

An Innovative Strategy to Enlarge Students' English Vocabulary in Higher Education

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English is one of the compulsory subjects in universities in Indonesia. Most of the students dislike this subject because they feel it is difficult to learn English, especially memorising English vocabularies. Deciding the teaching strategy for helping students understand English vocabularies is one of the issues facing teachers. Hence, the purpose of this study is to formulate an innovative strategy teachers can use to enlarge students' English vocabularies in higher education, especially in the fashion department of Malang State University. This qualitative study involved twenty-six undergraduate students from the fashion department where multiple teaching strategies were implemented and assessed through interviews, observations, and artifacts. The results of this study showed that each strategy has different benefits for students. Therefore, student involvement is important to enrich their English vocabularies. Educators must provide opportunities for students to engage in helpful, meaningful and relatable learning. It is important

that educators are aware of setting up the multiple ways that help students to increase their academic achievement consistently.

Keywords: *teaching strategies, English vocabularies, higher education*

Introduction

In almost all aspects of life, English is a necessary skill for everyone to have (Poedjiastutie & Oliver, 2017; Richards, 2017; Tsang, 2017). For instance, English skill becomes one of the assessment criteria of a factory for recruiting employees (Basak & Khanna, 2017; Lockwood, 2012). In Indonesia, English is not the everyday language the Indonesians use, but it has been taught even since their kindergarten days (Sobarna & Hakim, 2017). It is only reasonable to expect that their previous English learning positively affected English skills of college students (Tan, 2013). As a matter of fact, English skills of college students are level with those of school students (Moore, Slate, Edmonson, Combs, Bustamante, & Onwuegbuzie, 2010). Only those graduated from English Departments possess good English skills.

English is a compulsory subject in virtually all departments in Indonesia's universities without exception. In the Fashion Department, for example, students have to take two-stage English courses: introductory English courses, and professional English courses. The former provides refresher courses in Basic English which they learned in the previous educational levels. The later, meanwhile, focuses more on specific, technical terms of fashion. Nonetheless, although it may help build their promising career in the future, English is the subject most students are afraid of, simply because they have difficulty memorising and understanding the English vocabulary. As a consequence, they always feel confused every time they have to speak English, which in turns causes unreasonable fear of being couched in badly spoken English.

Besides, conventional English-teaching methods to which they are used, fail to encourage them to practise speaking English, worsening this poor condition. Without realising the importance of putting English into practice, teachers will get nowhere with their methods. This suggests the need for devising innovative learning methods to help build up students' confidence, to engage in or even start an English conversation. The purpose of this research is to describe the

learning method an English lecturer of Fashion department applies to try to ease students' vocabulary-memorising process.

Literature Review

The significant factor in remembering vocabulary

Improving English skills cannot rely merely on their self-confidence to speak English, but it also needs to have excellent, long term memory for the extensive vocabulary. Lack of ability to memorise English words means a lack of self-confidence and, in turn, having trouble practising English in communication with others. This may help illustrate what blocks college students' progress in learning English.

Hadi (2017) stated that learning the vocabulary is highly important to successful English learning. Memorising vocabularies will bring students ease with speaking English (Yu, 2013). According to Bai (2018), one of the key factors in the mastery of better English skills is vocabularies. To have rich vocabularies, English learners need to have great motivation, be it internal motivation or external one. The internal motivation deals with lack of awareness of the importance of English in this modern life. Since considered one of the international languages, English has been used in nearly all aspects of life. Reference books on many academic fields are translated into English, so that complete mastery of this language is essential to those who want to notch up academic success achievement in the academic world. The same condition also prevails in the industrial world.

