading comprehension and vocabulary acquisition for students when they reading a second language (Welker, 2010).

According to Knight (1994), E-dictionary use has also been reported to facilitate comprehension and vocabulary acquisition and often better than paper dictionaries. It means that, by using e-dictionary, students can find more than one million words with different meaning. Besides, by using E-dictionaries can be faster, easier, and practical. Actually, in paper dictionaries, the macrostructure feature usually refers to a list of overall word structures that allow users to find word information. The most common formats in paper dictionaries are alphabetically arranged words that make it easier for users to find the words.

Among the common tool used by learners in a language classroom is the dictionary. Nowadays, dictionary has come in various types and among the widely used are the e-dictionaries. Based on the researcher's observation at SMK Sultan Agung Sumber, the teacher gave permitted to students to find out the meaning of the new English words by using e-dictionary. Moreover, most of students use their mobile phones or gadget when they learn English. In fact, there are only some of students who bring printed or paper dictionaries in the classroom.

Based on the interview, indeed, the teacher more emphasized students to find the meaning of difficult words in English by using e-dictionaries through their mobile phones. The aim is to facilitate students as one of the learning media. Although, there are some of students who still bring paper dictionaries in the classroom. In fact, it is free for students want to use paper or e-dictionaries.

E-dictionary is available online and dictionary apps are available on most hand-held devices and mobile phones. As stated by Lew (2010), "e-dictionaries offer interactive ways of finding the meanings of word in comparison to printed dictionaries." In comparison to printed dictionaries, searching for word meanings is only a simple click of the mouse on the online interface and scrolling up and down the pages on the screen. Hence, the meaning is found instantly. Likewise, by using e-dictionaries through mobile phones, students just typed the words on their mobile phone screen and the words that search by them will appear on the screen automatically.

Besides, in language learning, dictionaries have significant role in assisting learners to learn a language. Therefore, it is important for them to choose appropriate dictionary. In a study conducted by Lou and Li (2012) on learners' preference of using printed dictionary and e-dictionaries, they found that, "as the learners become more mature, they prefer to use e-dictionaries." It means that, along with the development era which signed by the existence of new knowledge, sophisticated technology and communication in the world, mobile phone is one of the significant thing that effect humans' life. Moreover, mobile phones have become the most important thing in the world of education. One functions of using it as the learning media is to facilitate students and teachers in the learning process.

However, the learners tend to not using dictionaries as their language proficiency develops. Amirian and Heshmatifar (2013) reported that e-dictionaries are indeed a tool to promote students' achievement in vocabulary learning. It is easy and fun to use feature is one of the main motivator for students to use e-dictionaries. The visual impacts foster interactive learning and aid in enriching students' vocabulary. Students also can access some of certain websites which contained all about learning vocabulary through e-dictionaries.

Based on the researchers' interview, the teacher may students to do their reading task by using e-dictionaries. Usually, students use Google translates to search or find out the meaning of difficult English words. It is proved that, they did their task faster. As Nyiri (2006: 301) said that with the mobile phone, time has become personalized. Therefore, students should be provided in advance with the learning materials and new knowledge. The availability of technology included in students' mobile phones will help them process, organize, store, and recall the information they need anytime and anywhere.

Based on the researcher's observation, there are some of the weaknesses by using dictionary. Moreover, the teacher of SMK Sultan Agung Sumber more emphasized students to use e-dictionaries than paper dictionaries. In addition, the difficulties associated when using e-dictionaries are lack of training on how to use, unsuitable versions of English-Indonesia bilingual e-dictionary, low quality of audio properties, and student and teacher unfamiliarity with the different types of electronic dictionaries. The teachers also reported that, the usage of e-dictionaries in the classroom is a source of distraction on students that could disrupt teacher teaching and student learning.

Actually, the use of E-dictionaries through mobile phones can help students to increase their vocabulary. It is also can help them to learn new words due to its flexibility and ease to use. Besides that, it also gives clearer vocabulary instruction. The ease of using e-dictionaries includes the web search, thesaurus and translating tool (for bilingual e-dictionary). In addition, E-dictionaries are easier to use, it allows them to search for meanings faster compared to printed dictionaries. It also helps them to learn about the proper pronunciation of words.

