THE INCORPORATION OF VOCABULARY TEACHING STRATEGIES INTO READING LESSONS IN EFL CONTEXT

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Abstract

Vocabulary is considered the core of a language on which EFL learners rely profoundly when they decide to learn a foreign language. Learners' success in mastering vocabulary cannot be alienated from their own efforts as well as teaching strategies implemented by EFL teachers in the classroom context. This study aims at discovering the EFL teachers' vocabulary instructional strategies in the classrooms with reading as the emphasized skill. The data were obtained through observation and interview. From the observation results, it was revealed that they employed a number of vocabulary teaching strategies which belong to the categories of explicit and implicit vocabulary instruction. Furthermore, these four EFL teachers shared several strategies which were commonly applied when they focused on reading instruction in their teaching practices. This study also examines the implementation of the most shared strategy, which was Translation strategy. The implication of this study for English teaching and learning will be discussed.

Keywords: vocabulary, reading, explicit vocabulary instruction, implicit vocabulary instruction, translation

1. INTRODUCTION

Grammar was considered the core of language learning, while vocabulary was often neglected. Very little classroom time is given to vocabulary instruction (Stahl & Nagy, 2006). Vocabulary is rarely taught exclusively in English classes, particularly in EFL contexts, such as in Indonesian context. In Indonesia, English words are usually introduced as part of reading activities where it is compulsory for students to read a text and translate the difficult word meanings they find in the text. This is in line with Coady (1993) who argues that teachers and textbook writers believed that vocabulary would be automatically acquired by students through the media of reading texts without any direct instruction. However, language teachers should give a big attention to vocabulary instruction in the classrooms. Plag (1996) suggests that non-sense words or sentences are often 'turned down' by native speakers, rather than ungrammatical sentences. In addition, misunderstanding of meanings due to lack of vocabulary or inaccurate use of words by students can be disturbing to native speakers. This implies the importance of vocabulary acquisition. Moreover, students' success in mastering vocabulary cannot be alienated from their own efforts as well as teaching strategies implemented by EFL teachers in the classroom context. For this purpose, this present study also attempts to investigate vocabulary instruction in EFL classroom context which is integrated into reading lessons and to find out how this works in the classrooms. There are three research questions formulated in this current study:

1. What kinds of vocabulary teaching strategies do EFL teachers employ in classrooms?
2. What shared vocabulary teaching strategies are found among EFL teachers?
3. How do EFL teachers implement the most frequently used strategy in classroom?

Therefore, based on the research questions above, this present study aims at finding out the vocabulary teaching strategies employed by the EFL teacher participants in classrooms, the similar vocabulary teaching applied by the EFL teachers, and the implementation of the most frequently used strategy for teaching vocabulary. In this present study, direct translation from

L2 to L1 was noted as the most frequently used. In addition, the strategy was also implemented by the teachers in each phase of instruction: opening, while teaching, and closing. Furthermore, this present study is hoped to contribute to the practical vocabulary teaching in EFL classrooms, particularly when it is inserted into reading lessons.

Vocabulary itself has many meanings. Graves (2000) defines vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual. He also states that the lexicon of a language is its vocabulary, which includes words and expressions. Moreover, Miller (1999) states that vocabulary is a set of words that are the basic building blocks used in the generation and understanding of sentences. According to Graves (2000), vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured: how people use and store words and how they learn words and the relationship between words, phrases, categories of words and phrases.

Vocabulary and reading are two inseparable areas of a foreign language. Accordingly, a huge number of studies in the light of English Language Teaching (ELT) and English Language Learning (ELL) have empirically proven this relationship. Students who have strong oral vocabularies appear to have a distinct advantage during phonemic awareness and phonics lessons. These students are more familiar with the words and their individual sounds and corresponding letters (Goswami, 2001; Metsala & Walley, 1998; National Reading Panel, 2000). Research documents the strong link and reciprocal relationship between vocabulary knowledge and text comprehension (Anderson & Freebody, 1981; Baker et al., 1998; Beck et al., 2002; Nagy, 2005; Stahl & Fairbanks, 1986). In addition, students who do not understand some words in texts tend to have difficulty comprehending and learning from those texts. Vocabulary knowledge in kindergarten and first grade is a significant predictor of reading comprehension in the middle and secondary grades (Cunningham & Stanovich, 1998; Graves, 2006).

