

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

A list of words is called vocabulary. According to Raphael (2009), it is the comprehension of words and their eight meanings. One's vocabulary size is crucial, but how. It is more significant if one uses it (Buckland, 2008). In addition to possessing a large vocabulary, one should be able to use it efficiently. Word meanings can be numerous and intricate. As a result, when teaching vocabulary to their students, English teachers need to consider this. Teachers of English with experience will recognize the value of vocabulary (Allen, 2023). They would also comprehend that students need to study thousands of terms that are utilized by writers and speakers of English.

Vocabulary education received little attention between 1940 and 1970 (Allen, 2023). Teachers concentrated on teaching grammar and pronunciation. Furthermore, vocabulary took up a lot of time in language classes. There was also concern that pupils would make numerous errors while creating. Furthermore, others suggested that pupils learn word meanings through experience rather than classroom instruction. As a result, teachers concluded that teaching a large vocabulary was unnecessary.

Currently, vocabulary instruction receives more priority, it has become one of the most often debated topics. English teachers spent a lot of time teaching vocabulary, yet the outcomes were unsatisfactory (Allen, 2023). haven't learned grammar. Thus, teaching vocabulary is necessary to promote kids' language acquisition. Because teachiing vocabulary is vital, teachers should make the meanings of words in context.

Issues, obstacles, or difficulties may arise during vocabulary teaching practice. There have been some earlier research on the issue which challenges. Prastiyawati conducted her research, the obstacles that fourth, fifth, and sixth grade teachers have when teaching vocabulary include material, media and, approach. These variables produced challenges of teaching vocabulary.

The study was conducted in the year 2019. This demonstrated that the following elements contributed to difficulties in teaching and learning English vocabulary: preparation, sources of learning, methods of learning, teaching media and methods, aids and circumstantial factors. The aids provided demonstrated correct pronunciation and spelling. It was then concluded that there are certain difficulties in teaching English vocabulary to fifth-grade pupils, including pronunciation, translation or understanding of the meaning of terms, spelling, and distinguishing between different types of words for children.

The third study, which examined difficulties in teaching vocabulary, was carried out by Rahmawati (2015). The results showed that teaching vocabulary to young pupils, especially kindergarteners, presented both linguistic and non-linguistic obstacles. When teaching vocabulary, teachers encountered difficulties with pronunciation, grammar, vocabulary, and dialects. Student aptitude, demeanor, and motivation, the educational background of the teacher, limited resources and media, repetitive methods, social support, and time limits were examples of non-linguistic problems. She concluded from her research that there are numerous approaches to solving linguistic and non-linguistic difficulties.

The difficulty of teaching and learning vocabulary, especially English vocabulary, was the subject of the three earlier studies described above.

When teaching English vocabulary, they focused on several areas, such as young kindergarten pupils, fifth-year elementary school kids, and one teacher of the fourth, fifth, and sixth classes. However, in order to distinguish the research topic from those three earlier studies, my study makes use of junior high school teachers.

Beltrán (2001) made an effort to investigate a number of vocabulary education-related problems, including the incapacity to recognize inappropriate vocabulary that has been taught, meaningless vocabulary use, improper dictionary use, and incorrect use of grammatical form, spelling, pronunciation, or stress. She therefore advised educators to carefully evaluate the language they choose and how they will help kids understand. She added that pupils' individual learning processes should be taken into account to guarantee successful learning.

In the meantime, Hiebert and Kamil (2005) identified four main problems with teaching vocabulary: how many words should be taught, which words should be taught, how to teach vocabulary to two groups of students (English language learners and possibly at-risk students), and how independent reading contributes to vocabulary acquisition. Sedita (2005) made an effort to draw attention to some of the difficulties English teachers face in producing a large enough vocabulary in the classroom. Dastjerdi and Amiryousefi (2010) contend that understanding a word and teaching it should be priorities.

They showed that when teaching vocabulary, students—especially those at a lower level—are often unhappy with learning the terms by inferring their meaning from context, which does not lead to long-term retention. Subsequently,

he suggested that educators emphasize suitable tactics according to the needs, proficiency levels, and educational backgrounds of their pupils.

