English Teachers' Beliefs and Practices in Vocabulary Teaching to Vocational High School Students: A Case Study

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Abstract
This study explores English teachers' strategies for vocabulary teaching in Vocational High School students. This research included two English teachers who taught second grade at a Vocational High School at a medium level. The data for this study were gathered by questionnaires, observations, and interviews, which allowed participants to relate their experiences teaching language to Vocational High School students. The researcher applied a purposive sampling technique for choosing respondents. This study applied a qualitative case study technique, collecting data using questionnaires, interviews, and observations. The findings indicate that the teachers' vocabulary-teaching strategies succeeded. The instructors' reactions to their vocabulary teaching strategies were excellent because the majority of the replies in the questionnaire were favorable. It signifies that the pupils responded well to the teachers' teaching and learning strategies. However, there are several issues when applying vocabulary teaching techniques for students, such as internet access and difficulties in taking part in vocabulary classes due to a lack of enthusiasm, insufficient prior knowledge, or difficulty understanding the subject. Despite these challenges, the strategy that teachers applied was beneficial for vocabulary teaching, contributing to students' overall language development.
Keywords: Teachers; Strategies; Vocabulary; Teaching; Games

INTRODUCTION

Mastery of vocabulary is essential for learners because vocabulary mastery can support them when they communicate with others in the target language. It can be easier for learners to get new information with their vocabulary proficiency. An individual's ability to communicate appropriately in English is directly proportional to the quantity and quality of their vocabulary. The more vocabulary students learn, the simpler it is for them to strengthen their language abilities (listening, speaking, reading, and writing). By learning vocabulary, we can communicate more accurately. According to Nation (2012), Mastering vocabulary forms the basis of a student's ability at a higher education level. Therefore, this is becoming an essential part of learning English.

The development of vocabulary plays an important role in enhancing various language abilities, including writing, reading, listening, and speaking. In writing, a rich vocabulary allows individuals to express themselves more precisely and creatively. A varied vocabulary provides a diverse range of words and phrases, enabling writers to communicate their thoughts and ideas effectively. The use of appropriate and specific words enhances the clarity of writing. A well-developed vocabulary helps writers choose the right words to communicate their message clearly and avoid ambiguity. Additionally, in reading, a strong vocabulary is essential for understanding written texts. When readers encounter unfamiliar words, a powerful vocabulary enables them to infer meanings from context or refer to their prior knowledge, enhancing overall comprehension. A varied vocabulary enhances the reading experience by allowing readers to engage with a broader range of texts. Furthermore, in listening, a good vocabulary aids in understanding spoken language, whether in conversations, lectures, or other audio materials. Recognizing a wide range of words helps listeners grasp the meaning of what is being communicated. When listening to conversations or speeches, a vocabulary allows individuals to make educated guesses about the meanings of unfamiliar words based on the overall context, contributing to better comprehension. A diverse vocabulary provides individuals with the words they need to articulate their thoughts and ideas clearly in speaking. It enables effective communication and allows speakers to convey their messages with precision. A broad vocabulary enhances linguistic flexibility, enabling speakers to adapt their language to different situations and audiences. This adaptability is crucial in various social and professional contexts.

When we talk about language components, we are referring to the fundamental elements that make up a language. The language components involve grammar, pronunciation, and vocabulary. Grammar includes the rules and structures of how words are combined into sentences in a language. Appropriate grammar is fundamental for clear and precise communication. It guarantees that sentences are developed in a way that communicates the intended meaning and follows the conventions of the language. Pronunciation relates to how words are spoken, including proper sound articulation and stress pattern. Clear and accurate pronunciation is important for effective verbal communication. It helps in conveying messages accurately and avoiding misunderstandings. Hatch (1995:1) defines vocabulary as a list or set of words for a certain language, as well as a list or set of words that an individual speaker of a language may employ. According to Ur (1996: 60), vocabulary can be generally defined as the words teachers teach in a foreign language. Vocabulary is crucial for effective communication. The richer one's vocabulary, the more nuances and subtleties can be communicated in speech and writing. In truth, all language components are significant, but the most crucial one in the teaching of languages is vocabulary.

Strategy for teaching vocabulary development also becomes an essential part of any reading program. Teachers should choose an appropriate strategy and technique to teach vocabulary. Teachers cannot just transmit material to pupils; students must actively develop knowledge in their own brains. Therefore, teachers must be creative in developing innovative classrooms in planning the appropriate strategy to teach vocabulary in effective and efficient ways. It is necessary to think about and choose the right strategy for teaching English, especially at the

high school level. Choosing the appropriate strategy and technique can make students easy to understand what materials they learn and absorb the materials easily. Teachers must be able to plan teaching and learning strategies to ensure that the students absorb what they are learning. Good teaching strategies can make students understand the material more easily and master the lesson. Furthermore, teachers must employ a range of ways to support and educate their pupils' vocabulary. It may encourage pupils to become vocabulary masters.