2. RESEARCH METHOD

2.1 Research design

This is a qualitative study which involved the observation of three EFL teachers' instructional practices in the classrooms. Moreover, in order to probe more deeply the relationships between the teachers' teaching practices and their cognition about the importance of vocabulary instruction in teaching reading, EFL teachers' interviews were conducted.

2.2 Coverage and limitation

This study was limited to vocabulary instructional practices which were incorporated into the teaching of reading lessons in EFL classrooms. The teachers participating in this study were those teaching Grade XI of Senior High School. It means that the teachers teach reading materials used in Grade XI.

2.3 Setting of place and time

This study took place in three selected senior high schools in Samarinda. These three schools were selected based on the students' achievement in the National Final Examination which was categorized as the highest in Samarinda. Moreover, these three schools were regarded as the three most favourite schools in Samarinda based on the number of enrolling students each year. The data of the study were collected throughout the first semester last year. Each teacher was observed once in their reading classes; therefore, there were three observation data in this study.

2.4 Techniques of collecting data

The researcher was the key instrument of this study. In addition, the other main instruments used in this current study were observation guide and field notes. They were used in three classroom

observations to gain some information pertaining to teachers' instructional practices. Moreover, participant interviews were also used as the research instrument. To collect the observation data, the researcher went into each EFL teacher's class when a reading lesson was its focus, based on the scheduled lesson plan. During the observation, the researcher was sitting at the back while recording and note-taking all of the classroom activities as a non-participant observer. After the observation was carried out, the researcher interviewed each participant to confirm their vocabulary teaching strategy use in the classrooms. In addition, the teachers' teaching documents were collected to be supporting data.

2.5 Techniques of data analysis

The data analysis is based on Miles and Huberman's (1994) stages which include data reduction, data display and drawing conclusion. The analysis of data began by transcribing the voice recording of teachers' teaching practices and identifying vocabulary teaching while reading was the focus of instruction. Following this, making codes for similar information about vocabulary teaching strategies from the transcripts was undertaken. Similar codes of information were applied to develop a small number of categories which were used to build main themes. The stimulated recall interview data were analyzed following the results obtained in the observation. Therefore, it was used to verify and confirm the data from the observations.

3. FINDINGS AND DISCUSSION

3.1 Findings

3.1.1 Vocabulary teaching strategies employed by each participant in reading lessons

The first finding concerns with vocabulary teaching strategies employed by four EFL teacher participants when the prioritized skill is reading. The following is the lists of teaching strategies used in opening, while teaching and closing phases of teaching in four EFL classrooms of senior high schools. Following this, the EFL teachers' field notes are presented to describe the teaching and learning processes, particularly those involving vocabulary instruction.

Table 1. Vocabulary teaching strategies of each participant

Teaching phase	Teacher 1	Teacher 2	Teacher 3	Teacher 4
Opening	1. Word elicitation (pre-questioning)	1. Word elicitation (through a picture and pre-questioning) 2. Use of examples 3. L1-L2 Translation 4. Vocabulary check 5. Use of cognate (habitat)	1. Synonym 2. L2-L1Translation 3. Pronunciation check 4. Hand gestures 5. The use of an initial word letter to guess a word 6. L1-L2 Translation 7. Word spelling 8. The use of grammar-related vocabulary	1. Word elicitation (pre-questioning) 2. Repetition 3. Word elicitation (Use of picture)
While teaching	1. Vocabulary pre-teaching 2. L2-L1 Translation 3. Writing vocabulary on the whiteboard 4. Synonyms 5. The use of context	1. The use of grammar-related vocabulary) 2. Use of examples 3. The use of grammar-related vocabulary 4. Vocabulary pre-teaching 5. Synonym	1. L2-L1 translation 2. Vocabulary task 3. Word class 4. Antonym 5. The use of context 6. Synonym	1. L2-L1Translation 2. Synonym 3. Word part analysis 4. Word elicitation (Use of picture) 5. Word definition (Introduction of technical terms) 6. The use of example 7. Vocabulary pre-teaching 8. Word family 9. The use of context 10. Vocabulary task
Closing	1. The use of context 2. L2-L1Translation	1. Reviewing important words/terms used in the text		1. Reviewing important terms

Field note (Teacher 1):

In her reading lesson, T1 employed a number of strategies before, while, and after dealing with a reading text. In the opening stage of instructional practice, she elicited some relevant information pertaining to President Soekarno and the students gave various answers, such as proclamator and politician. She used this strategy to introduce the students to the first president of Indonesia, Soekarno, since the reading text that was going to be read was related to him. Moreover, in the while teaching phase, T1 started the reading lesson by asking the students to seek out unfamiliar words. This is followed by directly translating the English words into Indonesian without using surrounding contextual cues. T1 carried out this strategy by asking the whole class to translate the words together.