According to Alqahtani (2015), Brewster, Ellis, and Girard (1992) suggested a number of methods for teaching vocabulary, including enumeration (for instance, the word "clothes" can be expounded), drawing to help students understand the words, using illustrations and pictures to help students understand the meanings of unknown words, and using objects (visual aids, realia, and demonstration) to help students remember words better. To get students interested in learning, teachers can employ vocabulary teaching strategies. Additionally, they must offer exercises that motivate students to focus on the term and recognize it as a stand-alone entity.

As a result, the investigations demonstrated that teaching vocabulary has become challenging for teachers due to a variety of causes, necessitating the development of solutions to overcome these issues. In light of previous studies, the current study made an effort to pinpoint specific problems that English teachers face when teaching vocabulary from three perspectives: students, teachers, and additional elements (word choice and time limits). Vocabulary learning is a mechanism used by second language learners to acquire vocabulary by "multiple exposures to a word in different contexts" such as reading, hearing, and interaction. (Huckin and Coady, 1999).

Based on research on different factors that make teaching challenging The author found that learners' motivation can be the primary element. When they can learn a language on their own instead of receiving instruction from teachers in the classroom, students are more motivated. Conversely, it may be low when

students don't know what many phrases mean, which is characterized by a learning phenomena where students regularly ask their lecturers for clarification.

Second, by neglecting some facets of language education that are essential for the development of four language abilities, teachers make matters worse. Vocabulary is barely taught. The teacher merely told the students to look up the definitions of certain challenging words in the dictionary on their own, even if they had trouble with vocabulary. Third, the use of educational media could be the cause. Seldom do some lecturers have any resources other than textbooks. Students who utilize textbooks excessively may become more indolent. Pupils will never read their textbooks because they are too lazy to do so, which will lead to a limited vocabulary. Classroom management may have the last impact. Teachers might not be able to create an environment where pupils can study effectively. It is true that student participation is impacted by effective classroom management.

Phenomena gap in this study refers to The real-world obstacles and practical issues that teachers face when teaching vocabulary using the Genre-Based Approach (GBA). Despite GBA being emphasized in curriculum policies and pedagogical frameworks, its application in vocabulary instruction remains unclear and inconsistently implemented. While research has explored GBA in writing and reading instruction, the practical integration of vocabulary teaching within this approach has not been extensively examined. Unexplored Practical Issues in GBA-Based Vocabulary Teaching

a. Teachers' Misconceptions and Limited Understanding of GBA in Vocabulary Instruction. A significant challenge observed in classrooms is that many

English teachers lack a clear conceptual understanding of how GBA applies to vocabulary teaching. While GBA is designed to emphasize text structures, discourse patterns, and contextualized learning, vocabulary is often treated as an isolated component rather than being integrated meaningfully into genre instruction. As a result, vocabulary teaching remains disconnected from the genre-based learning process, reducing its effectiveness in enhancing students' communicative competence.

- b. **Struggles in Transitioning from Traditional Vocabulary Teaching to GBA.**
Traditional vocabulary instruction primarily relies on memorization techniques, word lists, and direct translation exercises. In contrast, GBA necessitates that teachers contextualize vocabulary learning within discourse structures and genre-specific linguistic features. However, many teachers find it challenging to shift from their established teaching habits to this new approach. This struggle is often due to habitual reliance on explicit vocabulary teaching methods and limited exposure to discourse-based vocabulary instruction strategies.
- c. **Misalignment Between Teachers' Conceptions and Curriculum Expectations.**
Indonesia's Kurikulum Merdeka incorporates GBA as a foundational framework for language instruction, yet many teachers' pedagogical beliefs do not fully align with this approach. Some educators continue to prioritize explicit word instruction, believing it to be more effective than integrating vocabulary learning into genre-based discourse structures. This misalignment suggests that while curriculum reforms advocate for genre-based vocabulary instruction, teacher conceptions may still reflect traditional, isolated vocabulary teaching methodologies.