Different with the statement above, the use of E-dictionaries through mobile phones at SMK Sultan Agung Sumber was not always effective. According to Handal, et.al. (2013), "mobile phones might distract students from learning and deteriorate the quality of interaction between academics and students. Moreover, in this era, there are many types of sophisticated mobile phone. This matter can effect toward students' learning. Students could use mobile phone by often playing games online. They may continue to use mobile phones without having to think about the lessons at school. Whereas, the utility of mobile phone could use to learn English easily by search many information that useful for them in the future.

4. Teaching Vocabulary by Using Games

Other activities that support the students' vocabulary were games activities. The students will be interest and also not feel bored with the lesson. Teaching vocabulary by using games can make students relax and more enthusiast when they learn English. It is also can facilitate students in memorizing English vocabulary. As practiced by the teacher of SMK Sultan Agung Sumber. He usually used the games of *guessing* and *matching words* in teaching English, especially to memorizing English vocabulary.

El Shamy (2001), defines a game as a "competitive activity played according to rules within a given context, where players meet a challenge to achieve an objective and win". Language games comprise many factors such as rules, competition, relaxation and learning in particular. Rules have to be clear, few and well-explained so as no difficulty is faced. They are designed in different levels as well as topics that suit different students' levels what make them enjoy all together and gain the best results. Learning vocabulary is a hard work, so attempt is required to understand, produce and manipulate the target words.

However, games can help and encourage many learners to learn target language more easily. They also help teachers to create contexts in which the target words are useful and meaningful; they also bring fun for students, thus help them learn and retain new words more quickly. In other words, game-based learning can create a meaningful context for language learning process. After learning and practicing new vocabulary through games, students have the opportunity to use language in non-stressful way.

Teaching vocabulary by using games is one of the most effective strategy that usually practiced by teacher at SMK Sultan Agung Sumber, especially in teaching English. Based on the main problem which investigated by the researcher, most of students consider that English is one of the difficult subject in their school. When they learn English, they feel trouble because they did not understand English vocabulary well. They have less understanding in English vocabulary. Consequently, they have less motivation besides they lazy to learn English.

In this case, the teacher of SMK Sultan Agung Sumber applied one of the strategy to make students easier and enjoy the learning process when they learn English. The teacher applied teaching vocabulary strategy for the purpose to make students comprehend vocabulary step by step.

Based on the teacher's interview, he applied games as one of the most effective strategy in teaching vocabulary. Indeed, most of students at SMK Sultan Agung Sumber have limited English vocabulary. So, the teacher used games to make students interest and enjoy the learning process.

In addition, games are beneficial in learning vocabulary because it can increase students' ability to memorize words, encourage student's interaction and improve their communicative skills and enhance students' motivation. Games also can help the teachers to create contexts in which the language is useful and meaningful. As Donmus (2010) stated that the value of educational games has been increasing in language education since they help to make language education entertaining.

Traditionally, vocabulary has not been a particular subject for students to learn, but has been taught within lessons of speaking, listening, reading and writing. During the lesson, the teacher introduced the new vocabulary to students which apply in classroom activities. To make students not stressed when they learn English which is considered difficult, the teacher can apply learning strategies by using games.

Freeman (2000) considered that games take a very important role in language teaching and learning since, through the use of games, the high levels of stress and anxiety can decrease considerably. Students do not feel forced to develop a proposed task. Besides, games also provide motivation and entertainment and providing students' opportunities to express their opinions and feelings.

In other words, from many teaching strategies which implemented by the teacher, games as one of the most effective learning strategies to apply and it can make students interested in what the teacher taught, especially when the teacher teach English. Basically, there are many difficult words in English for students that learn a foreign language. Therefore, the teacher should apply appropriate teaching strategy to make students understand English vocabulary. In addition, it is necessary for the teacher to connect teaching strategy with the interesting method such games. Games are the more innovative strategies which allow learning and acquiring knowledge from different perspectives.

Thus, teaching vocabulary by using games can make students comprehend and memorize words step by step. They can learn while playing. Usually, by using games in teaching and learning process, students can remember the word by their self. They also more active in the classroom and they can interact with their classmates and teacher each other. According to Ersoz (2000) holded that games are highly appreciated thanks to their amusement and interest. Teachers can use games to help their students practice more their skills of communication.