LITERATURE REVIEW

A. Vocabulary

1. The Definition of Vocabulary

Experts define vocabulary in a variety of ways. According to Alqahtani (2015: 25), vocabulary refers to the total quantity of words required for transferring ideas and represents a speaker's meaning. According to (Nation,2001), vocabulary refers to all of the words that a person knows and uses. In addition, vocabulary refers to the set of words that people understand and use in their communication. This includes their meanings, spelling, pronunciation, and usage in a context. According to Richards (2002:255), vocabulary is the foundation of language competency, determining how effectively students speak, listen, read, and write. From those definitions above, it can be concluded that vocabulary refers to a list of words taught to learners as an important part of language learning for improving their performance in the language learning process.

2. The Importance of Vocabulary

There are several reasons why vocabulary is so important to learn. Firstly, understanding vocabulary is essential for mastering English. Vocabulary is the foundation of the four abilities that must be learned and built while learning English (Termez State University & Ruzimuratova, 2021: 348). The first thing we need to do is master our vocabulary. A good vocabulary allows pupils to convey their thoughts, feelings, and the meanings of these words, making communication easier. Second, it is a valuable tool for learning structure of sentences and other aspects of language. Mastering vocabulary makes it easier for someone to comprehend what they write, listen and speak. Students can continually comprehend a language by enhancing their vocabulary on a regular basis and beginning to speak it. More vocabulary learned promotes confidence in studying a foreign language. Students' confidence in actively practising the language increases their motivation to improve and master it. It is essential to teach and learn vocabulary in ELT. Students cannot learn words accidentally. As a result, teachers have to maintain a balance between teaching vocabulary and grammar and other language abilities to ensure that no part of language development is missed. Teachers must be understanding of and construct vocabulary teaching strategies.

3. Indicators of Vocabulary

There are three main elements of the word knowledge dimensions according to Nation's (2001) framework and they are identified as form, meaning, and use. Form includes the spoken word (pronunciation), written form (spelling), and any word parts that compose its particular item (prefix, root, and suffix). While the meaning indicator of vocabulary refers to the connected form and meaning, concept and referents, as well as the associations. Lastly, the use indicator pertains to the understanding of collocation, grammatical functions, and constraints on the use of words or word limitations. Nation (2001) adds that a student can fully master and understand a vocabulary only when all three conditions are met. The other argument regarding the vocabulary skill indicator is given by Cameron (2001). He comes to the conclusion that understanding a word entails understanding its form, meaning, and using. The form describes how the words are spelled, pronounced, and modified grammatically. Meaning is determined by the conceptual content of the words as well as the associations with other ideas and words. Furthermore, The use indicator detects the pattern and specific language types. Other than that, Schmitt (2000) identifies the following as meaning, written form, spoken form, grammatical behavior, collocation, register, association, and frequency. To compare all of those theories about vocabulary skill indicators, the writer designs a comparison table below.

Nation (2001)	Cameron (2001)	Schmitt (2000)	Construct
Form	Form	Form	**Form**
Meaning	Meaning	Meaning	**Meaning**
Use	Use	Use	**Use**
		Collocation	
		Register	
		Association	
		Frequency	

Based on the explanation stated by the experts above, the indicators of vocabulary mastery can be constructed as form, meaning, and use. Hence, this study aims to explore teachers' strategies for vocabulary teaching in those indicators. The data for this study will be collected through questionnaires and interviews, allowing

the participants to share their experience while teaching vocabulary in Vocational High School Students.

4. How to Teach Vocabulary

There are many strategies for teaching vocabulary. However, most English teachers have to consider a variety of issues while presenting new vocabulary or lexical components to their pupils. It implies that if English teachers want students to recall new vocabulary, it must be learnt, practised, and reviewed in order to prevent forgetting. According to Takač and Singleton (2008), the instructors' techniques are influenced by components such as content, time availability, and student value. This gives teachers reasons to adopt certain vocabulary presentation methods. Rather than employing a single approach to communicate one targeted vocabulary word, the teacher usually mixed many. Furthermore, teachers are encouraged to use as many prepared vocabulary presentations as they can (Pinter 2006). The following are some vocabulary teaching methodologies suggested by experts.