After T1 gave an opportunity for the students to find out some new words from the text, she presented to the students some new words also taken from the text by writing them on the board. As a consequence, several vocabulary teaching strategies took place while the meanings of the words were defined. In addition to direct translation from L2 (English) into L1 (Indonesian), T1 used the synonyms of the novel words as well as guessing word meanings through the surrounding context. The context used as clues by the students was the words surrounding the unfamiliar word. After all of the words were successfully inferred, T1 instructed the students to translate the whole

reading text. Due to the time limit, each student needed to translate one sentence at a time. After they were ready, T1 asked each of them to read aloud the translated sentence. Every time the student had some problem with their Indonesian translation, T1 gave some constructive feedback, such as providing more naturally-sounding Indonesian translation. After the students finished translating the whole text, they answered the subsequent comprehension questions. Vocabulary problem occurred in that activity when one of the students could not understand the question. Consequently, T1 gave her assistance in translating the question into Indonesian.
In concluding the lesson, T1 emphasized the translation activity they had previously done by asserting that they needed to look at the context while doing L2 translation since English words could have more than one meaning when translated into Indonesian (e.g. dead).

Field note (Teacher 2):
Vocabulary instruction was found out to occur in the whole phases of T2's reading lesson. While opening the lesson, T2 elicited what the students had already known about a picture she showed through a Powerpoint Presentation (Ppt) slide. Accordingly, the students provided some relevant information toward the picture of whales based on the teacher's questions. Moreover, T2 asked the students to name some examples of animals according to their classes including marsupials, reptiles, insects, herbivore and mammals. In addition, when talking about natural and man-made disasters, direct translation strategy took place. Through the strategy, T2 attempted to help the students translate L1 into L2 since the students seem to lack their vocabulary pertaining to natural disasters. Furthermore, one of the students provided incorrect L2 translation when the class had a discussion about the description of a forest. What's more, while eliciting some information about the habitat of snake, T2 indirectly introduced the cognate (i.e. habitat) in Indonesian and English. Therefore, the students could easily provide the answers due to the same form of word.
When T2 was finished with the opening stage which involved some introduction and schemata stimulation toward the lesson (i.e. report texts), T2 began the main lesson by explaining the generic structure of a report text. When the explanation touched the area of grammar (i.e. passive voice) as one grammatical item used in a report text, T2 required the students to mention some past participles as those used in passive sentences. As a result, several past participles were learned through this strategy which led to the increase of students' vocabulary knowledge. More explanation concerning grammatical aspects was focused on in this lesson due to the generic structure of a report text. Consequently, the students learned both grammar and vocabulary simultaneously. Eventually, a report text was presented by T2 through a Ppt slide. Following that, T2 emphasized the generic structure of the text, and asked the students to identify each part of the text. After the students could understand the material, there was T2's instruction to find out some perceived new words from the text. Unfortunately, there was not translation strategy recorded for those new words. In addition, there were no comprehension questions following the text. Therefore, there was no measurement whether the students understood the text or not. Another sample of a report text was then provided by T2 through a Ppt slide and she asked the students to identify its purpose and generic structure.
In the closing stage, the students, together with T2, summarized the lesson about report texts by reviewing some important terms used in language aspects of the text, such as relating verbs, technical vocabulary, descriptive language, general nouns, and present tense.

