

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This study investigated teachers' conceptions of teaching vocabulary within the Genre-Based Approach (GBA) by analyzing classroom video observations and questionnaire responses from four English teachers. The findings were organized to answer three research questions: (1) how teachers teach vocabulary within the Genre-Based Approach, (2) what teachers' conceptions of teaching vocabulary are, and (3) why teachers conceive vocabulary teaching in the way they do.

1. How Teachers Teach Vocabulary within the Genre-Based Approach

The findings reveal that teachers employ several instructional strategies when teaching vocabulary during the implementation of the Genre-Based Approach. These strategies include translation, contextualized explanation, code-mixing, questioning techniques, and the use of example sentences. Teachers frequently translate English vocabulary into Indonesian to ensure that students clearly understand the meaning of new words. Vocabulary is often introduced through sentences and contextual examples related to the genre being taught, such as descriptive texts and procedure texts. Furthermore, teachers integrate vocabulary teaching with genre instruction, particularly when explaining the structure and language features of texts. For instance, vocabulary related to descriptive text (e.g., physical appearance and object description) and procedure text (e.g., cooking actions and sequence markers) is introduced to support students' understanding of the genre. Teachers also use classroom interaction and

questioning techniques to encourage students to recall and use vocabulary during the lesson. These practices indicate that vocabulary teaching within the Genre-Based Approach is not conducted as isolated vocabulary drills but rather as an integrated component of genre learning and classroom communication.

2. Teachers' Conceptions of Teaching Vocabulary within the Genre-Based Approach

The analysis shows that the teachers share several common conceptions regarding vocabulary teaching. First, teachers believe that translation is an effective strategy for clarifying the meaning of vocabulary, particularly when students have limited English proficiency. Second, teachers view vocabulary learning as more effective when vocabulary is presented in contextualized sentences and communicative situations. Third, teachers perceive vocabulary as an essential linguistic resource that supports students' understanding of genre structures and communicative purposes. Vocabulary instruction is therefore integrated with the teaching of text structures, language features, and communicative functions within the Genre-Based Approach. Fourth, teachers believe that vocabulary learning should involve active student participation, such as answering questions, recalling previously learned vocabulary, and responding to classroom prompts. Finally, teachers consider code-mixing between English and Indonesian as a practical instructional strategy that helps maintain students' comprehension while gradually exposing them to English vocabulary. Overall, the teachers conceptualize vocabulary teaching as a supportive and communicative process that facilitates students' understanding of language meaning, genre structure.

3. Why Teachers Conceive Vocabulary Teaching in the Way They Do

The findings also reveal several factors that influence the teachers' conceptions of vocabulary teaching. One of the most significant factors is the teachers' perception of students' limited vocabulary knowledge and language proficiency. Because students may struggle to understand English explanations, teachers use translation and bilingual explanations to ensure comprehension. Another influencing factor is the need to help students understand the learning content and genre structures being taught in the lesson. Vocabulary clarification is considered necessary for students to understand key concepts related to descriptive and procedural texts. Teachers' conceptions are also influenced by their belief that vocabulary is more easily learned through contextual and meaningful examples, rather than through memorization of isolated word lists. Additionally, teachers emphasize the importance of maintaining classroom communication and interaction, which encourages them to use strategies such as questioning, contextual examples, and code-mixing. Finally, the communicative goals of the Genre-Based Approach also shape teachers' conceptions. Since genres require specific linguistic resources, teachers believe that vocabulary teaching should support students' ability to construct meaningful texts and express ideas within particular communicative contexts.

5.2 Suggestions

1. Suggestions Related to Vocabulary Teaching Practices

The findings show that teachers frequently use translation, contextualized explanation, code-mixing, and questioning techniques when teaching vocabulary within the Genre-Based Approach. These strategies help students understand the

meaning of vocabulary and support classroom interaction. Therefore, English teachers are encouraged to continue integrating vocabulary teaching with genre-based learning activities. Instead of teaching vocabulary as isolated word lists, teachers should introduce vocabulary through meaningful sentences, contextual examples, and genre-related texts, such as descriptive or procedural texts. In addition, teachers are encouraged to diversify their vocabulary teaching strategies by incorporating techniques such as visual representations, contextual guessing activities, and collaborative tasks, so that students can develop deeper understanding of vocabulary in communicative contexts.

2. Suggestions Related to Teachers' Conceptions of Vocabulary Teaching

The study concludes that teachers tend to conceptualize vocabulary teaching as a process that emphasizes clarity of meaning, contextual learning, and classroom interaction. Teachers also view vocabulary as a linguistic resource that supports students' understanding of genre structures and communicative purposes. In order to strengthen this conception, teachers are encouraged to further explore how vocabulary can be integrated with all stages of the Genre-Based Approach, including Building Knowledge of the Field, Modeling of the Text, Joint Construction, and Independent Construction. Teacher development programs should also encourage teachers to reflect on their beliefs about vocabulary teaching, so that they can continuously develop more effective approaches to teaching vocabulary within genre-based language instruction.