Games also can arouse students' sense of enthusiasm and confidence when they learn. As Huang (1996) stated that learning through games could encourage the operation of certain psychological and intellectual factors which could facilitate communication heightened self-esteem, motivation and spontaneity, reinforcing learning, improving intonation and building confidence. Besides, there are many types of games which applied in teaching and learning process. Based on the researcher observation at SMK Sultan Agung Sumber, the teacher usually used matching and guessing words in teaching vocabulary. He asserted that:

Based on the interview, the teacher usually uses the types of games in the form of matching and guessing words. However, the teacher not used pictures as a learning media. He used students as a learning media that directly practiced in front of the class. The teacher used vocabulary which contained in the textbook. Then, he will appoint students in pairs to come forward in the front of the class. After that, the teacher asked students to guess the words. One of students to practice what is meant of the words, and his partner should guess what the meaning of the word is.

However, teaching vocabulary by using games not always bring benefits for teachers and students. Based on the teacher's interview at SMK Sultan Agung Sumber, indeed, teaching vocabulary by using games can make students more quickly understand the material presented. However, there are some of weaknesses when teaching by using those strategies. He stated that:

Based on the teacher's statement above, teaching vocabulary by using games is more effective than the other teaching strategies. Students are more interested and enthusiastic during the learning process. However, there is the main problem when the teacher taught by using games. Learning time is very limited. Moreover, at SMK Sultan Agung Sumber, the schedule of English lesson at grade tenth held one week only two times meetings. Then, in every meeting lasts for about 2 hours. In this case, the teacher should be able to utilize and manage the time as well as possible so that students can learn effectively.

Besides, teaching strategy by using games make students really enthusiasts, so all of them were active and made noisy. Sometimes they too much moved and spoke. That condition made the teacher difficult to control them.

According to Pham (2007), "there are some of the weaknesses teaching strategy by using games, includes: 1) it has limited time; 2) discipline issues, learners may get excessively noisy; 3) straying away from the basic purpose of the game-play activity, perhaps, due to inadequate rules instruction, resulting in playing too much and the lack of learning; 4) if games are already familiar or boring, students might not get equally involved; and 5) some learners, especially teenagers, may find games unnecessary and childish."

Unfortunately, some of the teachers think that language games are nothing more than a waste of teaching time and that they do not have educational value. Others use

them, but they do not give them a central part in the foreign language teaching program but use them as the time-fillers.

CONCLUSION

After analyzing the research findings, by using interview technique, the researcher was able to conclude about the vocabulary strategies that showed by two important things below. Firstly, the teacher as the respondent usually applied some of the type's vocabulary strategies. He considered that, those strategies are effective to apply in teaching and learning vocabulary. Those strategies included: 1) comprehending vocabulary in details; 2) memorizing vocabulary in every meeting; 3) dictionary use; and 4) teaching vocabulary by using games.

Secondly, in every teaching vocabulary strategy, there are some of the strengths and weaknesses of that strategy. In the strategy of comprehending vocabulary in details, the dominant strength of these strategy are students more interest when the teacher teach vocabulary through reading and explaining the text. Besides, the weaknesses of this strategy are students have lack in comprehending what the teacher explained about. They often confused about the difference between how to read and write that vocabulary. They are easier to memorize vocabulary than to read and write it.

Besides, in the strategy of memorizing vocabulary in every meeting, the teacher usually gives students 5 vocabularies in the context of irregular verb to memorize. The strengths of this strategy are students became known the word change from the verb 1, verb 2, and verb 3 besides they know about the meaning. Then, the weaknesses of this strategy were that students are easily forgetting vocabulary which they memorize before.

Meanwhile, in the vocabulary strategy of dictionary use, the teacher permitted to students to use e-dictionaries through their mobile phone. The dominant strength by using it is students are easy, flexible, faster and handy tool to use it when they search or translate the meaning of difficult words. Then, the dominant weaknesses by using e-dictionaries through their mobile included, students learning became disturbed by abuse it not for learning media. When they using Google translate to search or translate the meaning of difficult words, the result of their translation can have grammatical errors.

Lastly, the teacher applied teaching vocabulary strategy by using games. The strengths of this strategy are that students feel more relaxed, motivated, and enjoyable during the learning process. Meanwhile, the weaknesses of this strategy are that the teacher has a limited time when they applied games in the learning instruction.

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