- d. Lack of Structured Teacher Training and Support in GBA-Based Vocabulary Instruction. Although professional development programs often introduce teachers to theoretical aspects of GBA, there is a lack of specialized training focused on its application to vocabulary instruction. Without structured guidance, teachers may develop inconsistent or mixed teaching approaches, leading to ineffective vocabulary instruction within the GBA framework. The absence of clear instructional models for teaching vocabulary contextually within genre stages further complicates implementation.
- e. Classroom Constraints Affecting the Implementation of GBA for Vocabulary Instruction. Several external factors also hinder the effective application of GBA- based vocabulary teaching. Large class sizes, time constraints, and the pressures of standardized assessments often compel teachers to prioritize quick vocabulary memorization techniques over contextualized, discourse-based learning. Consequently, many teachers do not fully implement the principles of GBA in vocabulary instruction, limiting students' ability to develop deep, meaningful vocabulary knowledge through genre exploration.

The remaining questions concern the role of vocabulary in the English learning process. Few teachers think about the challenges that impact language learning. In actuality, vocabulary is one of the aspects of English that students must consider when studying it. Vocabulary is used to develop four language skills: listening, speaking, reading, and writing. They will be unable to do those four tasks unless they possess an adequate vocabulary. All education practitioners, curriculum developers, and teacher realize the importance of language instruction.

English curriculum and textbooks do not give appropriate resources for vocabulary mastery.

Teachers rarely teach students vocabulary. Teachers actually want students to understand terminology. Given the importance of vocabulary, it is appropriate to incorporate vocabulary education into English teaching and learning. The study's research gap, which is based on the phenomenon gap, refers to gaps in the scholarly literature about how teacher approach vocabulary education in the context of the genre-based approach (GBA).

While extensive research has been conducted on GBA in writing and discourse analysis, studies that specifically address teachers' beliefs, perceptions, and instructional strategies related to vocabulary teaching within this approach remain scarce. This gap in research limits the understanding of how teachers interpret, implement, and adapt GBA principles to vocabulary instruction in real classroom settings.

Gaps in Existing Literature on GBA and Vocabulary Instruction:

- a. **Limited Research on How Teachers Conceptualize Vocabulary Teaching Through GBA.** The majority of studies on GBA focus on its application in writing and discourse analysis (Martin & Rose, 2008; Hyland, 2007). Research on teachers' conceptions of vocabulary training under this paradigm is lacking, nevertheless. With minimal focus on how vocabulary is taught, learned, and incorporated into genre-based teaching, the majority of research examine text structures, discourse patterns, and genre-specific writing abilities. The difficulties, methods, and mental processes teachers face when teaching vocabulary in GBA are thus not well supported by actual data.

- b. Studies on teacher cognition in GBA vocabulary instruction are lacking. The main focus of research on teacher cognition has been on teachers' attitudes and behaviors about speaking, writing, and grammar teaching (Borg, 2006). However, very few studies have investigated how teachers conceptualize vocabulary instruction within a genre-based curriculum. Understanding teachers' cognitive frameworks is crucial, as their perceptions directly influence how they design vocabulary lessons, select instructional materials, and implement teaching strategies within GBA. This gap indicates the need for a deeper examination of teachers' thinking, decision-making, and challenges in vocabulary instruction within a genre-based framework.
- c. Limited Qualitative Research on Teachers' Real-Life Experiences and Beliefs about GBA-Based Vocabulary Teaching. Most studies on vocabulary instruction have adopted quantitative approaches, focusing primarily on student vocabulary acquisition and measurable learning outcomes. However, when using GBA to teach vocabulary, there is a dearth of qualitative research that examines teacher's lived experiences, beliefs, and classroom difficulties. The intricacies of teachers' pedagogical thinking, instructional modifications, and comments on GBA-based vocabulary education are not adequately captured by current studies. To offer deep, context-sensitive insights into how teachers understand and implement GBA principles in vocabulary instruction, a qualitative study is required.
- d. Absence of Indonesia-Specific Research on GBA for Vocabulary Teaching. Although GBA has been formally adopted in Indonesia's national curriculum (Kurikulum Merdeka), most studies have focused on its role in teaching

reading and writing skills (Emilia, 2011). Limited research has examined how Indonesian teachers conceptualize and implement vocabulary instruction within GBA. Since cultural, linguistic, and institutional factors influence teaching practices, findings from Western-based GBA research may not fully apply to Indonesian educational contexts. This gap emphasizes the necessity for localized studies that look at how Indonesian teachers use genre-based pedagogy to teach vocabulary.

e. Lack of Teacher Development Models for Vocabulary Instruction Within GBA.