1. **Teaching vocabulary using Objects.**

This strategy may support learners in maintaining language more effectively since recall of images and objects is highly dependable, and visual strategies can serve as directs for memorising words. This strategy involves in use of visual aids and demonstrations. (Takač and Singleton, 2008). Furthermore, Gairns and Redman (1986) claim that the real-world objects approach is suitable for beginners, as well as for introducing visible vocabulary. When the vocabulary consists of real nouns, objects can be used to express meaning. Introducing a new word by displaying a real thing often helps learners recall a term through visuals. Objects from the classroom or items carried into the classroom might be utilized.

2. **Teaching vocabulary by drilling, spelling, and active involvement.**

Drilling occurs for familiarizing pupils with the word form and how it sounds (Thorbury, 2002). Drilling is essential because students have to repeat the word to themselves as they learn it in order to remember it from mind (Ellis & Beaton, 1993, in Read, 2000; 2004). The main approach of spelling is to memorize terms (Reed, 2012). Word spelling must be evaluated since the sound of English words does not always indicate their spelling form. The educator uses gathering information to help learners understand the meaning of a word (Takač & Singleton 2008). The elimination increases learners' speaking possibilities while also measuring their comprehension (Thorbury, 2002). This strategy involves personalizing, which is when learners use a word in a context or sentence that is relevant to the way they live. In relation to the previous strategies, Pinter (2006) claims that educators ought to provide organized presentations of vocabulary in as many different ways as achievable consequently it is recommended for teachers to provide word meaning and form using more than one strategy. Takač and Singleton

(2008) suggest that teachers select classroom strategies based on time availability, topic, and material for learning.

3. Teaching vocabulary using drawings and pictures.

Objects could be sketched on a whiteboard or on flashcards. If they are made of cards and wrapped in plastic, they may be reused in a variety of situations. They might help students in simply understanding and remembering the significant ideas covered in class. Teaching vocabulary with visuals lets students relate their past knowledge to new stories while also learning fresh vocabulary. Illustrations or visuals can help convey a wide range of language. They are a wonderful step of clarifying the meaning of hidden words. They need to be utilized as frequently as practicable. The illustrations include posters, flashcards, wall charts, magazine images, board drawings, stick figures, and photographs. There are several sources for images used in the teaching of vocabulary. Besides those made by the teacher or pupils, there are groups of colorful graphics designed for schools. Images taken from newspapers and magazines are also really helpful. Visual aids help learners comprehend the meaning and make the concept more memorable.

4. Teaching vocabulary using enumeration and contrast.

An enumeration is a set of objects that has a comprehensive, ordered list of all of the objects in the collection. It is capable of helping convey meaning. In simple terms, this strategy is useful when a term becomes hard to express visually. We can say "clothes" and then explain it by enumerating or naming different objects. The teacher could mention some clothes such as an address, a skirt, pants, and so on, until the meaning of the term "clothes" is obvious. The same is true for "vegetable" or "furniture", for example (Gruneberg & Sykes, 1991). Some terms are simply conveyed to learners by comparing them with their opposites, such as "good" vs "bad". However, not all words are. It is extremely challenging to contrast terms whose opposite is the gradable one. When the words "white" and "red" are compared, the word "pink" appears in between. In addition, the verb "contrast" indicates to demonstrate a difference, such as images that illustrate how much weight someone dropped by contrasting the "before" and "after" shots. Many other studies have found that vocabulary is most effectively gained when it is related to what is previously known (e.g., Alqahtani, 2015). It is unsurprising that knowing synonyms helps us extend our vocabulary. Understanding synonyms is also crucial because this is how dictionaries are arranged. A monolingual dictionary, unlike bilingual dictionaries, primarily employs words to explain words, and synonyms are frequently utilized in this process (Elisabeth, 1999).

5. Teaching vocabulary through guessing from context.

L1 and L2 reading specialists have commonly proposed guessing from context to deal with new language in unedited choices (Dubin, 1993). Alqahtani (2015) states that there are two forms of contexts. The first kind is context inside the text, which contains morphological, semantic, and syntactic information in a single text, whereas the second type is general context, or non-textual context, which is the reader's prior knowledge of the subjects being read. According to Alqahtani (2015), the context around an unknown term could provide insight into its meaning. These additional words can be found in the sentence that contains the unknown word, as well as in sentences that are not related to the unknown item. Learning from context includes not just extensive reading but also participation in a discussion and listening to stories, films, television, or radio (Nation, 2001). To activate guessing in a written or spoken text, four factors must be present: the reader, the text, unknown words, and textual cues, including some understanding of guessing itself. The lack of one of these factors can affect the learner's ability to make predictions. Additionally, this strategy brings students to take chances and predict as many interpretations of unfamiliar words as possible. This will help pupils gain confidence in their ability to find out the meanings of words on their own. Illustrations, similarities of spelling or sound in the mother language, and common knowledge are all examples of details that learners might use to determine meanings for themselves (Walters, 2004)

