

CHAPTER V

CONCLUSION AND SUGGESTION

This section provides the research conclusion and the suggestions related to the research.

5.1 Conclusion

The findings revealed that students consistently favored context-based strategies (such as understanding meaning through sentence context), active usage strategies (such as using new words in speaking and writing), and memory reinforcement strategies (such as sentence construction and repetition). In relation to the strategies used by the students to discover the meaning of new English vocabulary, the findings show that the most frequently used strategies among students for discovering the meaning of unfamiliar vocabulary is looking at context, followed closely by the use of online dictionaries. All students reported using at least one of these strategies, indicating that both are universally adopted. This demonstrates a strong preference for independent, analytical approaches to vocabulary discovery. Students rely heavily on surrounding sentences, topic relevance, and textual clues to infer meaning, reflecting higher-order thinking skills and learner autonomy. These practices align with theoretical frameworks by Schmitt (2000) and Nation (2001), who emphasize the effectiveness of contextual learning in promoting semantic association and long-term retention. In addition, the use of online dictionaries supports quick, independent access to definitions and examples, reinforcing the practical and cognitive efficiency of digital tools in vocabulary acquisition.

Next, regarding the strategies used to consolidate the new vocabulary, the students tended to apply a combination of repetition, contextual usage, and written reinforcement for the newly encountered vocabulary. The most frequently used strategy is using the word in a sentence, followed closely by reciting the word aloud and writing the meaning in a notebook. These strategies move learners beyond

simple memorization, guiding them toward active recall and contextual engagement. According to Schmitt (1997), these methods reflect both cognitive and memory-based strategies, helping learners internalize vocabulary more deeply through meaningful practice. Ellis (1994) also supports the idea that repeated, contextual exposure strengthens mental encoding, making words more easily retrievable for future use.

Finally, Related to the strategies used to actively apply the new vocabulary, the findings reveal their commitment to productive language use, where they sought to integrate new vocabulary into real communication contexts. These findings confirm the relevance of productive cognitive strategies (Schmitt, 1997) in modern vocabulary learning, emphasizing output-based application as a crucial component of language development. The consistency of use suggests that the students were actively transforming passive vocabulary knowledge into active, functional language skills through intentional practice.

5.2 Suggestions

The following recommendations are made for teachers and future researchers in light of the findings and conclusions.

Finding Related Suggestions

Teachers should encourage students to understand vocabulary. Activities like gap-filling, inferencing exercises, and reading comprehension can enhance contextual guessing skills. Teachers can encourage vocabulary retention by having students build sentences with new words, both orally and in writing. Sentence-building tasks not only reinforce meaning but also show learners how to use words grammatically.

Besides, teacher can also encourage the use of digital tools thoughtfully. Since online dictionaries are commonly used, teachers can guide students in using these tools effectively, such as combining dictionary use with note-taking and example-based learning to promote deeper processing. By understanding students' preferred strategies and aligning teaching practices accordingly, educators can enhance vocabulary acquisition, promote learner autonomy, and create more engaging and effective language classrooms.

Instrument Related Suggestion

As this research only deals with one type of subject and uses only a questionnaire, future researchers should include more types of related field subjects in the next research to give a more representative result. They may also gather data using other instruments such as interviews to provide a stronger and more reliable result.

A greater and more variable sample could be used in future studies to provide a more comprehensive understanding of vocabulary learning techniques in various settings. Future research may also examine the connection between students' learning styles, motivation, and learning vocabulary methods. Besides, it would be also be beneficial to investigate the differences in the strategy preference between the high-achieving learners and the low-achieving learners

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