3. Suggestions Related to the Reasons Behind Teachers' Conceptions

The findings reveal that teachers' conceptions of vocabulary teaching are influenced by several factors, particularly students' limited vocabulary

knowledge, the need to ensure comprehension of lesson content, and the communicative goals of the genre being taught. Considering these factors, teachers are encouraged to gradually balance the use of translation and contextual learning strategies. While translation can help clarify meaning, teachers may also guide students to infer vocabulary meaning through context, examples, and interaction, so that students develop greater independence in learning vocabulary. Furthermore, teachers should continue to connect vocabulary teaching with the communicative functions of texts, ensuring that students learn vocabulary that can be used meaningfully when constructing spoken or written texts.

4. Suggestions for Future Research

This study focuses on teachers' conceptions of vocabulary teaching within the Genre-Based Approach in junior high school national schools. Future research is suggested to explore vocabulary teaching in other educational contexts, such as senior high schools, universities, or bilingual educational settings. Future studies may also investigate students' perspectives on vocabulary learning in genre-based classrooms, as well as examine the relationship between teachers' conceptions of vocabulary teaching and students' vocabulary development. Such research may contribute to a broader understanding of how vocabulary teaching practices influence students' language learning outcomes.

5.3 Implications

The findings of this study provide several important implications for English language teaching, teacher professional development, curriculum implementation, and future research, particularly in relation to the teaching of vocabulary within the Genre-Based Approach.

1. Pedagogical Implications for Vocabulary Teaching

The findings indicate that teachers frequently use translation, contextualized examples, code-mixing, and classroom interaction when teaching vocabulary. These strategies suggest that vocabulary instruction in the classroom tends to be practical and adaptive to students' language proficiency. This implies that vocabulary teaching within the Genre-Based Approach should not be limited to isolated word memorization. Instead, vocabulary instruction should be integrated with genre learning activities, such as analyzing text structures, understanding communicative purposes, and constructing meaningful texts. Teachers may therefore consider designing vocabulary activities that are closely connected to the context and communicative function of the genre being taught. For example, when teaching descriptive texts, teachers can introduce vocabulary related to physical characteristics and object descriptions, while in procedure texts, vocabulary related to actions, materials, and sequence markers can be emphasized.

2. Implications for Teachers' Professional Development

The findings show that teachers' vocabulary teaching practices are influenced by their beliefs about students' needs, classroom communication, and instructional clarity. Many teachers rely on translation and code-mixing to ensure students' comprehension.

This suggests that teacher professional development programs should include training that helps teachers explore various vocabulary teaching strategies within the Genre-Based Approach. Teachers can be encouraged to combine explicit vocabulary explanation with other strategies such as:

- a. contextual inference
- b. visual aids
- c. semantic mapping
- d. collaborative vocabulary learning activities.

Professional development programs should also provide opportunities for teachers to reflect on their teaching beliefs and instructional decisions, as teachers' conceptions significantly influence their classroom practices.

3. Implications for Curriculum Implementation

The study demonstrates that vocabulary teaching is often integrated with genre instruction and classroom communication rather than taught as a separate component. This finding implies that curriculum designers should recognize vocabulary learning as an essential component of genre-based language teaching. Curriculum materials and teaching guidelines should therefore provide clear support for teachers in integrating vocabulary teaching with:

- a. genre structure
- b. communicative functions
- c. text construction activities.

Instructional materials may also include vocabulary tasks that support each stage of the Genre-Based Approach, such as:

- a. Building Knowledge of the Field (introducing key vocabulary related to the topic),
- b. Modeling of the Text (analyzing vocabulary used in the model text), and
- c. Joint and Independent Construction of Text (using vocabulary to produce texts).

4. Implications for Classroom Language Use

The findings also show that teachers frequently use code-mixing between English and Indonesian during vocabulary instruction. This practice reflects teachers' attempts to balance students' comprehension and exposure to the target language. This suggests that bilingual strategies can be used strategically in language classrooms, especially when students' English proficiency is still developing. However, teachers may also gradually increase students' exposure to English by using more contextual clues, examples, and interaction to help students infer word meanings. Thus, the use of the first language should be viewed not as a limitation but as a pedagogical resource that can support second language learning when used appropriately.

5. Implications for Future Research

This study focuses on teachers' conceptions of vocabulary teaching within the Genre-Based Approach based on classroom observations and teacher questionnaire responses. Future research may explore additional perspectives, such as:

- a. students' perceptions of vocabulary learning in genre-based classrooms,
- b. the relationship between teachers' conceptions and students' vocabulary development,
- c. the effectiveness of different vocabulary teaching strategies within the Genre-Based Approach.

Further studies may also involve a larger number of participants or different educational contexts in order to provide a broader understanding of how vocabulary teaching is implemented in genre-based language classrooms.