B. **Teacher's Beliefs of Teaching Strategies in Vocabulary Teaching**
   1. The Definitions of Teachers' Beliefs

This study used the phrase 'teacher cognition' from Borg's framework for language teaching cognition research. The phrase 'teacher cognition' refers to the unobservable cognitive dimension of teaching, which includes what teachers know, believe, and think (Borg, 2003).
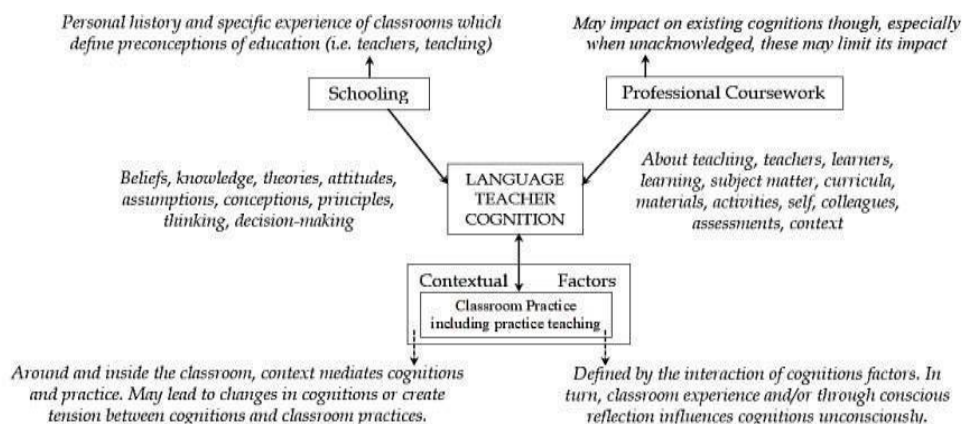

Figure 1. Element and processes in language teacher cognition by Borg's framework (Zheng, 2015, p. 27)

According to Borg (2003), 'teachers are active, thinking decision-makers who make instructional decisions by drawing on complex, practically-oriented, individualized, and context-sensitive networks of knowledge, thoughts, and beliefs'. According to Borg (2006), Borg's a framework focuses on four essential aspects in the study of language teacher cognition: teacher cognition, teacher learning (schooling and professional education), classroom practices, and variables of context, as well as their three primary connections (Figure 1). First, earlier language. teacher life experiences, which include schooling and professional interactions with other significant parties such as parents or instructors, might shape their views about teaching and learning languages throughout their careers. Second, teacher cognition and practices influence each other. Third, contextual factors exist both outside and within the classroom, and they play an important role in determining how well instructors can apply education that is consistent with their cognitive abilities. The study's limitation is that it focuses on teachers' beliefs as part of their cognition.

2.Teacher's Beliefs in Vocabulary Teaching

Teachers' perspectives reflect their true behavior regarding their students. Teachers who correctly evaluate their students' ability will be able to make appropriate behavioral and educational decisions (Xu, 2012). Teachers' classroom teaching choices are influenced by what they believe about language teaching and learning (Kuzborska, 2011). Teachers' believes influence their goals, techniques, and motivation, resulting in a specific approach to language education (Barnard et al. 2002).

English teachers, as educators, think that using the same technique to all students with different aims, situations, and learning requirements is not always practical or suitable. Regardless of whether the vocabulary learning process is in the first, second, or foreign language, and the various methods that English teachers can use in vocabulary acquisition, the ALM is still one of the alternatives. It is a strategy that focuses on vocabulary and the development of context-based, error-free grammatical phrases. This technique is based on the belief that extensive practice with dialogues would result in improved spoken language skills (Alemi & Tavakoli, 2015).

RESEARCH METHOD

According to Kabir (2016), data is categorized into two kinds: qualitative data and quantitative data. Qualitative data refers collected using descriptive words and phrases. Quantitative data, on the other hand, is collected in numerical form using various sorts of measures and scales. This study uses qualitative data. Non-numerical data is obtained qualitatively using techniques including observations, interviews, and written or visual materials.

Data has been divided into main and secondary data. Primary data refers to information gathered firsthand. Primary data are acquired by the researcher, whereas secondary data are collected by someone other than the researcher Rabianski (2003). In this study, primary data was gathered using interviews and questionnaires. Rabianski (2003) defines secondary data as data that is not acquired by the researcher for a different purpose through other people or documents. The secondary data were collected from the lesson plan and document analysis.