The external motivation may come from parental support, social environment, and school environment. In this light, it is difficult to hope that routine practices of such foreign language as English develop in both home and social environments. Students' parents come from diverse educational backgrounds; meanwhile, they spend most of their time in their social environment only playing around. Therefore, of the three spheres of life, school environments form the most likely areas where constant use of English through cultivating reading habit, designating English areas, or holding speech contests can be regulated. Living in an environment conducive to English-language speaking will strengthen their internal motivation to enrich vocabularies and encourage them to memorise those vocabularies through independent learning or

communicating with others. This will in turns ensure the effective implementation of the innovative learning strategy developed by their college lecturers.

Instructional strategies for developing vocabularies

Developing a wide vocabulary is highly necessary in English learning. The research result of Hişmanoğlu (2005) showed that vocabularies, grammatical rules, and good pronunciations form three basic language skills and those who master three language skills can be considered to have a better skill in practising English in their communication. Of the three basic skills, vocabularies are deemed to be the most essential. For this reason, it is important that a lecturer formulate teaching strategies which help jog students' memory for words.

According to Taghinezhad, Azizi, Shahmohammadi, Kashanifar, and Azadikhah (2016), lecturers may employ either direct or indirect learning methods. The direct learning methods may be memory strategies, cognitive strategies, and compensation strategies. Meanwhile, the indirect one may be meta-cognitive strategies, affective strategies, and social strategies.

Those strategies are utilised to maintain someone's memory through associating new knowledge with some familiar words or images (Kurdziel & Spencer, 2016). This is one of the most effective strategies in learning vocabularies. The newly-digested information is stored in the form of acronyms, key words, or images (Allahmoradi, 2018), to be used for recalling the information when needed. Munandar, Nurweni, and Mahpul (2015) explained that these learning strategies for recalling vocabularies can help students commit about 100 trillion bytes of information to their brain. The implementation of these strategies often involves using many familiar things as codes to be stored in long-term memory. Living in Indonesia, where English is spoken as a foreign language, English tutors have to realise that the urgency of implementing good learning methods for memorising vocabularies plays a significant role in polishing students' speaking skills and boosting their confidence to communicate in English with others.



Methodology

Research design

Case study has long been used as a research method, for it is effective in seeking answers to happening natural phenomena. This research used the case study method to stimulate educational innovations in learning strategies for broadening fashion vocabularies of college students. Open-ended interviews and observations were carried out to dig up more detailed information concerning teachers' usual methods for increasing their students' fashion vocabularies necessary for their professionalism in their future jobs.

This research was conducted in the Fashion Department of the University of Indonesia for one year and a half. The research was carried out under procedures, including (1) choosing the topic, (2) holding discussion with teachers to have their permission to be involved in class activities together with students, (3) making a six-month observation for the purpose of gaining a vivid picture of learning processes, (4) selecting students to be observed further and formulating interview guidelines, (5) collecting data through interviews and observations, and (6) processing data by compiling, coding, reducing and interpreting them, and then drawing conclusions.

Participants

The participants of this research are an English teacher at the Fashion Department of the University of Indonesia and five fashion students from different classes. The English teacher has been developing a learning method to cope with difficulties students have in memorising technical vocabularies for fashion. Those students, meanwhile, have learned both basic and applied English lessons in which they got good grades. In this data-collecting process, to guarantee participants' personal privacy, the researcher used code names instead of their real names. They represented students with difficulty and fear of English language lessons.

Interview guideline

To accomplish the intended purpose, the researcher developed an interview guideline, under which the researcher addressed open-ended questions to participants in order to probe for their

underlying opinions and feelings about the teacher's teaching strategies in the class. Those interview questions include how, why, and what questions. Additionally, the researcher also phrased probing questions to amass more comprehensive data.

The questions were brought into three focuses: (a) on the students' experience while enrolling in a class in Basic English, (b) on the students' experience while enrolling in a class in Applied English, and (c) on their experience after undergoing the learning process. Here are the examples of those questions: "What did you learn in the Basic-English class? Why was that?", "What do you say about the existing condition then? Why?", "How was your English skill in that class?", "Have you understood and memorised some vocabularies for fashion?", "What method do you adopt of memorising vocabularies?", "Is that effective? Why?", "What method did your teacher employ in the class? Did you like it?" The probing questions were aimed at obtaining data on the teacher's method utilised in Basic-English classes, in comparison with the same teacher's method in Applied-English classes. Those interviews were held before students took Applied-English classes.

