

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two parts. First is about the conclusion of this research findings. Second is about the suggestion. The conclusion and suggestion are based on the research that had been done to third semester students in Intensive Reading class regarding the utilized of the strategies of vocabulary learning.

5.1 Conclusions

Based on the research findings in the previous chapter, the researcher conveys the following conclusions:

1. *The Strategies of Vocabulary Learning Utilized by Third Semester Students in Intensive Reading Class at University Level*

The finding in this research showed that there are five strategies utilized by third semester students in Intensive Reading class. The most preferred strategies were determination strategies, almost all of the students used these strategies. The second, there were metacognitive strategies with most of the students utilized these strategies in Intensive Reading class. The third also as the common strategies were memory strategies which used by most of the students in Intensive Reading class. The fourth, there were social strategies and cognitive strategies with more than half of the students utilized these strategies to learn new vocabulary.

This research has described the determination strategies as the dominant strategies in students' vocabulary learning in the English Education Study Program. The utilized of these strategies, emphasized that students have a

certain level of language skills in understanding new vocabulary in Intensive Reading class. The students are aware in implementing the strategies of vocabulary learning to help them in improving language skills. This research not only underline one strategy but also emphasizes the essentials of vocabulary learning strategies that appropriate for students. The findings contribute valuable insights that can support educator in conducting the materials and students in selecting suitable strategies.

2. *The Implementation of The Strategies of Vocabulary Learning Utilized by Third Semester Students in Intensive Reading Class at University Level*

The implementation of the strategies of vocabulary learning utilized by third semester students in Intensive Reading class was well implemented. This research has provided a wide exploration of the implementation of vocabulary learning strategies by ESL students in English Education Study Program. The findings have highlighted various strategies in which students implement to enhance their vocabulary knowledge. In addition, the students demonstrated their approach to suit with their learning strategies and situations. This means students not only implement one strategy in vocabulary learning. Students can practice significantly to increase the successes of the implementation and the effectiveness of the strategies of vocabulary learning.

5.2 Suggestions

The researcher divided into three parts of suggestion, which are address for the lecturers or educators, for the students, and for the other researcher.

1. For Lecturers or Educators

Lecturer or educators of English Education are expected to guide and provide information to students about the strategies of vocabulary learning. As the most preferred strategies utilized by students, determination strategies, which strategies that used their own knowledge and ideas. So, lecturers or educators can apply the appropriate materials to suit their students.

2. For Students

The findings of this research are intended to guide students, especially English Education students, in selecting the suitable strategies of vocabulary learning in Intensive Reading class.

3. For Other Researcher

For other researcher, this research is expected to give information and contribution about the strategies of vocabulary learning by ESL students especially in Intensive Reading class.