Although research on teacher professional development exists, there is no established framework that provides guidance on transitioning from traditional vocabulary instruction to GBA-based teaching. Many teachers may struggle with the shift from isolated vocabulary teaching to genre-integrated instruction due to insufficient training and pedagogical models. A lack of structured professional development programs limits teachers' ability to effectively implement GBA for vocabulary instruction. By offering instructional strategies and suggestions for professional development to improve teachers' proficiency in GBA-based vocabulary education, this study will close this gap.

The theoretical gap in this study refers to the lack of a comprehensive framework that connects teachers' conceptions of vocabulary instruction, the Genre-Based Approach (GBA), and established theories of language learning and teacher cognition. While GBA research is well established within Systemic Functional Linguistics (SFL) (Halliday, 1994; Martin & Rose, 2008), its use in vocabulary instruction is still theoretically explored.

Existing frameworks fail to adequately explain how vocabulary instruction

can be effectively integrated within genre-based pedagogy, leaving gaps in both theory and pedagogical practice.

a. GBA lacks a cohesive theoretical framework for teaching vocabulary. The genre-based approach (GBA) is built upon systemic functional linguistics (SFL). most studies focus on discourse structures, text organization, and writing instruction rather than vocabulary teaching. As a result, there is no clear theoretical explanation of how GBA principles—such as genre stages, register, and discourse—can be systematically applied to vocabulary instruction.

- 1) Existing cognitive and constructivist theories of vocabulary acquisition (Schmitt, 2008; Nation, 2001) focus on word learning strategies but do not explicitly connect with GBA frameworks.
- 2) The absence of a theoretical model linking genre-based discourse structures with vocabulary development strategies creates inconsistencies in classroom implementation, as teachers lack theoretical guidance on how to integrate vocabulary teaching within different genre stages.
- 3) Without a unified framework, teachers may rely on traditional vocabulary teaching methods, failing to align their instructional strategies with GBA's contextualized language learning approach.

b. Disconnection Between Teacher Cognition Theories and Genre-Based Vocabulary Instruction.

The study of teacher cognition (Borg, 2006) explores how teachers' beliefs, experiences, and professional knowledge shape their instructional practices. However, existing teacher cognition models primarily focus on general pedagogical beliefs, grammar instruction, and writing development—rather

than vocabulary instruction within a genre-based curriculum.

- 1) There is no established framework that explains how teachers' beliefs influence vocabulary teaching methods within GBA.
 - 2) Existing teacher knowledge models (Shulman, 1987) do not address the specific challenges teachers face in aligning vocabulary teaching with genre-based discourse structures.
 - 3) Without a cognition-based framework for GBA vocabulary instruction, teachers may apply inconsistent methodologies, leading to variation in how vocabulary is taught across different genre contexts.
 - 4) The absence of a teacher cognition perspective on GBA-based vocabulary teaching makes it difficult to understand how teachers interpret, adapt, and implement genre-based vocabulary instruction in real classroom settings.
- c. Missing Integration of Vocabulary Learning Theories into GBA. Most existing vocabulary acquisition theories focus on explicit word learning, memorization, or incidental acquisition. These approaches do not align with GBA, which emphasizes contextualized vocabulary learning through discourse and text genres.
- 1) Cognitive Vocabulary Learning Theories (Nation, 2001; Schmitt, 2008) emphasize word frequency, repetition, and explicit teaching but do not explain how vocabulary is acquired within different genre contexts.
 - 2) The Lexical Approach (Lewis, 1993) promotes chunk-based vocabulary learning but does not establish connections between lexical patterns and discourse structures in GBA.
 - 3) Constructivist Theories (Vygotsky, 1978; Bruner, 1966) highlight the role

of interaction in vocabulary development, yet their integration into GBA-based vocabulary teaching remains largely unexplored.