The following represents examples of questions of interviews about the Applied-English class. Some of them are "What do you say about the class condition? Why?", "Does your teacher employ the same method as that in the previous stage? Do you like it? Why?", "Thus far, what is in the class that draws your interest the most? Why?" The researcher continued to ask open-ended questions based on interviewees' answers to probe for any of their underlying feelings. This managed to break the monotony of questions and calm the tense situation of the interview session, making interviewees feel calmer. This interview was conducted while students were taking the Applied-English classes for the purpose of getting data about what students experienced during the learning process and how they underwent it.

Subsequently, examples of questions focusing on students' experience after the learning process are "What lesson did you learn in the Applied-English class?", "Did you understand the lesson well?" "How is your English skill now? Why? How does it come?", "How many vocabularies for fashion do you have? How does it come?", "How did your teacher help you

to do so? Do you like it? Why?” Why questions were often addressed to dig up more information and personal reasons for their answers. This interview was conducted after their enrolment in English classes, to be precise, after final exams of the semester.

Meanwhile, the questions addressed to the teacher are aimed at knowing how the teacher tries to help overcome students’ difficulty in memorising vocabularies for fashion. The questions may be “as an English language teacher, what obstacle faces the teacher during the term of learning process? Why?” “What method did you employ to overcome those obstacles? How was the implementation of the method? Why? What did students say about your strategies? Why?” Those questions focused on their strategies in the class. The interview was conducted after their enrolment in English classes, to be precise, after final exams of the semester.

Before conducting in-depth research, the researcher established a relaxed, welcoming atmosphere between the researcher and the participants by asking quick questions about their condition, their activities, or other aspects of their life. This is important to do because creating positive atmospheres and pleasant moods is highly instrumental in fulfilling the intended purpose of acquiring extensive data.

Data collection

This describes the data-collecting methods of the research, including interviews and observations. These two methods were utilised to get authoritative information on the focuses of the research. Interviews involved 6 participants, one of whom was an English language teacher in the Fashion department of the University of Indonesia. The intended purpose of the interview was to collect data about fashion students’ experience of learning Applied English. As mentioned before, fashion students have to take a 2-stage English language lesson, especially technical vocabularies for fashion.

Before conducting interviews and observations, the researcher asked for the teacher’s permission and explained the purpose of the research to him. Subsequently, the researcher made an appointment with the selected teacher and students to describe the interview

procedures and have the interview scheduled. The interview began with an easy question to calm the atmosphere, causing interviewees to calmly provide honest answers. Under the interview guideline, each of the participating students attended the 60-to-90-minute interview session three times, while the participating teacher did so only once. It was intentionally set that the interview meetings were held out of the collage to make interviewees free to express their opinions and feelings about their English language classes. The steps in collecting data are illustrated by the Figure 1.

The Figure 1 shows four steps in collecting data in this research, which are explained further as follows:

1. The researcher interviewed students before interviewing the teacher. While interviewing students, the researcher also made an observation to reach their emotional expression while they were telling their learning experience.
2. The researcher documented all data obtained from the interview and observation so as not to miss a single detail of the process.
3. The researcher put an interpretation on the collected data for data analysis.
4. The researcher compiled and then coded all data. The codes generated in this research are (1) A-E codes for students, (2) TCH codes for teachers, (3) WA codes for interviews, (4) OB codes for observation results, and (5) DOC coded for documentation. For example, the researcher generated the code A-WA for the interview with the student A, and C-WA for the interview with the student C. meanwhile, the code TCH-OB is the code for the observation on teachers. Those codes made it easy for the researcher to control or identify the data sources – interviews or observations.