Field note (Teacher 3):
In T3's reading lesson, there were various vocabulary teaching strategies employed only in the opening and while teaching phases. In opening the lesson, T3 reviewed the previous lesson about a narrative text. A number of vocabulary teaching strategies took place when a narrative text (e.g. Malin Kundang story) was discussed. All of the strategies were mostly used explicitly since it

was obviously seen that T2 provided the meaning of a word directly through, for example, direct translation (both L1 and L2) and synonym. Moreover, when there was a question-answer session, T3 found out that a student mispronounced an English word. For this reason, she gave an implicit feedback by repeating the student's mispronounced word without directly telling her the mistake. Fortunately, the student was aware of the mistake she made in pronunciation. Besides, the use of hand gesture to help the students infer a word meaning was also deployed by T3 in the opening phase of the reading lesson. This unplanned strategy was carried out since the body movement could easily help the students track a word which had been forgotten in their memory.

While discussing the generic structure of a narrative text, T3 saw the students' problem in identifying the correct term used as part of the text structure (i.e. orientation). As a consequence, T3 used the initial letter of the term for the students to remember the correct term as it was not considered novel for them. By doing so, the students successfully provided an accurate word. Some more vocabulary teaching strategies were performed by T3 before she moved to the main lesson which focused on short stories. At the end of the opening phase, T3 attempted to finish the previous lesson review by raising a question concerning the last part of a narrative text (i.e. resolution). By referring back to the story, T3 showed the students that last part of the story. While explaining about it, she spelled a word to make sure that the students knew the word spelling since spelling and pronunciation could be different in English. The last vocabulary teaching strategy T3 employed in this phase of teaching was the use grammar-related vocabulary by which the students could find out the synonym of a word as well as its past form (e.g. become --- turn into: turned into).

In the while teaching phase, T3 focused on short stories. Therefore, she started the lesson by asking the students to arrange jumbled paragraphs to form a short story. In addition to the task of arranging jumbled paragraphs, T3 provided another task in which the students had to match some book covers with the suitable book titles from the textbook in which direct translation was the most used strategy. Furthermore, a vocabulary task was proposed by T3 when several vocabulary teaching strategies were reported, such as direct translation, word class analysis, antonym, synonym, and the use of context. The vocabulary task was concerned with the students' vocabulary consciousness because they had to select one correct word based on the text from two similar words, called Synforms.

Field note (Teacher 4):

In T4's reading lesson, varied vocabulary instructional strategies occurred in the whole teaching phases. In the opening phase, T4 used elicitation strategy to find out students' prior knowledge as well as their experience about having breakfast by asking them some questions concerning the breakfast they had on that day. In addition, eliciting information from the students through some pictures was done to introduce the students to the lesson talking about News Item or Report texts. What's more, T4 kept repeating the students' answers every time they named things related to the questions.

In the while teaching phase, T4 explained the material through Ppt slides. In the middle of her explanation, vocabulary instruction took place when the students met some words which were needed to be inferred. Therefore, the strategies, such as translation and synonym, were employed as a solution. In addition, word part analysis was performed during the explanation by T4 when she needed to focus on a word whose meaning could be inferred by looking at the affixes attached on the word. While explaining the components of news item texts, T4 emphasized some important terms and attempted to define them through their English definition. Furthermore, in order to enhance the students' understanding more about those important terms, T4 provided some examples. Before the students dealt with the real news item text they were going to discuss, T4 shared an example of news item text through a picture of the biggest natural disaster happening

in Aceh and asked the students to identify the text components, which had just been explained, implied in the picture.

Once T4 finished the explanation session, she handed over a reading text on a piece of paper and instructed the students to read it silently. In addition, she told them to write down some difficult words they were not familiar with from the text. Afterwards, those words were translated into Indonesian. In inferring the word meanings, direct translation from L2 to L1 was the only strategy used. Some other strategies implemented included the use of word family, the analysis of word part and the use of context to guess a word meaning. Guessing a word meaning through context in this teaching practice was not explicitly done by the students; instead, T4 guided and directed them to come to the appropriate Indonesian translation. T4 either used one single teaching strategy or combined some strategies when focusing on a particular word, for example, she analyzed parts of a word, and then tried to translate the whole parts until the students gain correct translation.

After all of the unfamiliar words in the text discussed, T4 instructed the students to accomplish a vocabulary exercise. That exercise expected the students to match between the words from the text and their English definitions. That was a planned vocabulary exercise as it was clearly stated in T4's lesson plan. After the exercise was over, T4 closed the reading lesson by summarizing the news item texts and reviewing the requirements of writing a news item text. Direct translation from English into Indonesian was performed by T4 herself when the students had no response toward her question concerning a particular word.

