

V. CONCLUSION AND SUGGESTION

Vocabulary learning strategies has become an interesting issue to be discussed. Since it is regarded as an important part in learning English. This fifth chapter presents conclusion and suggestion.

5.1 Conclusions

Based on the description of the result and discussion, it can be concluded that:

1. There were five types of learning strategies used by successful and poor students of SMA Muhammadiyah 2 Bandar Lampung, namely determination strategy, social strategy, memory strategy, cognitive strategy, and metacognitive strategy.
2. The VLS that was most frequently used by successful students was determination strategy and the least frequency was cognitive strategy. Meanwhile, the poor students mostly used metacognitive strategy. Then, the least frequently VLS that was used by poor students was cognitive strategy. It indicated that both successful and poor students used cognitive strategy in low frequency.

3. There was relationship between students' vocabulary mastery and their strategies in learning vocabulary (r -value = 1). The relationship was found on determination strategy (0.904), social strategy (0.637), memory strategy (0.788), and metacognitive strategy (0.730) and the r -table was 0.463 at the significant level 0.05 ($p < 0.05$). While there was no relationship for cognitive strategy because the significant value was higher than 0.05 ($p > 0.05$) and the r -value was 0.534.

5.2 Suggestion

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

1. For the Students

It was necessary to use strategies in learning vocabulary since using appropriate strategies would improve achievement in specific skill areas, in this case vocabulary mastery. It would be a good idea to improve some strategies used by successful students, determination strategy, social strategy, memory strategy and metacognitive strategy in appropriate role for increasing vocabulary mastery. By identifying the students' vocabulary learning strategies in learning vocabulary is hoped that the students will easily process the information and knowledge from the teachers and the students will have better understanding. Various uses of these strategies are hoped to enrich learning experiences as well as to look for the most proper pattern of strategies being appropriate to the students.

2. For the English Teacher

The research findings imply that the successful students used various strategies in learning vocabulary. By using various strategies in learning vocabulary, it helps them in improving their vocabulary mastery. In order to make the other students aware of the various kinds of vocabulary learning strategies, the English teacher needs to explore and train students' strategies in learning vocabulary. It is also suggested that the language teachers have 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.

3. For Further Research

This study was quite limited sample size and aspects investigated. This study was not equipped with classroom as well as daily performance observation of the subjects in term of learning vocabulary and interview. Also, this study did not see the location of the school. Therefore, further research on vocabulary learning strategies should try to investigate with a bigger sample size in longer-time period in order to get more reliable on the result of the research. This meant that such aspects also need evaluating for applying transferability and generalization of the findings to a broad range of population.