Data analysis

The researcher used the case study method for analysing data. The data of this research was collected and interpreted from the answers to the addressed questions and used as a research mediator for data collection and analysis to summarise the research finding and explain participants' main reasons. The researcher made triangulation to check validity of the interpretation by presenting raw data as recoded in the interview transcripts. Subsequently, the researcher deciphered hidden meanings of the data through comparing the results of interviews

and those of observations, to assure research reliability and validity. By way of illustration, the analysis of the research result and the data interpretation were explained, based on records on students' experience and perception of the learning experience before, during and after enrolling in Applied-English classes. Subsequently, the researcher in collaboration with the research team compared, discussed, and identified the most constantly recurring theme in the finding. This is highly instrumental in precluding subjective interpretations by citing the original data sources to check space and time dimensions in which the data were documented. As mentioned before, this is aimed at assuring research reliability and validity.

Results and Discussion

For the purpose of improving students' skills in memorising vocabularies for fashion, students' learning experience must be the primary data source of this research, and teachers' teaching strategies are its central focus. Therefore, it is only natural that the research finding addresses such themes as class atmospheres, teachers' teaching strategies, and class assignments, which were repeatedly mentioned by participants in open-ended interviews. This finding was achieved when the participants were asked about their experience before, during and after taking Applied-English classes. More detailed explanation will be given in the following paragraphs.

Class atmosphere

Participants repeatedly talked about two contributing factors causing tense atmospheres of Basic-English classes. The finding is shown in the Figure 2.

Figure 2 shows that there are two factors contributing to atmospheres of Basic-English classes participants used to enrol in. The researcher recorded that all students complained about the atmosphere of Basic English classes they took in the previous semester. They felt they learned nothing from the six-month learning process. Some interview data show that:

According to most students, Basic English is a confusing course. Actually, they have learned English language while in senior high schools, but they still have difficulty understanding grammatical patterns and lack vocabularies. In the beginning of the learning process, they expected to be offered refresher courses given the fact that English is not their first language,

but the reality disappointed their expectation. The teacher gave them oral presentation on some English-written articles without providing students with practical methods for comprehending English-written texts. The problem got worse when a long illness deprived the teacher's possibility to teach and he was replaced by another teacher. Such teacher substitution made students more difficult to understand the lesson (A_WA, B_WA, and E_WA). In almost the same tone, the result of the interview with the two other students (C_WA and D_WA) states that not understanding the lesson, students sat in the class ignoring their teacher's explanation. Such ignorance was due to their confusion about the lesson rather than the absence of respect for the teacher.

Besides, the researcher also noted that the learning method the teacher used in Basic-English classes tended to be monotonous. The teacher made an oral presentation to which students must pay their attention and then merely gave them a reading assignment: the students were assigned to translate an English-written article on fashion without any explanation about how to find, read and translate articles. This made the class atmosphere so tense and boring that students could not enjoy their long stay in the class and they completed the assignment without enthusiasm. As a matter of fact, many students preferred not to attend the class (A_WA, D_WA, and E_WA), and the repeated absences of students failed to cause the teacher to find out the possible reason of students' absences (B_WA, C_WA, and D_WA). Not only did he fail to give students interesting lessons, but, what is more, he seemed blind to his students' personal characteristics as well.

The researcher got direct confirmation of the information from the teacher of Applied-English classes. Because Basic-English classes and Applied-English classes are taught by different teachers, actually he did not know the poor condition before. But he promised faithfully to request the chair of the Fashion Department to have this condition evaluated so as not to recur. He said that English is the third language in Indonesia: Bahasa (the national language of Indonesia) and local languages are consecutively the first and the second. From this viewpoint, it is normal for students to expect to get refresher courses in English language at every single educational level (TCH_WA).

While making observation on the interview with students, the researcher noted that they lack enthusiasm for the lesson, while the interviewer tried to begin with easy, interesting questions regarding their experience in Basic-English classes.

