CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The last chapter consists of two sections. Section 5.1 presents the conclusion extracted from the study and Section 5.2 which presents recommendations for related parties and for further research under the same topic. The conclusions are formulated based on the findings and discussions from the previous chapter.

5.1   Conclusions

The study was conducted in one Junior High School in Bandung and was aimed at investigating strategies employed by the students in vocabulary learning and at finding the relationship between vocabulary learning strategies employed by students and their vocabulary mastery, in this case their vocabulary size. The investigation was implemented using four data collection instruments namely questionnaire, interview, observation, and vocabulary size test. The results can be noted as follows.

First, concerning strategies used by students to learn vocabulary, the study found that in initially finding the meaning of unfamiliar words, students mostly used Determination Strategy (Mean = 3.148) compared to Social strategy (Mean = 3.106). Meanwhile, in retaining the vocabulary into long term memory, students mostly employed Metacognitive strategy (Mean = 3.262), followed by Memory (Mean = 2.818), Cognitive (Mean = 2.554), and Social strategy as the least frequent vocabulary learning strategy (Mean = 2.332). Meanwhile, regarding the last research question dealing with the relationship between vocabulary learning strategies employed by students and their vocabulary mastery, a Multiple Correlation test was implemented. The test primarily investigated the relationship between students' vocabulary learning strategies in general and their vocabulary mastery. It was then broken down into relationship between each vocabulary

learning strategy and students' vocabulary mastery. The statistical analysis showed that the relationship exists between students' vocabulary learning strategies and their vocabulary mastery which was proven by Sig. F value (.020) which was less than significant value (.05). In addition, the relationship also existed between Determination (sig .015) and Memory (sig .016) strategies and students' vocabulary mastery which was proven by their significant values which were less than significant value (.05).

The findings underline the importance of context and various reference materials in learning English, particularly, in learning vocabulary so as to help students finding the meaning of unfamiliar words. Consequently, incidental or fully contextual vocabulary teaching and strategies seems to be relevant to be implemented to let students get a rich sense of word use and meaning, allow them to remember the vocabulary in the long term memory, and to improve their self-autonomy. Meanwhile, in retaining the newly learnt vocabulary into long term memory, Metacognitive strategy was mostly favored by students, followed by Memory strategy. The use of interesting and meaningful exposure then become influential to learn vocabulary as they are able to create positive atmosphere that is needed to create successful vocabulary learning. In this stage, students' preference becomes one of the most important factors that teachers need to take into consideration since it may positively contribute to students' vocabulary growth and to the effective vocabulary instructions. However, teachers' role in directing students about what to do with the media is still important so as to achieve the learning objectives.

Another worth noting issue found by the study is that vocabulary learning strategies play significant role in students' vocabulary learning since they positively contribute to students' vocabulary mastery, in this case vocabulary size. It was proven by the finding of the study that there is a positive relationship between vocabulary learning strategies and students' vocabulary mastery (sig F value .020). The findings indicate that it is important for students to be well acknowledged of and be exposed to various vocabulary learning strategies so that they can utilize the most effective vocabulary learning strategies that suit their learning style and competence. Besides, it was also revealed by the study that

Determination and Memory strategies gave positive contribution to the enrichment of students' vocabulary mastery. Thus, teaching and learning vocabulary through these strategies, such as through guessing meaning from the context, using dictionary, identifying root of words and affixes, using related and unrelated words, imagery, word mapping, and personal experience are highly recommended to let students find the meaning of new words and retain the newly learnt vocabulary longer.

5.2   Recommendations

Based on the findings of the research, some suggestions for conducting an effective vocabulary instruction were offered.

For EFL teachers, it is suggested for English teachers to put more attention to vocabulary in teaching English. Vocabulary instruction needs to be conducted and should be implemented by integrating it into other English teaching. It is also highly recommended for teachers to teach vocabulary using the combination of fully-contextual (e.g. determination strategy) and semi contextual (e.g. memory strategy) teachings by previously considering students' ability. Besides, EFL teachers are also advised to teach students various strategies to improve their vocabulary mastery so that they can decide the most effective strategy which will contribute to their vocabulary growth.

Second, EFL students are highly recommended to be familiar with various kinds of vocabulary learning strategies, both in initially finding the meaning or in storing the vocabulary into their long term memory. Further, it is suggested that students employ Determination and Memory strategies more frequent to learn vocabulary and not only enhance their vocabulary knowledge but also practice the vocabulary in daily communication in both written and spoken language.

Another suggestion is also addressed to the authorities and policy makers to put a greater attention and portion to vocabulary instruction within English curriculum so that EFL teachers will be aware of the importance of vocabulary teaching and vocabulary learning.

Besides, as has been stated in Chapter III, this study only conducted investigation in one school, thus future researchers are much recommended to investigate the use of vocabulary learning strategies (VLS) in a larger scope of study and also to investigate their effectiveness in enriching students' vocabulary. Moreover, it is also suggested that future researchers consider and investigate other factors that may contribute to students' vocabulary growth, such as teachers' and students' perception on vocabulary teaching and learning and teachers' strategies in teaching vocabulary, as well as their effectiveness in improving students' vocabulary mastery.

Last, hopefully this research can give positive contribution to the involved authorities to improve their current situation and individual competence that may lead to the improvement of learners' learning as well as school achievement.