

## CHAPTER V

### CONCLUSION AND SUGGESTION

The content of this chapter was the conclusion of the study and suggestions for the readers of some aspects which might give inspiration and addition to the next related studies.

#### **5.1 Conclusion**

Vocabulary is the most essential thing in learning a language, not exceptionally English. The four skills of English are supported by three aspects which are vocabulary, grammar and pronunciation. However, the key role of successful process of learning language is vocabulary. As quoted by Bastanfar and Hashemi (2010), Wilkins (1972) asserts “Without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed” (p. 158). Unfortunately, learning vocabulary is not an easy thing. There are approximately million words of English not including the idioms, expression and other kinds of it. Thus, learners need some learning strategy. Learning strategy is learners’ ways of learning something. Learning strategy helps learners to learn better and effective. Every learner has their own learning strategy. Vocabulary learning strategy (VLS) helps learners to learn vocabulary more effective. Based on Schmitt, VLS has taxonomy which is categorizing which group the strategies are. There are discovery and consolidation strategy. Discovery strategy is strategies used by learners

when they discover new words, whereas consolidation strategy is strategies to store and process the existing knowledge of vocabulary. Both of them are divided into several groups. Discovery strategies group is consisted of determination and social strategy, then consolidation strategy group is consisted of social, memory, cognitive and metacognitive strategy. The writer wanted to find what kind of strategy the participants use to learn vocabulary. After that, the writer also wanted to find the most and the least frequently used strategy and uncover how the strategy they used might affect their English achievement.

The result of the study showed that the strategy they used to discover new words was social strategy, while the strategy they use for keeping and processing their existing knowledge was cognitive, social and metacognitive. The most frequently used strategy was asking classmates for discovery strategy and taking notes and also using English media as well for consolidation strategy. The least frequently used strategy for consolidation strategy was the same, using flash cards. To find out how the strategy gave affect to the achievement, the writer compared two participants, number 66 and 69 as the sample. Participant number 66 who used all the least frequently used strategies performed better than participant number 69 who used all the most frequently used strategies with the difference of average 3 points. The writer assumed that the sample did not only affect by the strategies they used but also some supporting factors such as participants and environment condition, their experience and their effort when the scores were taken.

## **5.2 Suggestions**

The writer suggests to learners to use the strategy that they think fits them and gives significant effects to their vocabulary development. Teachers might also help by trying to find their ways of learning and implementing them to teaching and learning activities. The more they know, the better. They will not find English difficult and confusing. There will be no difficulties in listening, speaking, reading and writing as well.

The writer also finds several suggestions for the next further research studies of this subject. The writer suggest to do a research of vocabulary learning strategy discovered while the learners are taking the vocabulary test. There might be any new ways of learning vocabulary. The writer also suggest to do an experiment of implementing the strategies to the teaching and learning process. The future research of vocabulary area will help and give inspiration to English teaching-learning process for better implementation.

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