

**EFL TEACHERS' CONCEPTIONS, PRACTICES AND CHALLENGES IN  
TEACHING VOCABULARY: A CASE STUDY IN SECONDARY  
EDUCATION**

**A THESIS**

**Submitted in partial fulfillment of the requirement for a master's degree in  
English Language Education**



**By**

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF LANGUAGE AND LITERATURE EDUCATION  
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# **EFL Teachers' Conceptions, Practices and Challenges in Teaching Vocabulary: A Case Study in Secondary Education**

Oleh

Yola Savitri

S.Pd Universitas Lampung, 2018

Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar  
Magister Pendidikan (M.Pd.) pada Fakultas Pendidikan Bahasa dan Seni

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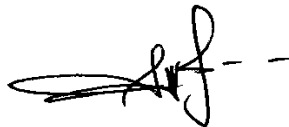
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## AUTHOR'S DECLARATION

I, the undersigned, hereby declare that this thesis, entitled "*Teachers' Conceptions, Practices, and Challenges in Teaching Vocabulary: A Case Study in Secondary Education,*" submitted to fulfill the requirements for a Master's Degree in English Language Education Study Program at Universitas Pendidikan Indonesia, is my own work with the guidance of supervisors. I do not engage in any act of plagiarism where all sources (ideas and statements) used in this thesis are fully acknowledged and properly quoted.

Bandung, August 2024



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## **EFL TEACHERS' CONCEPTIONS, PRACTICES AND CHALLENGES IN TEACHING VOCABULARY: A CASE STUDY IN SECONDARY EDUCATION**

### **Abstract**

This study aims to investigate the influences of teachers' conceptions of vocabulary teaching on their teaching practices, including the challenges associated with vocabulary teaching. The research design of this study was a qualitative approach with a case study involving three EFL teachers in a junior high school in Bandung. The data were collected through interviews, document analysis, and classroom observations. The data were then analyzed by following the three phases of coding: open, axial, and selective coding, to identify and organize the findings. The results show that teachers' conceptions of vocabulary teaching, which include their beliefs and knowledge, teaching and learning experiences, teaching time, and the school's facilities, have some influences on their teaching practices. All teachers agreed on the importance of vocabulary, but their perceptions of vocabulary teaching varied based on their beliefs and knowledge. Teachers acknowledge to avoid teaching vocabulary in isolation hence, they understand to incorporate context despite the methods they prefer. However, teachers' positive perceptions of how vocabulary should be delivered do not always align with their actual classroom teaching practices, as other factors such as lack of effort often undermine this positive attitude towards vocabulary teaching. Teachers' lesson plans appear to align with the principles of vocabulary teaching suggested by curriculum, but teachers did not really actualize the activities in the classroom. Furthermore, teachers face a variety of challenges when teaching vocabulary, particularly in deciding which vocabulary to teach and how to teach effectively. Students' factors also contribute to these challenges, making it difficult for the teacher to introduce new words to them. While this study provides some elaboration regarding vocabulary teaching, further research is recommended to be conducted based on several findings in this study.

**Keywords:** *challenges, teachers' conceptions, teaching practices, vocabulary teaching.*

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