

CHAPTER V

CONCLUSION, IMPLICATION, LIMITATION AND RECOMMENDATION

The organization of this chapter comprises four sections: conclusion, implication, limitation, and recommendation. The first part delivers the conclusion of the study. The next part discusses the implications of the study. The third part outlines the research limitations, while the last section provides the recommendations derived from this study. The concluding remarks of this chapter are presented at the end of the chapter.

5.1. Conclusion

This study aims to explore the EFL teachers' conceptions of vocabulary teaching and investigate the influences of these conceptions on their teaching practices, along with the challenges in secondary education. Three English teachers in a school were interviewed, analyzed, and observed using three instruments: interviews, document analysis and classroom observation. The findings were used to answer the research questions of this study: 1) What are EFL teachers' conceptions of vocabulary teaching? 2) How do EFL teachers' conceptions influence their vocabulary teaching practices? and 3) What challenges do EFL teachers encounter in teaching vocabulary? A thorough analysis was conducted and yielded intriguing findings that answered the research questions, leading to the conclusions drawn in this section.

In response to the first research question, it was discovered that, while all teachers agree on the importance of vocabulary, their perspectives on how to incorporate vocabulary into the lessons differ. Teachers acknowledged that the curriculum recommends delivering vocabulary teaching through contextual tasks and communicative methods, but this belief and understanding were not evident in the observations. Furthermore, 2 teachers believe that vocabulary teaching is important. They hold the belief that students still require vocabulary teaching, particularly in relation to teachers' roles in assisting and aiding students in learning the words. What these teachers mean by vocabulary teaching is not teaching words

in isolation or using outdated methods, but rather intentionally introducing words to students through texts and tasks, incorporating various strategies within the classroom. The other teacher maintains that the relevance and importance of vocabulary teaching has diminished, regardless of its incorporation into any teaching methods. He believes that students will naturally acquire vocabulary without teachers' assistance.

Furthermore, their current teaching preferences are shaped by the learning processes they encountered as students, their past learning experiences, and their knowledge of vocabulary teaching. First, their learning experiences have led them to realize that the traditional methods of teaching vocabulary do not necessarily align with the current teaching and learning environments. It has caused them to avoid teaching using methods that they have experienced not working well in the past. Second, teachers may implement strategies for learning vocabulary from their school experiences that they found effective, with some modifications.

To answer the second research question, the analysis results of teachers' practices are compared with the results of teachers' conceptions to verify the consistency of their claims and their practical application in the classroom. Teachers' conceptions of vocabulary teaching, including their beliefs and knowledge about vocabulary teaching, as well as their educational backgrounds, teaching-learning experiences, teaching times, and the school's facilities, influence their practices to some extent. The investigation into teachers' vocabulary teaching practices reveals a variety of phenomena. While 2 out of 3 teachers incorporate vocabulary-related activities into their lesson plans, they fail to implement them in the classroom. Teachers rarely pay attention to the word and its context found in texts. Teachers may implement some strategies or attitudes in their teaching practices to assist students in acquiring new vocabulary, but these are very few. Therefore, teachers' views on the importance of vocabulary do not always align with their actual teaching practices.

Furthermore, the discussions of teachers' practices of vocabulary teaching are divided into two major topics: "what to teach" and "how to teach. Regarding the issue of "what to teach," teachers often struggle to identify specific vocabulary targets that students need to learn, as they lack the knowledge to select them

effectively. However, the simplest way to select the appropriate vocabulary is to consider the text's difficulty level, a fact that teachers often overlooked. Despite the textbook's proper presentation of vocabulary, teachers rarely utilize it in their lessons since they claim that the words are below their students' level. Similar to yields regarding media, teachers integrated some media that support vocabulary teaching and learning, as they stated and planned. However, their classroom implementation is not optimal, as they have not maximized the use of media to emphasize the vocabulary students can learn. Teachers tend to ignore the embedded words in video or text for example and only provide them so that students can enjoy studying without getting bored. The word 'fail' used in this study might be too extreme, but it describes the teachers' deficiencies quite accurately.

Regarding the question of "how to teach," teachers did not effectively utilize the vocabulary found in the texts and tasks. Classroom observation does not validate teachers' claims that they prefer to deliver vocabulary to students through various activities and strategies. Teachers did not really employ the teaching vocabulary in context in the classroom. It remains merely a claim without any practical implementation. Moreover, the teaching time and facilities provided by the school do not significantly affect the teachers' practices of vocabulary instruction. The school's facilities support vocabulary teaching through a variety of activities and skills. However, teachers seem to use the facilities properly but not at their maximum potential, teachers' endeavor in utilizing the school's facilities is the main factor here. In addition, this study yields the fact that teachers tend to give more attention to grammar than other language aspects. Even after several innovations in language learning theories, this phenomenon persists. This could be attributed to the theory's simplicity in both conveying knowledge and assessing students' performance in regrading grammar.