Events, documents, and participants are the most common sources of data in qualitative research. The six categories of sources used in case study research are written materials, archival records, interviews, observation, and artefacts. The sources used are chosen based on their ability to deliver information that answers the research questions. Furthermore, Yin emphasized that good case study research should incorporate data from multiple sources. The usage of many sources is recommended so that each source can support the others. As a result, the findings' validity is increased. The people and documents were used as data sources in this study.

Most case study research revolves around human interaction, relationships, and behaviours. (Yin, 2014). As a result, the majority of the data was gathered from participants. Two English teachers who taught the second grade were chosen as a participant in this study since they taught at a medium level. Before being asked about their availability to participate, the researcher conveyed the purpose of this study and what contribution the researcher made through this study.

Documents are an important and useful source of data in case study research. Yin (2014), on the other hand, stated that documents should not be used as the main source of data, but rather should be used to support findings from other sources. The issue derives from the possible lack of accuracy and bias contained in the documents. In this research, the documents used a lesson plan.

FINDINGS

This present research used a case study as the methodology. Data collection techniques require observation, tests, questionnaires, interviews, and documentation. A questionnaire with 43 items, that combined the aspects of teacher beliefs. The teachers' responses to the questionnaire items are measured on a four-point scale from strongly disagree to agree strongly.

1.Teachers' belief of strategy in teaching vocabulary

In this study, the focus was to investigate six indicators, namely cognitive, affective, contextual, experiential, pedagogical, and social aspect, while excluding the absorption aspect for several reasons, which included: (1) cognitive related to the mental processes, knowledge, and belief systems. (2) affective related to the emotional and attitudinal dimensions (3) contextual related to the external factors

and environmental conditions (4) experiential related to the impact of teachers' personal and professional experiences on their beliefs, practices, and decision-making. (5) pedagogical related to the methods, strategies, and principles that guide teachers in designing and delivering instruction to facilitate student learning. (6) social related to the interpersonal and relational dimensions that influence teachers' interactions with students, colleagues, families, and the broader community.

Therefore, the study emphasized the indicators of understanding and evaluation in designing the questionnaire and interview protocols. These indicators were combined with the teachers' belief in teaching vocabulary.

a.Cognitive Aspects

Cognitive aspects significantly influence English teachers in teaching vocabulary to Vocational High School students. Cognitive aspects in teaching refer to the mental processes, knowledge, and belief systems that influence how teachers think, make decisions, and approach their instructional practices. Teachers' knowledge of vocabulary learning theories and effective pedagogical strategies influence their understanding of how games might improve learning. For example, teachers who understand the importance of active engagement and contextualized instruction in the retention of vocabulary are more likely to add games that promote interaction and real-life application. Furthermore, their instructional decisions are also influenced by their belief systems, which are founded on assumptions about student learning styles, vocational education needs, and the advantages of game-based learning. These cognitive frameworks guide teachers in selecting or designing games that are appropriate for vocational students' interests and learning objectives, ensuring the activities are both educational and relevant to real-world contexts. English teachers' cognitive aspects, including their knowledge, beliefs, and decision-making processes, play a central role in shaping how games are integrated into vocabulary instruction to meet the specific needs of vocational high school students.

All of the respondents shared the same perspective that teachers can teach vocabulary to Vocational High School Students using games. It can help them improve their English vocabulary. It also can help students feel more comfortable during classroom learning and keep them from feeling bored while learning new vocabulary.

"Using learning media such as games makes learners comfortable with English lessons learning and prevents classroom learning from becoming monotonous, especially since students learning the language." (Teacher BU)

Teacher BU statement is also supported by Teacher PR opinion related using a game strategy for teaching vocabulary can make class conditions more active and enjoyable for students. Teacher PR said that :

"Employing games helps make the class environment more vibrant, and students enjoyed the English lesson. Therefore, the teaching and learning process is more effective, and students will easily comprehend the material presented by the teacher." (Teacher PR)

b.Affective Aspects

Affective aspects in teaching refer to the emotional and attitudinal dimensions that influence teachers' behaviour, decision-making, and interactions in the classroom. Teachers' emotions and attitudes regarding their students and the teaching profession impact their willingness to implement engaging and interactive approaches in their classes, such as games. Positive feedback about games as an effective teaching tool might motivate teachers to create a joyful and supportive learning environment in which students are encouraged to engage actively. Additionally, teachers' intrinsic motivation, such as their enthusiasm for teaching English and willingness to make learning interesting and relevant for vocational students, influences their decision to use games to improve vocabulary learning. By creating a positive classroom environment, these teachers not only build trust with their students but also play a role minimize language learning anxiety, enhancing students' confidence and involvement. Lastly, the emotional dimensions of teaching influence how teachers develop and conduct game-based vocabulary learning, to guarantee their practices are in line with students' needs and vocational education objectives.