In contrast, while attending Applied-English classes for the first time, students immediately felt comfortable. All participating students agreed that in the Applied-English class they met a new teacher, who created a pleasant atmosphere of the class and taught the lesson effectively. Although in the first meeting he gave them a pre-test, students kept calm because he advanced the logical explanation about the purpose of the test. This dismissed students' worries about attending a boring class. During this term, not only did they receive a satisfactory explanation about the lesson, but they were involved in direct interaction either with the teacher or with their fellow students. This caused dynamic tension in the class, and no student refused to actively participate in the learning process (C_WA and E_WA), to the extent that they had no time for sleepiness (A_WA).

The result of the researcher's observation corroborated this finding the Applied-English class had a comfortable, lively atmosphere because all students were actively involved in all activities, from the beginning to the end of the learning process. The teacher taught the main subject by making an oral presentation within only 15 minutes, and then had students do assignments in the rest of the time. The assignments were not those making students simply sit on a chair not speaking (OB_27082018). In the first meeting, by way of generating motivation, he played a video of the experience of an English-speaking street seller in an Indonesian village. This method, as expected, managed to get students highly motivated because it would be highly embarrassing for them to have poorer English-speaking skill than the street seller (C_WA and E_WA).

According to the aforementioned result of interviews and observations, it is known that learning processes have a considerable influence on the class atmosphere. Sieberer-Nagler (2016) stated that positive class atmospheres are those which can make students put their heart

into their lesson. For such condition to exist, it is important that teachers create favourable class conditions in accordance with the lesson planning. Needless to say, teachers must have total mastery of subjects they teach; however, no less important, they must also possess a comprehensive understanding of the dynamics of their class whose members are colourful characters. Therefore, based on the data analysis, it is obvious that the teacher of the Basic-English class plays a minor role, which negatively affects students' learning motivation in or outside the class. This is unfortunate taking into consideration the importance of English in the fashion world, in which most discussion and information in fashion magazines and transaction in fashion market are expressed in English. Kitaw (2017) described that the atmosphere of the Applied English class, in contrast, is very friendly because the teacher employed an active learning method in addition to his ability to teach English subjects in an interesting way.

Teachers' teaching strategies

Students always compare the teaching strategy of the Basic-English teacher and that of the Applied-English teacher by sharing their experience during their enrolment in the related classes. The researcher wrote about teachers' teaching strategies as follows:

The strategies the teacher of the Basic-English class adopted tended to be monotonous. She made an oral presentation, and afterwards she instructed students to complete an assignment, whether or not they understood the lesson. Simply ignorant about the students' varying comprehension skill, she did not provide them with basic understanding of English. She failed to attract students' attention, and as a logical result, students were all bored silly by the tense atmosphere. This is presumably because the teacher's academic background is not in fashion, which gives him no idea about how to deal properly with students of the Fashion Department (A_WA, C_WA and E_WA).

On the contrary, the teacher of Applied-English is a teacher with a background in the Fashion department, so that she knows how to interest students in actively participating in the class. She employed such innovative teaching strategies that students did not feel bored. Those strategies were designed by taking into consideration the realistic level of her students' English

skill. To assess students' basic skill and identify their personal characters, she administered a simple test in the first meeting. Besides, this helps her gain some insight as to how to create a relaxed, friendly atmosphere for her students (TCH_WA). In addition, by way of generating motivation, she played a video of a person who can speak English well without any special, formal training. Watching the video, students became more eager and more interested in attending Applied-English class (B_WA, C_WA and D_WA).

The result of the observation made about the second meeting, corroborates the fact that the teacher developed a student-centred learning strategy in which she used various methods. She subsequently did an apperception setting by associating learning materials with students' daily activities or issues stimulating public discussion, by way of acquiring a basic familiarity with the subject. At this setting, the teacher explained only a little part of the lesson, for example, the use of simple present tense, which they will use in their speaking practice. Afterwards, she instructed every one of the students to write a simple sentence containing the use of a verb tense and then read those sentences. The purpose of this method is to make students used to speaking English. Of course, some students seemed nervous when asked to read the sentences they wrote. However, once the teacher, who instinctively sensed their nervousness, approached them and supported each of them, they felt calmer (OB_03092018).