3.1.2 Shared vocabulary teaching strategies in reading lessons

The four EFL teachers shared several teaching strategies focusing on vocabulary during the reading lessons. The list of shared vocabulary teaching strategies is as follow:

1. L1 translation
2. Synonym
3. Elicitation
4. Vocabulary pre-teaching
5. The use of context
6. Word part analysis
7. Reviewing important terms/words

These seven strategies are those which were correspondingly selected by the EFL teacher participants when they taught reading lesson in the classrooms. From the observations, direct translation from L2 to L1 was the most frequently used strategy by the EFL teachers. The ease and practicality of using this strategy are the reasons behind the teachers' preference on this strategy to teach vocabulary.

3.1.3 The implementation of word translation strategy in reading lessons

L1 direct translation was the most frequently used by the EFL teachers in their teaching practices. Moreover, these teachers employed the strategy in some situations in EFL classroom context. This section will present the findings which show the implementation of direct translation strategy used to infer a word meaning when a reading lesson was the focus. First, direct translation from English to Indonesian was mostly done when some unknown English words or phrases were found in a text. This strategy was often used when the students had to understand the whole text before doing the following task, such as comprehension questions.

Second, in addition to translating particularly unfamiliar words or phrases, translating English sentences into Indonesian was also performed by one of the EFL teacher participants. From the interview, the teacher maintained that she did such an activity due to the fact that the time allotted was limited but she had much teaching material to cover on a day. As a consequence, involving

all students in the class to translate the whole text was one of the solutions.
Third, direct translation was also performed by the teacher when she felt that a word in a text needed introducing directly to the students due to its low frequency without asking them to translate it. In other words, the teachers translated a word by themselves due to students' lack of vocabulary knowledge.
Fourth, when translating a word from English into Indonesian, the teacher asked the students to provide its Indonesian translation on their own. After it was provided, the teacher directly translated that Indonesian word into English. For example, when the students met a word "nasty" in a text, the teacher instructed them to guess its Indonesian translation (i.e. *kotor*; *tidak nyaman*). In spite of the slight meaning difference from the Indonesian translated words provided by the students, those Indonesian words were then translated directly back into English (i.e. dirty; uncomfortable). In this strategy, the use of synonym and the contextual clues were also combined in order to make the students understand the nuance of a novel word.

3.2 Discussion

3.2.1 Vocabulary teaching strategies employed by EFL teachers in reading lessons

Concerning the first research question which asked about the kinds of vocabulary teaching strategies used during reading lessons in EFL classrooms by EFL teachers, the findings of this study indicated that the EFL teacher participants employed various teaching strategies to focus on English words which are considered difficult to understand by the students. Based on the findings, it was revealed that several vocabulary teaching strategies were deployed during reading lessons, such as direct translation from L2 to L1, synonyms, word elicitation, vocabulary pre-teaching, the sue of context, word part analysis, and reviewing important terms/words used in the text. These findings echo some previous studies on the use of those strategies to teach vocabulary integrated into reading (Al-Darayseh, 2014; Sedita, 2005; Teng, 2016; Mirzai, 2012; Hyso and Tabaku, 2011; Yali, 2010; Taboada, 2011; Nation and Gu, 2007).
In the implementation of vocabulary instruction which is incorporated into reading lessons, eliciting some information through students' schemata in the beginning of a reading lesson may lead to vocabulary incidental learning as the teachers attempt to stimulate the students' vocabulary knowledge through questions and pictures. According to constructivism, learning occurs when individuals integrate a new knowledge with a prior one (Tracey & Morrow, 2006). Learners need to build schemata and make connections between new ideas and what they already have in their minds, which is known as schema theory. This theory describes the process by which readers combine their own background with the information in the text (Stott, 2001). Therefore, according to schema theory, comprehending a text is an interactive process between the reader's background knowledge and the text. Efficient comprehension requires the ability to relate textual material to one's own background (Carrel & Eisterhold, 2000). As shown by the finding, in order to use a schema theory in the classroom, the teachers involve the use of pictures and pre-questioning as part of elicitation strategies. In addition, elicitation provides students with a warm up activity before they manage to read an English passage.
Furthermore, the EFL teachers assume that introducing the meanings of the key words prior to starting reading the assigned text (vocabulary pre-teaching) helps students a lot in getting good background knowledge about the topic of the reading text and in understanding the main ideas of this text. However, this assumption is against a study conducted by Mihara (2011) who revealed that teaching vocabulary in pre-reading stage was not effective in improving students' vocabulary knowledge. Therefore, the application of vocabulary pre-teaching before reading a text in that study seemed useless. In addition, Carrasquillo and Rodriguez (2002) proposed that it would be easier for students to learn and memorize the vocabulary after learning about a reading text or story. In other words, those two studies recommend that introducing new vocabulary or searching