"My emotions play a big role in my teaching. I genuinely enjoy working with vocational students because they have such practical, hands-on learning needs. When I use games in the classroom, my positive attitude helps me create an energetic and supportive environment. I believe that if I show enthusiasm for the activity, it encourages students to participate more actively. For example, when playing vocabulary-based games like word-matching, my excitement helps ease their anxiety, making them feel more comfortable using English." (Teacher BU)

Additionally, teacher PR has same opinion with Teacher BU. Teacher PR said :
"I'm very motivated by the idea of making a difference in my students' lives, and I know that traditional teaching methods don't always work for vocational high school students. Many of them prefer learning through practical, interactive approaches. Using games allows me to align my passion for teaching with methods that resonate with their learning styles. I want them to see English as something

enjoyable and useful, not just another school subject, so my motivation drives me to explore creative methods like game-based learning." (Teacher PR)

c.Contextual Aspects

Contextual aspects in teaching refer to the external factors and environmental conditions that influence teachers' beliefs, practices, and decision-making. Teachers' decisions to use engaging and effective teaching strategies such as games are frequently influenced by the classroom environment, particularly the different needs and skill levels of vocational students. Teachers realize that since vocational education is practical, students do best in experiential, stimulating learning settings. In addition, teachers are encouraged to apply game-based strategies that make vocabulary learning relevant and accessible to real classroom circumstances by institutional and societal expectations, such as completing curriculum goals and preparing students for communication in their job environment. When creating vocabulary games, teachers also take seriously the backgrounds and cultural backgrounds of their pupils to make sure the exercises are inclusive and engaging for their students. In the end, these contextual factors facilitate teachers to modify their views and approaches in order to develop meaningful and successful vocabulary education customised to the individual learning needs of vocational students.

"My choices about how to educate are greatly influenced by the classroom setting. Students from a variety of backgrounds frequently attend vocational schools, and many of them prefer practical, interactive learning over traditional methods of instruction. Games aid create an engaging and interesting environment suitable for their preferred way of learning. For instance, I apply straightforward word-matching or role-playing games in a classroom with minimal resources because they don't require extra resources and still keep pupils engaged and motivated." (BU)

In addition, teacher PR agreed with teacher BU's ideas related to this. He said that:

"I select games that reflect real-world situations due to vocational students need English proficiency that directly relates to their future employment. For instance, I might design a vocabulary scavenger hunt in which students in a class on auto mechanics match automotive components to their names. This makes learning phrases unique to each industry enjoyable and memorable. Because they make learning relevant to their goals, I think games are especially beneficial for vocational students."

d.Experiential Aspects

Experiential aspects in teaching refer to the influence of teachers' personal and professional experiences on their beliefs, practices, and decision-making. Teachers' views on game-based learning's effectiveness are influenced by their own teaching experiences, including the advantages and disadvantages of implementing it into practice. For example, educators are more prepared to think of games as a useful teaching tool if they have seen improved student engagement and vocabulary retention. Opportunities for professional development, such as training sessions or seminars on creative teaching techniques, may introduce educators to new thoughts and increase their belief in utilizing games to improve the teaching of vocabulary. Teachers' own learning experiences also influence their approach because students who are able to learn through interactive and engaging methods are more likely to use those same strategies in their classes. Teachers include games in vocabulary instruction to provide vocational high school students with engaging and productive learning experiences by thinking back on their prior experiences and consistently improving their methods.

"My personal teaching experiences have greatly influenced my views on the implementation of games. Early in my work, I observed that vocational students were not responsive to traditional techniques such as rote remembering; they would rapidly lose interest. Their enthusiasm and engagement significantly increased when I introduced activities like vocabulary word-matching. With background, I've come to understand that games not only increase students' enjoyment of learning but also improve their vocabulary retention. My belief in the successful application of game-based learning has been supported by these positive outcomes." (BU)

e.Pedagogical Aspects

Pedagogical aspects in teaching refer to the methods, strategies, and principles that guide teachers in designing and delivering instruction to facilitate student learning. Teachers implement games to develop interactive and interesting vocabulary lessons based on their understanding of good teaching practices, such as achieving a balance between teacher-centred and student-centred approaches. Whether they use behaviourist, constructivist, or sociocultural approaches, thoughts about how students learn effectively inform the planning and implementation of game-based activities that enhance participation and teamwork. Additionally, teachers' assessment ideas impact their practices since games are frequently informal yet powerful formative assessment techniques that let students show off their language in a relaxed setting. Teachers can ensure that vocabulary

instruction is both stimulating and relevant to students' career-oriented learning objectives by integrating games into their lesson plans, which correspond with the interactive, practical aspect of vocational education. Teachers can provide vocational high school students with an interesting and successful vocabulary-learning experience by utilizing these pedagogical ideas and techniques.

