

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study sought to investigate the teachers' performance in teaching vocabulary particularly to learn what teaching strategies the teachers implemented to accommodate the students' learning strategies, the problems encountered and the solutions taken by the teachers. After exploring the issues to investigate through questionnaires, classroom observation and interview data as presented in the previous chapter, this chapter highlights the conclusion of the present study that is closely related to the research problems presented earlier in Chapter 1. This chapter also offers suggestion both for further researchers and practitioners. On the basis of the findings, which may not be generalisable to other settings, several conclusions and recommendations can be proposed below.

5.2 Conclusions

Three research problems investigated in this study include teachers' performance in implementing teaching strategies to accommodate the learners' vocabulary learning strategies, the problems faced and the solutions given by the teachers to overcome the problems emerged. As discussed in detail in the previous chapter, it can be observed that the teachers show their ability to make use of appropriate vocabulary teaching strategies required to accommodate the learners' vocabulary learning strategies. It is found that the teachers – with varied efforts among them – to some extent have been able to demonstrate appropriate vocabulary teaching strategies to accommodate the learners' vocabulary learning strategies as outlined in learners' taxonomy

of vocabulary learning strategies as well as other studies related. Referring to what has been suggested by, it can be concluded that the teachers possess understanding of the strategies that may help the learners to learn vocabulary effectively. In addition, the observation and interview analyses indicate that the teachers had successfully attempted to use some of the main conventions of vocabulary teaching strategies with consistency and accuracy. To accommodate the learners' need, the teachers could efficiently employ the strategies such as Determination Strategy, Social Strategy, Memory Strategy, Cognitive and Metacognitive Strategies. Those strategies have been presented within a series of teaching techniques such as making use of various teaching media, engaging students in collaborative learning through class, group and pair work, providing direct translation, learning through some games, working on various exercises, drilling on pronunciation and spelling of words, etc. However, despite the findings above, the discussions also reveal that not all of the teachers can successfully implement some other necessary strategies in the classroom processes which may also be helpful to support students' learning.

With regard to the second research problem, it is found that the teachers had problems mainly related to the implementation of the strategies occurred hampering the teachers to achieve the target of the lessons. The problems emerged were mainly due to the lack of teaching media and resources, students' conditions such as their negative attitude and heterogeneous background knowledge, and the teachers' condition such as the lack of opportunities to upgrade their professional competence

including pedagogical and linguistic competence, and losing motivation to teach and implement various strategies in the classroom teaching learning processes.

As for the third question, the teachers have been striving to handle the problems through some appropriate efforts which to a certain extent could minimize the possible negative impacts of the problems on the teaching learning processes. To handle the problems of limited teaching realia, for instances, the teacher provided the needed media and resources by themselves or involved the students to provide what needed. The teachers also encouraged the students to be involved in collaborative learning strategies such as pair and group work to handle the limited resources in learning so that they can share the available media to support the processes. Problems related to students' condition which was related to the students' negative attitude in the classroom and the students' linguistic competence to follow the lesson given were also handled by the teachers. The teachers facilitated the students with teaching strategies that may help the low achievers to follow the lessons. In addition, discipline enforcement was also implemented to deal with negative attitude of the students, such as by giving appropriate punishment for the students.

The teachers had done some strategies to cope with some problems emerged from the teachers side. The efforts ranged from attempting to collaborate with fellow teachers in the school as well as joining teachers association in the region to get better update of pedagogical knowledge, regardless the fact that he programs might have not been helpful for the

teachers. To handle few problems about their linguistic competence and their degrading motivation, the teachers have implemented useful strategies which to some extent made the teaching learning process could be carried out well. However, the study also indicates that there are rooms for improvement related to school as the institution that provides the facilities, and the teachers' professional competence to support the teaching learning processes.

5.3 Recommendations

The recommendations formulated below are derived from what the teachers expected as well as what could be inferred from the experts and previous studies. These are practically for the teachers themselves and methodically for any related further studies in the future.

First of all, it is advisable that the school be more active in accommodating and facilitating the need of teaching media and resources for the sake of effective teaching learning processes. For the teachers, it is necessary that they attempt to derive their own intrinsic motivation and commit themselves to improve their professional competence as it would benefit themselves as professional school teachers as suggested by such experts as Johnson (2004) and Ramet (2007) and previous studies carried out by among others Rahman (2005), Ediger (2006), Mendelsohn (2006), Liu (2007), Ebata (2008), and Wu (2008). Technically this commitment can be realized by attempting more effective collaborations among fellow teachers in the school and in the bigger scope as teachers association (MGMP) in the region. In addition, effective teacher trainings need to be carried out in order to maintain and improve the teachers' professional competence. This has been

urged by Kuncoro (2009) in *The Jakarta Post daily* as he mentioned that “Giving more chance for teachers to have professional development training is a need to boost education quality”.

The last recommendation is related to further studies concerning this subject matter. It is suggested that the next related research deals with a bigger number of teacher participants to get richer and more reliable data. It is also necessary to consider the effective teachers' time to execute the project to minimize any potential external factors which may hamper the process, such as teachers' regular activities and schools' agenda.

