Chapter Five

Conclusion and Recommendation

This chapter presents a conclusion of the research findings in order to answer the two research questions. It also provides some recommendations for English teachers, schools, and future researchers.

Conclusion

Vocabulary learning strategy is essential in describing and explaining the vocabulary development of a foreign language. Vocabulary learning strategy empowers students to make wise decisions in terms of what to learn and how to learn. It can also solve problems for students for their difficulties in learning vocabulary.

This study aims to investigate the problems faced by EED UMY students in learning vocabulary and also to find out vocabulary learning strategies mostly used by EED UMY students. The results of the interview revealed the problems faced by EED UMY students in learning vocabulary. The most often problem faced by students in learning vocabulary is the reading vocabulary (2.40%). The second often problem faced is the listening vocabulary (2.35%). The next problem in learning vocabulary is the speaking vocabulary (2.34%). Then, the least problem faced by students in learning vocabulary is the writing vocabulary (2.31%). Regarding to the second research question, the learning strategies applied by EED UMY students, the findings can be concluded as the following. First, from all of the five strategies presented namely memory strategy, determination strategy, social strategy, cognitive strategy and metacognitive

strategy, the strategy most often implemented by EED UMY students to learn vocabulary was the determination strategies (3.40%). The second most often used strategy in learning vocabulary was the metacognitive strategy (3.38%). Then, the third vocabulary learning strategy used by EED UMY students was the social strategy (3.20%). The fourth strategy used by EED UMY students to learn vocabulary was the memory strategy with 3.18% responds. Finally, the least frequently strategy used by EED UMY students is the

cognitive strategy (3.02%).

This study is believed to have provided some information on the knowledge about problems faced by students in learning vocabulary and vocabulary learning strategy used by EED UMY students. Although there might be different factors that affect the problems faced by students and vocabulary learning strategy, their use and achievement still remains crucial for the students' performance and language improvement.

Recommendation

After doing the research, the researcher proposes that vocabulary learning strategy is important thing to learning vocabulary. In order, students do not find many difficulties when study, especially English language.

For teachers

The teachers should guide their students to learn vocabulary effectively by providing various vocabulary learning and teaching strategies. Teacher should facilitates the students in the process of learning and vary the teaching techniques.

Teachers can also give more tasks in order to help them practice and remember the new words.

For students

The result can be applied by English students especially in EED UMY. In this case, there are various kinds of vocabulary learning strategy to carry the problems of learning vocabulary which is suitable with their preferences and learning styles.

For other researcher

The result of the present study can be as reference to get the better result when doing the similar research. Also, the researcher can find the latest problem in learning vocabulary and vocabulary learning strategy. As the reliabilities of reading vocabulary, listening vocabulary, memory strategy and social strategy are not as that strong. The other researchers can increase the reliability better than this research in order appropriate with standard of reliability. Also, researchers conduct a research by implementing a specific vocabulary learning strategy to find out the impact.

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