for unfamiliar vocabulary from a reading text be replaced by pre-comprehension questions which are usually carried out after a reading text has been discussed.

Teaching vocabulary not only requires finding out a word meaning once at a time of learning. In other words, an unknown word will be internalized in students' long term memory if it is frequently exposed to them in classroom practice. Therefore, after being taught new vocabulary words, students need more opportunities to think about and internalize the meanings of words. The items of comprehension questions or a vocabulary task pertaining to the vocabulary used in the text are presented by the teachers to expose the students over and over again to the selected words. Based on the observation findings of this present study, vocabulary deep processing level has been implemented, to some extent, by the EFL teacher participants. The difference between deep level processing and surface level processing in reading context lies on the reading focus of the students (Marton & Saljo, 1976). Those who use surface level processing focus on rote learning and memorization of the text, whereas, those focusing on understanding the text's purpose, meaning, and significance employ deep level processing or reading. It is clearly shown from the activities after the students accomplished to derive the meanings of the whole unfamiliar words or phrases in the text. From the observation data, the EFL teachers lead comprehension question tasks to expand students' vocabulary knowledge as well as their reading comprehension. This finding echoes some previous studies (Beck et al., 2002; Dornyei & Kormos, 1998; Diamond & Gutlohn, 2006; Graves, 2006; Marzano, 2004) which advocate the effectiveness of deep processing level.

However, some contradictions from previously empirical studies do not support the prevailing assumption in the literature that deep processing leads to better outcomes compared to surface processing. Depending on the nature of the learner, nature of the text, or how the outcome is measured, surface processing, or a mix of deep and surface-level strategies, may be more advantageous for some readers. This may be dependent on characteristics of the learner, such as their level of knowledge related to reading (Perfetti, Beck, Bell, & Hughes, 1987) or the topic of the passage (Afflerbach, 1990). Furthermore, differences in processing and outcomes will be dependent on the nature of the text presented (Kendeou & van den Broek, 2007), even when the difficulty of the passages is similar. The task in which learners are asked to demonstrate their comprehension influences the relation between processing and performance. Those previous studies were echoed by the findings of the present study which show that comprehension questions do not always work for the students with low proficiency level. Therefore, direct translation is considered as one of the most helpful strategies for the students to understand the question so that they can provide a correct answer.

3.2.2 Word translation as the most shared vocabulary teaching strategy in reading lessons

As shown from the findings, direct translation from L1 to L2 is found to be the most frequently used strategy since it is recurrently used in the whole teaching phases: opening, while teaching and closing. The teaching observations reveal that direct translation can be employed in two ways: as a single strategy or combined with other strategies. The combination of direct translation with other teaching strategies, such as synonyms, word part analysis, or elicitation, shows that more strategies will be more effective rather than using only one particular strategy to infer a word meaning. In other words, once a particular strategy cannot work, the EFL teachers need to take into account a possibility of successful word inference through combining it with other strategies. This is in line with some previous studies which revealed that the use of more strategies is more beneficial in enhancing students' vocabulary knowledge (Faraj, 2015; Amirian, Sadeghi & Samaei, 2015; Shakouri et al., 2014; Al-Darayseh, 2014).

In addition, the teacher preference on the direct translation in classroom practice is mainly due to several reasons. First, time limitation is the concern of every EFL teacher in their instructional practices. Therefore, the use of the most practical and time-saving strategy, for example direct

translation, to infer a word meaning is selected. This is shown from the interview findings which reveal that time constraint in teaching English is a problem for them to employ more challenging teaching strategies. They maintain that the most important thing in the classroom is to finish the material as scheduled on the lesson plan. The relationship between direct translation strategy and time constraint in the classroom is shown by Waring (2002) who argues that teaching the words in an isolated way is an inefficient way of teaching vocabulary and it is really doubtful that the way of teaching helps the learner to learn and practice the word accurately and productively. Waring (2002) found out that one of the reasons that the teachers teach individual words without presenting full information might be the lack of time. In other words, the teacher does not have enough time in order to cover or teach the whole knowledge of the word.