"I believe that teaching should be student-centred, especially for vocational students who learn best through active participation. Games align perfectly with this belief because they encourage interaction and engagement. For example, I often use role-playing games where students practice vocabulary in real-life scenarios, such as workplace conversations. These activities make learning more practical and help students retain vocabulary better. Students learn best when they actively construct knowledge through experience, according to constructivist learning theory, which has a big influence on my method. Games allow students to employ language in relevant situations, giving them that hands-on experience." (BU)

f. Social Aspects

Social aspects in teaching refer to the interpersonal and relational dimensions that influence teachers' interactions with students, colleagues, families, and the broader community. Teachers' interactions with students play a crucial role, since promoting an enjoyable classroom environment are essential for creating an atmosphere where students feel comfortable participating in game-based activities. By developing trust and promoting collaboration, teachers ensure that students are more engaged. Furthermore, teachers' usage of games is influenced by their collaboration with colleagues since creative practices might be encouraged by resource sharing, material co-development, or discussions of effective strategies in professional learning communities. Additionally, their opinions on community and family participation influence how they teach language. For instance, they might create games that use vocabulary that is culturally appropriate or that illustrate real-world situations related to the students' immediate surroundings and potential occupations. In general, social connections among coworkers, the community, and the classroom influence how teachers use game-based strategies to effectively teach vocabulary.

"My teaching is greatly influenced by my interactions with the students. Establishing trust is crucial to maintaining a supportive learning environment. Students are more motivated to engage in game-based activities when they feel connected with me and with one another. For instance, I make sure to support and encourage everyone when we play vocabulary games that are team-based, even

those who might be nervous or embarrassed about their English. They learn more effectively and participate with greater assurance as a result." (BU)

2.The Strategies of the English Teachers in Teaching Vocabulary

Based on interviews with two participants, the findings suggested that selecting an engaging technique for teaching vocabulary is determined by the students' level and characteristics. Furthermore, teachers believe that an engaging technique for teaching vocabulary to students is one that allows them to enjoy the teaching and learning process. The first teacher described the approaches she used to teach vocabulary. According to the first teacher, these approaches were often utilized online and offline.

"Saya menggunakan teknik matching dan games dalam proses belajar mengajar. Menurut saya, strategi ini membuat siswa excited dan enjoy sehingga siswa merasa senang, tidak mudah bosan. Dengan catatan tetap disesuaikan dengan materi dan level siswa."

Like the previous teacher, the second teacher discusses the approach he used to teach vocabulary. The second teacher utilized two techniques: flashcards and games.

"Untuk mengajar vocabulary itu ya mbak, biasanya saya itu pakai flashcards dan games. Jadi saya sebelum mengajar itu saya menyiapkan terlebih dahulu beberapa vocabulary yang sesuai dengan materi yang akan dipelajari pada hari itu jadi disesuaikan, begitu mbak."

Based on the answers provided above, it may be determined that the two instructors use distinct strategies. The first teacher employed two techniques: matching and games. Meanwhile, the second teacher taught pupils vocabulary using flashcards and games. All of the teachers considered that the approach they employed was extremely helpful for students at their level, as evidenced by favorable student comments.

Furthermore, all of the educators thought that these strategies were extremely beneficial to the teaching and learning process, as well as capable of assisting pupils in readily understanding the subject. All of them mentioned that the strategies they employed were dependent on the teaching content and students' comprehension of the material offered by teachers in online or offline classrooms.

3.The Problem Found while Implementing the Teaching Strategy to Students

Based on the interview conducted by the researcher, it was found that teachers encountered certain challenges when implementing strategies for teaching vocabulary to students. These challenges can be categorised into two main parts.

The first issue arises from the internet connectivity. As a result of the interview, a significant problem online was poor or unstable internet connections often made the explanations provided by the teacher unclear, especially when using game-based teaching techniques that rely heavily on smooth interaction and engagement. Interruptions due to poor internet connections disrupted the flow of activities, it was difficult to maintain students' focus and participation.

