CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents conclusions and suggestions obtained from the research results and discussion in the previous section. Meanwhile, suggestions are aimed at students and teachers as well as readers and future researchers who have the same concerns as this research.

A. Conclusion

Based on the results of findings and discussion previously, it can be concluded that the vocabulary learning strategies of XI-1 students at SMAN 2 Kediri carry out determination strategies, social strategies, social strategies, memory strategies, cognitive strategies, and metacognitive strategies by Schmitt's taxonomy theory (1997). Students carry out discovery strategies and consolidation strategies in learning English vocabulary with different activities in the process.

At 30 high score students had more intensive activities and varied media or platforms used in learning English vocabulary. Starting from listening, reading, writing and speaking, the activities that students carry out in vocabulary learning strategies well for their mastery of English, are not only carried out routinely but are also more interesting by making good use of the internet or technology. For example, using a smartphone google translate, google searching, AI, Merriam webster, perplexity AI, chat − GPT, oxford/Cambridge dictionary, u-dictionary, dictionary, books, novels, E − books, comics, webtoon, games, Tiktok, Instagram, Discord, Youtube, Spotify, Netflix, Disney+, television, English learning app, Duolongo, gramarly, etc.

Meanwhile, 5 students in the middle score did not have many vocabulary learning activities but carried out quite regularly and intensively, which included listening, reading, writing and speaking in vocabulary learning strategies. On the other hand, 1 low score student has very few and not intensive vocabulary learning activities even though they include

listening, reading, writing and speaking in vocabulary learning strategies. The similarity between the two is that they do not have as many activities as high score students but try to keep learning enough vocabulary and utilize interesting media from the internet, smartphones, books, social media and etc. Middle score students use smartphones, notebooks, social media, games, google translate or google search, chat−GPT, e−dictionary, and etc. Meanwhile, low score students only use smartphones, Google Translate/Google Search, textbooks, and social media less than other students by doing vocabulary learning as needed.

In this strategy there is no bias towards each student because students directly and indirectly have different preferences and different activities in starting language skills to learn English vocabulary. This language skills activity allows students to carry out several strategies in each vocabulary lesson carried out to strengthen their English language skills.

B. Suggestion

In relation to the conclusion above, the writer would like to suggest that students can add vocabulary learning activities by combining several more strategies and media involving various interactive methods such as word games (Scrabble, Word Search), using vocabulary cards (flashcards), constructing sentences. and short stories, creating mind maps, and group discussions that allow students to practice new words in real contexts. Additionally, students can write daily journals to internalize learned words or take vocabulary quizzes to test their understanding. Contextual methods such as reading text, watching videos, or playing word associations are also can use students to learn vocabulary in a fun and varied way. Teachers can also encourage students more in English language skills activities, especially in mastering the vocabulary they learn as a facilitator and monitor their students. The use of media or platforms from existing technology certainly helps vocabulary learning strategies but requires appropriate sorting or filtering needed to support English learning activities.

One of the limitations in this research is that there is limited of informant, and the lack of cross-checking to verification between vocabulary learning strategies and English language skill activities in students in practical. Consequently, this research did not encompass a broader range of data and student practices, which would allow for a more comprehensive categorization of vocabulary learning strategies and related activities. For further research, it is recommended to include a larger sample of informants to expand the scope of the research and to conduct thorough cross-checks to verify between the vocabulary learning strategies employed by students and the specific language skill activities they undertake in learning English practically. However, this research has answered the research problem in the research with existing objectivity. Further researchers can conduct more in-depth research on vocabulary learning strategies used by students with various other research instruments to assist their research. Therefore, this research confirms the vocabulary learning strategies derived from various activities and media utilized by students of the XI-1 class at SMAN 2 Kediri in their English learning proses.