

Chapter V: Conclusion and Suggestions

5.1 Conclusion

It can be concluded that students' receptive and productive vocabulary skills are still lacking in junior high school, both in understanding words (receptive skills) and in using them correctly (productive skills). Receptive vocabulary means being able to recognize and understand a word when reading or listening, while productive vocabulary means being able to use the word properly in speaking or writing. The use of their textbooks is not sufficient to improve their vocabulary mastery skills. However, other factors that can possibly affect the test results of students, namely; their habits both at home and at school in using English competently. There is also the possibility that they have abilities not in English, but in other foreign languages so that they find quite difficult to understand all aspects of English. In fact, the way teachers convey to students also greatly affects the success of students in responding to a lesson. The results prove that, through receptive and productive vocabulary questions, students who are able to define a word are not necessarily able to use the word in a sentence, and vice versa. As proven by the results of the paired t-test, which states that there is a significant difference between receptive and productive questions. This means that there is a real and measurable difference in how well students understand and use vocabulary. Therefore, teachers need to use more varied and interactive vocabulary teaching strategies that help students both recognize and use new words confidently in real communication.

5.2 Suggestion

Further learning and practice are needed in secondary schools regarding vocabulary, with the aim of improving their ability into more complex material to receive higher material in the next level. This learning can perhaps be done by;

Judging from the test results, students need to practice vocabulary regularly to improve their word production. First, holding literacy by writing down several new words within a specified time period and then making sentences from that vocabulary. For example, teachers can assign students to write down a number of new words each week and then use those words to create their own sentences. This helps students not only recognize the words but also learn how to use them in context. Second, another

fun and interactive method is using flashcards during ice-breaking sessions, especially at the beginning of a new lesson. The flashcards can be designed to match the theme or topic of the day's lesson, making vocabulary learning more relevant and engaging. Third, vocabulary learning can also be made more structured by including regular quizzes or mini-tests focused on targeted vocabulary lists that are appropriate for the students' grade level. These assessments can motivate students to study, review the vocabulary more seriously, and also to check how far their abilities are based on their practices so far. Last but not least, based on the results of the review of English teacher habits, it is recommended to accustom students to speak English more often inside and outside the classroom. It is highly suggested that teachers encourage students to speak English as much as possible, not only during English class but also in other school activities and casual conversations. This daily practice can help students become more comfortable and fluent in using the vocabulary they have learned, ultimately improving both their receptive and productive language skills.

For the further research, it is expected to take respondents according to the number of predetermined standards and for the model of giving questions, it is expected to be offline or using paper to avoid dishonesty of students in working on questions and using English as the language of instruction to find out students' abilities and in understanding the instructions in the questions.

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