Moreover, in every meeting, she set classroom chairs in the form of U-lines, which enables her to observe and communicate with the students (TCH_WA). After all of the students read their sentences, the teacher waved and said, "It's time to play game", which meant that the learning would be continued by playing games. In this second meeting they played the "voca game", focusing on memorising vocabularies together. According to the set game rules, (1) the teacher divides students into two groups and makes each group stand in a straight line, 2) the teacher gives marker pens to the students in the back row of the line, 3) the teacher begins the game by writing a word and students by turns have to write other words beginning with the last letter of the word, written by the teacher in the beginning of the game, 4) all students have to run when their turn comes, 5) the teacher sets that the game will last for 60 seconds, 6) the group with the most vocabularies correctly written will be announced the winner, 7) in the of the game,

the teacher, along with the students, read all the written words and identify possible spelling errors, and then they say the words one more time followed by their Indonesian translations (OB_03092018).

In the third meeting, the teacher played another vocabulary game practising the then subject, the use of past tenses. This game is held under the same rule, but it requires students to use past forms of the verbs. This managed to help students memorise vocabularies in an interesting way (OB_07092018). This game is actually familiar enough to elementary students, but it is reasonably acceptable for the game method to be applied in higher educational institutions because of differing levels of college students' English skill (TCH_WA).

In the fourth meeting, the teacher played the miming game, in which students have to guess any word representing what their friends' mime. In this game, a student is assigned to tell a story about a profession in the fashion world, and other students must make a guess while practising the use of future tenses. As an illustration, if the assigned student performs an act of drawing in mime, then others students can guess that the mimed profession is the designer. The guess is followed by each student's writing a simple sentence using a verb in the future tense (OB_14092018).

From the perspective of the teacher, the miming game is the accurate method for practising simple future tenses. Additionally, students also accelerate the rate of speaking practice (TCH_WA).

As mentioned above, games are used in the first to the fourth meetings, because the teacher's desired objective is to help students enhance their vocabularies and encourage them to bravely practice those vocabularies in sentences using verb tenses they have learned. In the next three meetings, the teacher changes her strategy – by listening to music – for the purpose of sharpening students' listening skill and in correct spelling (TCH_WA). Of this strategy, the researcher wrote as follows:

In the fifth, sixth, and seventh meetings, the teacher did not play games any more. Instead she had her students listen to music. She hoped that through listening to music, students' listening comprehension skill would increase, so that when engaged in a conversation with an English-speaking person, they get ready to listen to and understanding sentences they hear. When beginning the class, she clearly explained the purpose of the learning. She then told them that she would play a 60-second-long song three times. Students were assigned to rewrite the song's lyrics and interpret their meaning. This was not as easy as this seemed (D_WA). Although interesting, this strategy required students to be more focused on memorising vocabularies. Listening to music managed to lighten the atmosphere in the classroom, but they realised that they were still obliged to learn vocabularies. Through this strategy, students learned as if they were conducting recreational activities (A_WA, B_WA, C_WA, and E_WA).

When asked about using music as her teaching strategy, the teacher replied that music is a teenage sensation, and almost all teenagers listen to music. For this reason, memorising vocabularies by listening to a song and writing its' lyrics constituted one of the methods acceptable to present teenagers (TCH_WA).

Students later did a midterm examination in the eighth meeting. Instead of addressing questions, the teacher asked students in the examination to apply lessons they learned including vocabularies and verb tense patterns in simple sentences, expressed in a conversation. Such assignments aimed to make students directly apply what they memorised and learned before (OB_08102018).

