

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

5.1.1 Kinds of Strategies Used by the Students

The findings and discussions of this research show that there are twenty one kinds of strategies which are used by the fifth grade students at SDN Kebraon II Surabaya. The strategies that are the most used, namely *analyzing part of speech, analyzing pictures, using a dictionary, studying the spelling of word, using physical action, verbal repetition, and keeping a vocabulary notebook*. These strategies are employed by all of the students in the classroom because the teacher made the strategies as a habit for the students in improving their vocabularies in English subject. And the strategy is the least used by the students, namely *connecting word to its synonyms and antonyms*. The students selected these kinds of strategies based on their needs and their abilities.

5.1.2 How the Students Use the Strategies

Both instruments in this research (observation and questionnaire) are effective tools to gather information on learning strategies in improving vocabulary of the students. Based on the observation, however, the students' learning is influenced by the teacher's teaching techniques. If the teacher asked the students to note an unfamiliar word, they would note it immediately. The students also tended to repeat the teacher when she asked to. The orders of the teacher seemingly become a habit for the student to be conducted automatically.

Based on the findings and discussions, it could be found some unobservable strategies which are used by the students in improving vocabulary, namely *guessing meaning, connecting word to previous experience, imaging word form, imaging word's meaning, written repetition, using English-language media, testing oneself with other tests, skipping or passing new word, and continue to study the word over time*. These strategies are unobservable because they refer to mental process and invisible. The application of *using English-language media* actually could be observed but this strategy was not found during observation in the classroom so that it is included in unobservable strategy in this research.

In addition, the factors which influence the learning process in this research were variables and could not be avoided. In the chapter II, it has been explained about contextual factors and individual factors. The factors of teaching and learning setting, environment, culture, learning style, and motivation which used by each student in this research are greatly influenced the strategy used and strategy choice of the students in vocabulary learning.

5.2 Suggestions

5.2.1 Suggestion to the Teacher

Learning strategies are important for students to cope with their problems in the learning process. Teachers should be aware of students' learning style and strategies. By finding out the strategies which are used by the students, teachers could develop new methods in teaching process, find effective ways of teaching, and design lessons according to the students' needs.

5.2.2 Suggestion to the Students

The students should increase their motivations in English subject. This individual factor would help them to achieve good results in the end of learning process, including in improving their vocabularies. With a great motivation, the students could be good learners in language learning.

5.2.3 Suggestion to the Further Researcher

Despite observation and questionnaire could be the best instruments in this research to find out students' strategies, it still needs a deep interview of each student to analyze further about kinds of strategies and the application in language learning. Since learning strategies are sometimes unobservable, it is required a good approach to the students so that they feel comfortable when they confirm the kinds of strategies they use in the learning process. Furthermore, the influence of the factors in strategy use and strategy choice should be carried out further in the next research.