V. CONCLUSIONS AND SUGGESTIONS

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

5.1. Conclusions

This study provides evidence that vocabulary learning strategies can play a role in learning vocabulary. This is in line with Schmitt’s (1997) claim that learners in the context of vocabulary learning are mostly inclined to use basic vocabulary learning strategies which in turn make strategy instruction an essential part of any foreign or second language program.

However, vocabulary learning strategies were not sufficient to account for students’ performance in learning vocabulary. Instead, students’ level of proficiency also played an important role in performance.

5.2. Suggestions

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

5.2.1. For the Teachers

Explicit vocabulary strategy instruction should be embedded into regular activities especially in English classes. The students could understand what specific
vocabulary learning strategies they might use in order to improve their own vocabulary size. Cohen (2002) suggest that strategy training should be integrated into the language curriculum under the guidance of the teacher and should be implemented into the language lessons in forms of various activities and tasks where a wide range of strategies are practiced.

Furthermore, social strategies are recommended to be highlighted in teaching and learning vocabulary as it has a positive correlation with students’ vocabulary size. This training also helps shift the role from teachers to the students, in which, as stated in Nation’s (2008) Four-Strands Approach, the teacher’s main job involves planning lessons and training students’ vocabulary learning strategies, while the students’ main jobs are to take active responsibility for their own vocabulary learning.

Finally, training program should contain few steps such as: identifying student population and their needs, introducing strategies, practicing using different strategies and designing appropriate classroom activities.

5.2.2. For Further Researchers
This research was limited by the sample size. So the result should not be generalized into all contexts of situation since this result was probably compatible in certain field but not in the others. Therefore, further research on vocabulary learning strategies should try to investigate with random subjects, bigger sample size in order to get more reliable on the result of the research.
Further research will be better to conduct deep investigation on the process of vocabulary learning strategies by adding variables such as learning style, motivation, attitude towards English.