After administering the examination, from the ninth to the fifteenth meetings the teacher utilised the project-based learning strategy. The teacher assigned students to display a commercial advertisement for a fashion product. In doing so, students were expected to use vocabularies they have in sentences containing the application of verb tense patterns for daily conversations (OB_15102018).

Based on what the researcher found in the Applied-English class, teaching strategies should be devised in accordance with students' characters (Love & Barrett, 2016; Mawang, Kigen, & Mutweleli, 2018), which requires teachers to totally know varying level of students' English skill. Having extensive vocabularies is absolutely necessary for mastery of English skill (Duff, Tomblin, & Catts, 2015; Frijuniarsi & Marlianingsih, 2016), but forcing students to acquire as many vocabularies as possible is not the favourable method to adopt; instead, teachers have to formulate and employ effective, coherent strategies to ease students' vocabulary-memorising process.

Assignment

Relying merely on class activities is insufficient to enrich students' vocabularies. Class activities are conducted within so limited a time that teachers have to find another appropriate way to prevent students from quickly forgetting lessons they have learned. Based on our observation, the teacher gave students some interesting assignments.

On account of the fact that many present teenagers like filming short videos recording their daily activities, the teacher ordered students to practice English in a 2-minute-long video about their everyday activities. The desired objective of this video-making is for students to use their vocabularies in uttering sentences containing the use of simple present tenses. The first time they handed in the assignment, none of their videos could be readily understood. That was because they lacked practical experience of speaking English (TCH_WA). This assignment placed students under pressure, thereby dampening their enthusiasm for the Applied-English class. However, to successfully complete the course, they had no other choice than to finish the assignment (D_WA). However, once they watched their videos, they were surprised that they could speak English, some being embarrassed; some being aware that learning English needs great determination (A_WA, C_WA, and E_WA).

In total, the assignment made it obligatory for students to create short videos four times. The first video was about their daily activities, with the express purpose of applying present tense patterns. The second video was about unforgettable moments, to practice the use of simple past

tense pattern. The third video told a brilliant future they hope to have. The fourth video filmed their conducting an interview with a speaker native to a European country. Difficult as it was, the assignment of creating videos in turn caused speaking English such an addictive activity that they could not stop doing it (A_WA, B_WA, C_WA, D_WA, and E_WA). The habit-made assignment managed to encourage them to speak English even in their class, which made the teacher happy that they began to be interested in English. The teacher knew all these facts when a teacher of another course told her (TCH_WA).

In conclusion, helping students memorise vocabularies will be more effective through combining class activities with homework assignments, given that language is a cultural affair. The students' understanding about lessons would be significantly extended if the designated assignments dealt directly with the lesson and could make students interested to do them. Giving students interesting assignments would positively affect their English skill. This is in line with the theory of Yaacob et al (2019) stating that memorising vocabularies is a complex problem, and only by applying effective strategies will it become easy and help sharpen students' English skill.

Conclusion

The result of observing five participants including four students and one teacher of an Applied-English class shows that teaching strategies, encouraging students to actively partake in class activities, will help create a friendly atmosphere in the class and more inevitably draw students' interest in the lesson. Conducting learning activities through playing games is one of the innovative and interesting methods to be applied in English classes, for the success of learning English depends on whether or not students are interested in the lesson. Mastery of English skills requires students to have an enormous wealth of vocabularies as well as to understand grammatical patterns. Practising speaking English with an insufficient number of vocabularies, students' English skill would be easily assessed, that is, at a poor level. Therefore, using games as a learning method can be so interesting that students have no difficulty memorising abundant vocabularies. Besides, another aspect to be considered in the vocabulary-memorising processes is the practical application of the acquired vocabularies. To cover this aspect, the teacher can give students assignments such as creating short videos, which in addition to enriching their

vocabularies can build up their confidence to put their knowledge about English language into practice. Like any other languages, English language learning should be focused more on its practical aspects than on its theoretical ones, because the latter tends to be more easily forgotten.