It can be said that most teachers acknowledge how to deliver vocabulary in the lesson according to what is suggested by the curriculum, as evidenced by their claims and planning. However, their claims could not really be proven in the actual classroom since teachers did not put in some efforts, such as addressing words appeared in texts and tasks they had planned. They tend to ignore the words, even though students seem to struggle to understand them.

Finally, addressing the third research question, it was revealed that teachers encounter challenges in teaching vocabulary, which stem from students' problems. There are three main issues that hinder the teaching and learning process: a) the students' limited vocabulary to perform well in tasks, b) their lack of motivation to learn new words, and c) their short retention of words taught by the teachers. These student issues impede their teachers' efforts to deliver lessons, particularly in vocabulary teaching. Furthermore, teachers encounter additional challenges in teaching vocabulary, such as selecting vocabulary items from texts and implementing effective teaching strategies. Apart from the challenges that arise in teaching vocabulary, teachers are aware of these issues and often strive to find solutions. Therefore, their attention to students' vocabulary-related problems in the classroom is acceptable.

Furthermore, what is intriguing about this study's finding is that teachers did pay attention to students' vocabulary problems, but it was only about word meaning. The teachers continue to focus primarily on the meaning of words, as well as their pronunciation. Furthermore, when teachers assist students in understanding word meanings, it often results in negative outcomes, as students solely turn to teachers for help when they struggle with unknown word meanings, rather than attempting to solve the problems independently.

5.2. Implication

The implications derived from this study lie in three significant perspectives: theoretical, practical, and policy. First, from a theoretical perspective, this study provides a comprehensive analysis of vocabulary teaching, contributing to the existing literature on the topic, the concept of vocabulary teaching, vocabulary teaching practices, and the challenges associated with teaching vocabulary. This detailed elaboration can serve as a valuable reference for future research on this topic. Secondly, this study offers a comprehensive framework for teaching vocabulary in detail. Therefore, EFL teachers, particularly those who are concerned with vocabulary teaching, can use the study's results as guidance in conducting their teaching. Lastly, this study can be a consideration for policymakers

to take into account vocabulary teaching and its underlying notions in order to reduce problems regarding students' vocabulary.

5.3. Limitation

This study has limitations in terms of participant numbers, the amount of classroom observation and the applicability of the study's outcomes. Only three English teachers participate in the study, representing each grade in the school that serves as the research site. Furthermore, each teacher underwent three observations, resulting in a total of nine. Thus, the amount of classroom observation is quite insufficient to provide more detailed insight into the actual classroom settings. Since this study is a case study, the results cannot be generalized to other institutions hence, generalization is not the aim. Despite the fact that the phenomena were studied thoroughly, the occurrences in this study may only be applicable to this specific site or those with similar environments that share the same particular characteristics.

5.4. Recommendation

The findings of this study suggest that EFL teachers should be more aware of their students' need for vocabulary since vocabulary is not less important than the other language aspect hence, it is crucial to helping students function in doing their daily tasks in the classroom and to developing their fluency. Teachers should prioritize vocabulary teaching and learning in the classroom, whether through explicit or implicit instruction. Higher authorities, likely policymakers, are recommended to outline specific directions regarding vocabulary in the Indonesian context, enabling teachers to more effectively foster their students' vocabulary development. The latest curriculum suggests implicitly teaching vocabulary through GBA and CTL, but it is important to ensure that teachers are effectively implementing these suggestions. Furthermore, for future research, it is recommended conducting a similar study using a different methodology or research

design. If the further study employs a mixed methodology, involves a larger number of participants and incorporates more classroom observation research, it could potentially yield more insightful and general information. Furthermore, there are several interesting issues revealed from these study findings that can benefit further research: 1) To examine and compare the use of vocabulary provided by textbooks, especially textbooks developed under the *Kurikulum Merdeka* in different regions of Indonesia, e.g., North Sumatera, West Java, and East Maluku, to determine the relevance and appropriateness with students' proficiency level. 2) To specifically examine teachers-made tasks that they used to enhance students' vocabulary. 3) To scrutinize the way teachers implement *Kurikulum Merdeka*, particularly in teaching vocabulary to students.

5.5. Concluding Remarks

The findings and discussions of the studies are brought to a conclusion in this chapter, including the implications, limitations, and recommendations of the study. Despite all the limitations of this study, it is projected that this study will have some implications for those concerned. Then, it is expected that related stakeholders consider the offered recommendations.