Second, direct translation is used to accommodate the students who are considered having low proficiency in vocabulary learning. It was proven from one of the EFL teacher's observation where one of the students was assisted by the teacher to understand a comprehension question through translating the question into Indonesian. It demonstrates that direct translation is the preferred teaching strategy for low proficiency students when they focus on vocabulary in reading lessons. The data from the interview also confirm this practice. For example, one of the participants declared that she had to translate the question into L1 (Indonesian) in order that the low proficiency student could answer it. This finding is aligned with several previous studies (Atkinson, 1987; Auerbach, 1993; Latsanyphone & Bouangeune, 2009; Dornyei & Kormos, 1998; Harbord, 1992; Mattioli, 2004; Nation, 2001; Nunan & Lamb, 1996; Ramachandran & Rahim, 2004; Swain & Lapkin, 2000; Tang, 2002). Bouangeune's (2009) study concluded that EFL teachers should offer clear, simple, and succinct explanations of word meanings in the learners' L1 in order to prevent the misunderstanding of the words. Besides, Nunan & Lamb (1996) also contended that EFL teachers working with monolingual students at lower levels of English proficiency find prohibition of the mother tongue to be practically impossible. Moreover, Tang (2002) investigated the use of L1 in an English classroom and learned that L1 was used mostly for explaining the word meanings. What's more, a recent study by Ramachandran and Rahim (2004) investigated the effectiveness of using the translation method in recalling the meaning and retention of the words with elementary level ESL. Their results indicated that the translation method through using L1 was more effective than the non-translation method in enhancing ESL learners' vocabulary learning ability, and it could improve elementary ESL learner's ability to recall the meaning of the word learnt. In the end, the teachers need to do some interventions in their teaching practices pertaining to low proficiency students, comprising environment, assessment, and assignment interventions (Borah, 2013; Shaw, 2010). Moreover, it is not only the teachers' task to solve this problem. Hence, the collaboration among school administrators and teachers is tremendously needed (Burgner, 2010).

4. CONCLUSION

In summary, this present study shows some findings which illustrate vocabulary teaching strategies performed in reading lessons. Despite a number of various teaching strategies employed by the EFL teachers; those teachers shared several similar strategies which show that the EFL teachers are familiar with teaching vocabulary through reading lessons and agree on similar strategies which they consider effective in enhancing vocabulary learning. The shared strategies entail direct translation, synonym, elicitation, vocabulary pre-teaching, the use of context, word part analysis and reviewing important terms/words.

The teacher teaching strategy preferences result from some factors; time limitation is one of them. Moreover, students' lack of vocabulary and low proficiency level are also some of considerations. Each EFL teacher has their own style and strategies in presenting and introducing new vocabulary through reading; however, they still share similar vocabulary teaching strategies even though they do not teach at the same school. It reveals that reading and vocabulary support each other and some

of the strategies used to integrate vocabulary into reading lessons are intuitively similar among the EFL teachers. Furthermore, it illustrates that the EFL teachers possess similar cognitions in viewing vocabulary teaching in reading lessons.

In addition, this study offers some pedagogical implications for EFL teachers who are in the situation where they cannot have an exclusive vocabulary instruction; instead, they must incorporate vocabulary into the teaching of skills. First, the combined use of several teaching strategies should be taken into account as part of EFL teachers' lesson plan as previous research shows that multiple teaching strategies lead to effective vocabulary learning in the classroom context. Second, the consideration of having direct translation for low proficiency students should be accompanied by clear, simple, and succinct explanations of word meanings in the students' L1 in order to prevent the misunderstanding of the words. Third, deep level processing activities need more attention from the EFL teachers in order to enhance students' cognitive learning process as well as their vocabulary knowledge. Last, when vocabulary learning is incorporated into the teaching of reading, students' schemata can be used to support both vocabulary knowledge and text comprehension so that it would be easier for the students to identify, understand, and recall relevant vocabulary they learn in the classroom.

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