

## V. CONCLUSIONS AND SUGGESTIONS

This chapter offers the conclusions of the research findings and suggestions for the further research.

### 5.1. Conclusions

Referring to the discussion of the research in the previous chapter, the researcher comes to these following conclusions:

1. There is no significant difference of vocabulary learning strategy preferences between males and females of the second grade students at SMA Negeri 1 Bandar Lampung. It can be seen from the result of *Anova* calculation that all of the  $F_{\text{count}}$  were lower than the  $F_{\text{table}}$ , and  $p$  were higher than 0.05 it means  $H_0$  is accepted.
2. The comparison of mean in each strategy indirectly shows that there is relative difference on the use of vocabulary learning strategies used by males and females. In determination, social, and cognitive strategies, female students has higher means than males. However, male students has higher means in memory and metacognitive strategies.
3. The most frequently used of VLS is social strategy. It indicates that both learners and teachers are interested in traditional methods of learning, that the teacher provides all the knowledge and materials and the students are required only to listen, take notes and follow the instruction. Then, for the least frequently used of VLS is metacognitive strategy. This strategy

might show that most of the learners still lack of self awareness to plan and decide the best way to learning, they still depend on their friends or their teacher to get the meaning of new words.

## **5.2 Suggestions**

Referring to the conclusion above, some suggestions can be listed as follows:

### **5.2.1. For the Teachers**

- 1) The researcher suggest to the English teachers to explore more information and knowledge about the importance of vocabulary learning strategies, to make a more effective learning experience and enjoyment among the students. By identifying the students' vocabulary learning strategies in learning are hoped that the students will easily process the information and knowledge from the teachers and the students will have better understanding and achievements. The broad kinds of strategy can be applied not only by the teachers in teaching English but also by students in deepening their language mastery. Various use of these strategies are hoped to enrich the teaching and learning experiences as well as to look for the most proper pattern of strategies being appropriate to the students.
- 2) It also suggested to the language teachers to improve their teaching methods. Teachers who are interested in their students' performance in learning English vocabulary can introduce the vocabulary learning strategies and techniques to their students by designing useful tasks and giving relevant assignments.

### 5.2.2. For Further Researchers

The researcher suggests for the further research as follows:

- 1) This research was limited by the use of whole class, small sample size, and short-time period. So that the result should not be universalized into all contexts of situation since this result is probably be compatible in certain field but not in the others. It is possible that a certain class comprises students where females apply more strategies than males, vice versa. Even they may implement these strategies in adequate frequency. Therefore, further research on vocabulary learning strategies should try to investigate with randomize subject, bigger sample size in longer- time period in order to get more reliable on the result of the reserach.
- 2) in order to gain the data of the frequency of using vocabulary learning strategies and contribute the more reliable research, it is also suggested for further research to use more than one instruments such as qualitative instruments there are observation and interview.
- 3) The researcher recommends further research of vocabulary learning strategies to conduct deep investigation on the process of vocabulary learning strategies by adding more than two variables such as learning style, motivation, attitude towards english and also the other factors.