- 4) The lack of integration between vocabulary acquisition theories and GBA principles creates a disconnect in theoretical explanations, leaving teachers without a. Research-informed approach to implementing genre-based vocabulary instruction.

d. Inconsistent Theoretical Applications in Genre-Based Vocabulary Teaching

Studies that explore GBA and vocabulary instruction often apply inconsistent theoretical models, leading to fragmented research findings:

- 1) Some studies apply SFL (Halliday, 1994) to analyze discourse structures but do not address vocabulary acquisition within GBA.
- 2) Other research focuses on teacher cognition (Borg, 2006) but does not examine how teachers conceptualize vocabulary instruction in genre-based teaching.
- 3) Studies on vocabulary acquisition (Nation, 2001) emphasize meaning-making strategies but fail to integrate these insights into the discourse-based nature of GBA. Because no single theoretical paradigm adequately explains the connection of GBA, vocabulary instruction, and teacher cognition, there is an urgent need to develop an integrated model that links these three areas.

1.2 Statements of the Problem

Based on the problems which are stated in the background to the study above, the statements of the problem will be formulated as follows:

1. How do teachers teach vocabularies within the genre-based approach?

2. What is the teachers' conception of teaching vocabularies within the genre-based approach?
3. Why do they conceive the teaching of vocabularies in the way they do?

1.3 Objectives of the Study

According to the statements of the difficulties above, the study's objectives are as follows:

1. To analyze teachers implement vocabulary instruction within the genre based approach.
2. To explore teacher conception of teaching vocabulary within the genre based approach.
3. To investigate the factors that shape teachers' conceptions of vocabulary instruction within the genre based approach.

1.4 The Scope and Limitation of the Study

1. Focus on Junior High School Teachers

Another limitation of the study relates to the educational level of the participants. The teachers involved in this research teach at the junior high school level (SMP). Vocabulary teaching practices at this level are strongly influenced by the developmental stage of the learners, who are still building their foundational English vocabulary and language skills.

Therefore, the strategies observed in this study—such as frequent translation, contextual explanations, and code-mixing—may reflect instructional approaches that are particularly suitable for beginner or intermediate learners in junior high school.

2. Focus on Teachers' Conceptions of Vocabulary Teaching

This study specifically focuses on teachers' conceptions of vocabulary teaching, which are explored through classroom observations and teachers' explanations of their instructional decisions. While this approach provides valuable insights into how teachers understand and implement vocabulary instruction, it does not fully capture other important aspects of vocabulary learning.

For instance, the study does not examine students' perspectives, students' vocabulary learning strategies, or the effectiveness of the teaching practices in improving students' vocabulary acquisition. As a result, the findings mainly represent the teachers' viewpoints and pedagogical reasoning, rather than the complete picture of vocabulary learning in the classroom.

3. Limited Number of Teacher Participants

The study involved four English teachers, who participated in classroom observations and questionnaire responses. Although the data collected from these teachers provide detailed insights into their teaching practices and conceptions, the number of participants is relatively limited.

The conceptions identified in this study therefore reflect the perspectives of these particular teachers and may not represent the full range of conceptions held by English teachers in other junior high schools or educational contexts.

1.5 The Significance of the Study

The study is expected to be able to give some advantages for teachers, students, textbooks maker, and othe researcher. Firstly, the English teachers can get benefit of the result of the studyd by improving their teaching strategy,

especially in teaching vocabulary in order to develop their students' ability in mastering four language skills. Secondly, the students can also get benefit from the result of the study by knowing their weaknesses and their strengths and how to cope with the problems. Thirdly, this result will be useful for textbooks makers who can accomodate the importance of teaching vocabulary in the textbooks. Lastly, this result will be useful as an inspiration to the potential researchers who are interested in researching topic of similar kind.