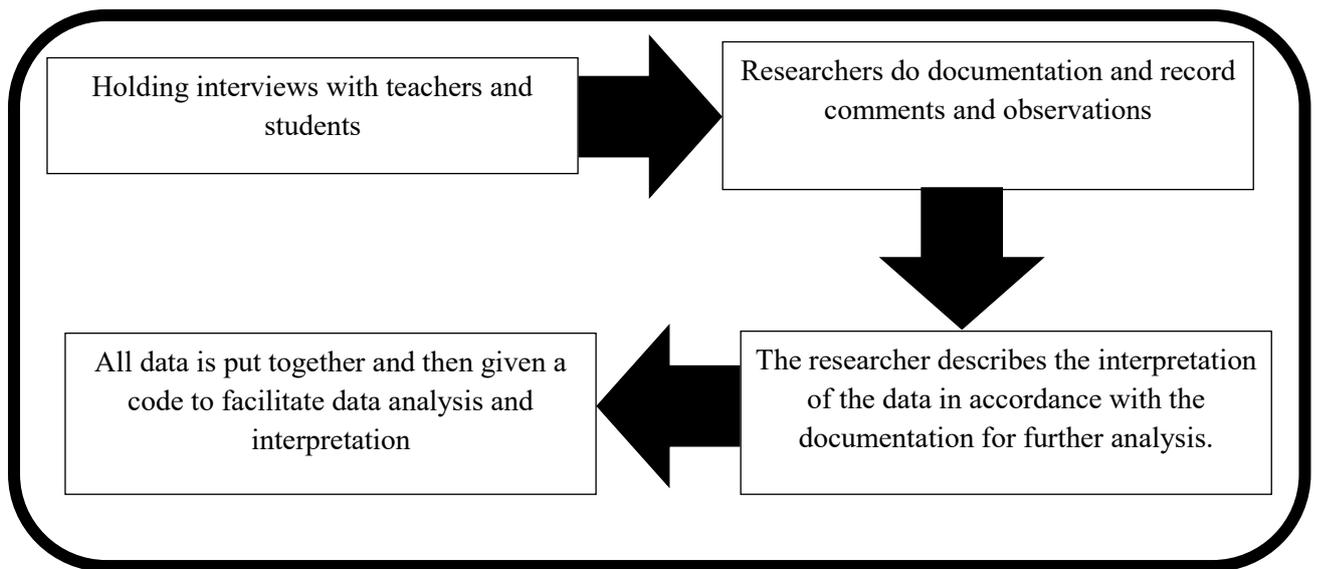


Figure 1. Steps to collect data

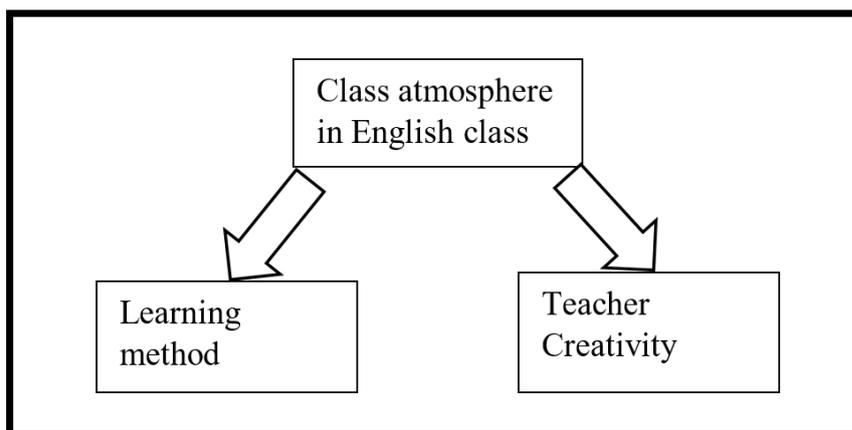


Figure 2. Factors causing tense atmospheres in Basic-English classes

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