

## **CHAPTER V**

### **CONCLUSSION, PEDAGOGICAL IMPLICATION, AND SUGGESTION**

This chapter discusses conclusion, pedagogical implication, and suggestion. The researcher summarizes the research findings obtained from questionnaire, interview, and observation in the conclusion section. The researcher did reflection during the research held in the part of implication. The researcher offers some recommendation about the next decision after finished the research and concludes about the improvement required to be taken. The depictions of the final result of the research were presented on the following depictions.

#### **A. Conclusion**

There are several conclusions can be drawn from this study. The conclusion part is to reveal the answer of research question. From the five categories of vocabulary learning strategy, the students of male and female students preferred to use their English in their daily activities. Boarding environment and programs in boarding school allow them to obtain many vocabularies and they can practice their English. The strategies that the students used are memory strategies, cognitive strategies, meta-cognitive strategies, determination strategies, social strategies. Collaborative activity in learning vocabulary was the most convenient way for them. The male students are mostly using their memory strategies to find the meaning of the word. Whether the strategies that the most male students used are memory strategies, and determination strategies whereas the lowest strategy that students used

by male students is cognitive strategy. The male students are mostly using their memory strategies and determination strategies to find the meaning of the word. The role of teacher and caretaker mostly influence students in learning English vocabulary.

The respondent of female student used the highest frequency of VLS. The result of interview noticed that the female students employed the complete strategy of VLS resulted the highest proficiency on vocabulary mastery than another friend in his class. In the opposite, the male student uses low frequency strategies. There is difference usage among male and female students. Language learning environment, teacher, and caretaker and program in the boarding school have the biggest impact on learning vocabulary.

The general conclusion from this study is that the teacher can take the account of most and the least frequently strategies used by the students in order to find the ways of increasing the least strategies used by students. The male and female students use a different strategy. The teacher should be aware students' difference in learning vocabulary to make learning activity is better.

## **B. Pedagogical Implication**

Based on the conclusion above, the researcher presents pedagogical implication toward the discussion of vocabulary learning strategy. The implications are captured from the vocabulary learning

strategy applied by male and female of eight grade students of MTsN 1 Pati and the factors contribute to the choice of VLS.

### **1. The Importance of Students' Understanding of Vocabulary Learning Strategies**

The students should know that vocabulary learning strategies is an action that learners take to help them understand, remember and develop their vocabularies. By understanding the vocabulary learning strategies, the students will choose their VLS in order to help them in learning language. Students need to know the various types of VLS that they will use. By accustoming the various types of strategies, the students will easily obtain many vocabularies. This study maintains the students' vocabulary learning strategies and their vocabulary mastery become stable or developed.

### **2. The Importance of Vocabulary Learning Strategies Implementation toward Their Vocabulary Mastery**

The students should not only know and understand about the VLS but they need also to implement those strategies that they are known in their learning. The students should use the strategies in the classroom activities and outside classroom, moreover, they live in boarding school that the concern of the boarding program is English language. This study describes the general implementation of VLS of male and female students. The result showed that male students use least frequency of VLS and female students use more frequency

of VLS. So, the students should aware the importance of vocabulary learning strategies in learning vocabulary.

### **3. Particular Factors in Choosing Students' Vocabulary Learning Strategy**

There are some factors that contribute to the choice of learning strategies used by male and female students. The factors are level of language learning proficiency, cognitive strategy, attitude, motivation and learning environment. Teacher should know and has a deep understanding about the students' learning strategy. If the teacher knows the factor that contribute to the students' learning strategy, the teacher need to provide the suitable media and method to develop students' competencies especially in vocabulary. The suitable method and media will help the teacher in learning English overall.

### **C. Suggestion**

After analyzing the result of the study of vocabulary learning strategy used by male and female students and the factors contribute to the choice of VLS, the researcher gives some suggestions that can be useful for students, teacher and other researcher.

#### **1. For Students**

This study figures out that students need the development in taking proper decisions of VLS to develop their vocabulary mastery. The students should know the various vocabulary learning strategies in order to help them in learning vocabulary. The vocabulary

learning strategy should use in the classroom activity and outside classroom. Various media will help students obtain many vocabularies in order to understand the English subject very well. The students should know that as much as the students use their vocabulary learning strategy, as much as the students obtain the vocabulary.

## **2. For the Teacher.**

Based on the result of the study, the researcher finds that the application of vocabulary learning strategy should be more intensive for the students in classroom activities. The teacher can coordinate with the caretaker to guide who have least of frequent of the VLS outsides classroom. Teacher concerns of the students in the classroom and the caretaker concerns outsides classroom. Media can be the problem in students' learning. Students are always facilitated by teacher in learning vocabulary. Those problems will not make students independently in learning vocabulary. The rules of boarding school can be discussed with management of *Madrasah* in order to make the effective policy in learning language. Therefore, students will have better intention in learning vocabulary. The role of teacher and caretaker inside and outside the classroom is needed to serve the positive effect on the students' learning.

## **3. For the researcher**

This research focuses on vocabulary learning strategy of male and female students and the factors contribute to the choice of

vocabulary learning strategy. Others can determine the other object of the research related to vocabulary learning strategy. The next researcher can conduct the research with the different method subject, object and method. It may be more challenging if the next researcher conducts research with different field. For example vocabulary learning strategies based on other factors; field of study, years of learning English, comparing with other level of school etc. This study may have some weaknesses, so further study is suggested better result. Hopefully, this research can be useful as the reference for the further researchers who interested in vocabulary learning strategy.