The second issue comes from the students themselves. Some students face difficulties in actively participating in vocabulary lessons due to lack of motivation, limited prior knowledge, or challenges in understanding the material. Furthermore, during the teaching and learning process, teachers still observed students struggling with vocabulary pronunciation even after the techniques were applied. This difficulty arose because all the students had different abilities in understanding and processing the material, which requires teachers to address diverse learning needs within the classroom.

"...Ya, ada mbak. Kadang siswa itu takut mau ngomong karena malu akan ditertawai oleh teman-teman apabila pelafalannya salah."

Unlike the first educator, the second teacher had different answers, and she did not have any complaints during the class.

"....Sejauh ini saya belum pernah dengar itu mbak, kalau ada siswa yang mengeluh dalam proses belajar mengajar"

The sentence above showed that the students had varying levels of confidence; some were uncertain about their English proficiency, thus they were hesitant and frightened to make mistakes.

B. Discussion

Based on the data, the researchers concluded that all beliefs and strategies for teaching vocabulary are consistent. According to the findings of the study, teachers who teach at vocational high schools have similar ideas. All teachers utilize games to teach vocabulary. Even though the games used by each teacher are different from each other. The first teacher used online games, like Kahoot, a Word wall and offline games, such as matching. Another teacher used flashcards and games. In addition, the researcher found consistency between teachers' beliefs and practices in teaching vocabulary to vocational high school students. All teachers

realize that teaching vocabulary through games may assist learners in comprehending language more readily.

The data indicates that vocabulary is the most essential part of learning a foreign language. Given the significance of language, it appears necessary to teach vocabulary at the vocational high school level. It is reinforced by (Susanto, 2017), who stated that vocabulary is a crucial aspect of learning a foreign language, thus pupils should study it from a young age or early in school. Additionally, the teacher's teaching strategy seems engaging to be observed (Kalantari & Hashemian, 2016). Regarding the study by Schmitt (2015), which also examined a different viewpoint on teaching English vocabulary, this study and the previous study are similar in terms of their strategy and objective. Moreover, the findings of this new study showed that teachers chose their approaches to teaching based on the characteristics of their students. In this study, the pupils are still in second grade at Vocational High School, which implies they are still having problems studying anything monotonously or focusing on the content. Teachers used an engaging technique to teach vocabulary, such as games. The earlier study by Bakhsh (2016), which revealed that games could be an engaging approach to teaching vocabulary to students, is directly supported by this result. In addition, both research participants stated that teachers should use their creativity to come up with different ways to teach vocabulary to their pupils. One of these techniques may be matching games or any other kind of activity. Additionally, De Melendex and Beck (2018) noted that in order for students to learn something easily, since they are enjoying the process, teachers must give engaging media and activities.

Based on the findings, the researcher concluded that the teacher's vocabulary-teaching strategies were effective. The teachers' responses to their vocabulary teaching strategies were excellent because the majority of the replies in the questionnaire were beneficial. It signifies that the pupils responded well to the teachers' teaching and learning strategies.

CONCLUSION

Based on the study's findings, the researcher determined that this research consists of three primary aspects. First, the teacher implements several instructional strategies, such as games, matching, and flashcards. Furthermore, the teacher employed various media, such as photos, videos, and textbooks, to support pupils in learning unfamiliar vocabulary relevant to the content. There are also common ideas among teachers about teaching language to Vocational High School pupils. Furthermore, the researcher revealed that teacher thoughts and practices about the use of games in the classroom are consistent. All teachers feel that teaching vocabulary using games will help students comprehend language more quickly; therefore, all teachers employ games in the classroom.

Second, the teacher and students deal with various challenges during teaching and learning processes. The first problem comes from the students. Some students face difficulties in actively participating in vocabulary lessons due to lack of motivation, limited prior knowledge, or challenges in understanding the material. Furthermore, during the teaching and learning activities, teachers still observed students struggling with vocabulary pronunciation even after the techniques were applied. This difficulty arose because all the students had different abilities in understanding and processing the material, which requires teachers to address diverse learning needs within the classroom. The second problem arises from the internet connectivity. As a result of the interview, a significant problem online was poor or unstable internet connections, which often made the explanations provided by the teacher unclear, especially when using game-based teaching techniques that rely heavily on smooth interaction and engagement. Interruptions due to poor internet connections disrupted the flow of activities, it was difficult to maintain students' focus and participation.

Third, the teacher offered a few solutions to some of the challenges encountered when teaching the vocabulary of English. First, the teacher needs to understand the students' requirements and offer some fascinating teaching strategies. As a result, the students will be engaged to enjoy the process of learning and teaching. Second, give students a prize that shows that they performed an excellent job in class, and this reward may help encourage students to get more involved in class.

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