

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is divided into two parts. The first part presents the conclusions drawn from the research findings and discussion based on the observations and interviews conducted by the researcher. The second part provides suggestions for future research.

5.1 Conclusions

Based on the research findings and the discussion conducted by the researcher to answer the research questions of this study, the following conclusions were drawn:

The first conclusion found that English teacher implemented vocabulary teaching through recount texts by emphasizing contextual learning, repetition, and the use of supporting media such as visualization and examples. Teacher attempted to simplify language use and select relevant vocabulary to help students understand word meanings in context. This implementation aligned with Nation (2001) Four Strands framework, which emphasized the importance of providing comprehensible input and language-focused learning in vocabulary instruction. However, the effectiveness of these strategies was influenced by limited instructional time and restricted access to supporting tools, which affected the consistency of vocabulary practice in the classroom.

The second conclusion revealed that the English teacher viewed vocabulary teaching through recount texts as a fundamental aspect of English learning. Vocabulary mastery was considered the foundation of students' comprehension,

while the effectiveness of vocabulary instruction was strongly influenced by students' internal attitudes, particularly motivation and engagement. Teacher also perceived that students experienced difficulties in processing vocabulary within connected sentences, which affected their ability to understand recount texts as a whole. And, to address these challenges, the teacher applied various instructional strategies, including repetition, reminding techniques, visualization, multimedia use, and continuous reinforcement through oral and written evaluation. Vocabulary learning was emphasized through contextual and task-based activities rather than memorization to support students' understanding of vocabulary within meaningful texts. These findings were supported by Schmitt (2000) who emphasized that vocabulary learning requires repeated exposure, active learner involvement, and contextual understanding. In addition, Dirgeyasa (2016) highlighted that within genre-based instruction, vocabulary teaching plays an important role in helping students comprehend texts as meaningful units of discourse.

The third conclusion revealed that English teacher faced various challenges in teaching vocabulary through recount texts, particularly related to students' limited vocabulary mastery. These challenges included difficulties in understanding word meanings, constructing meaning from texts, low learner confidence, motivational barriers, pronunciation difficulties, and limited instructional time. In line with Thornbury (2002) these findings indicate that teaching vocabulary is complex. It is simply because it involves not only introducing new words but also helping learners understand, remember, and use vocabulary appropriately in context.

Furthermore, Nation (2001) supports these findings by emphasizing that vocabulary learning requires meaningful and comprehensible input, sufficient exposure, and repetition, which were limited due to students' low vocabulary knowledge and classroom constraints. Therefore, vocabulary instruction through recount texts requires careful instructional planning, adequate input support, and continuous reinforcement to help students develop vocabulary as the foundation of their English language learning.

In short, this study concluded that vocabulary played a central role in teaching and learning English through recount texts. English teacher see that vocabulary as the foundation of language learning, implemented various strategies to support students' vocabulary development, and faced multiple challenges related to students' cognitive, affective, and contextual conditions. These challenges indicated that effective vocabulary instruction required not only appropriate teaching strategies but also sufficient instructional time, adequate learning support, and attention to students' motivation and confidence. Therefore, strengthening vocabulary instruction remained essential to enhance students' overall English learning outcomes through recount texts.

5.2 Suggestions

Based on the results of this study, which aimed to explore English teacher' beliefs of teaching vocabulary through recount texts, several suggestions are proposed for students, teacher, researchers, and readers:

1. For Students

Students' are encouraged to actively improve their vocabulary mastery by practicing new words in meaningful contexts, both during classroom activities and in daily use. Students' should develop confidence in using English and not be afraid of making mistakes, as mistakes are a natural part of the learning process. By engaging more actively in vocabulary practice, students' can enhance their understanding of recount texts and overall English language learning.

2. For Teacher

Teacher are suggested to emphasize contextual vocabulary teaching through the use of visualization, repetition, and relevant examples when teaching recount texts. Teacher should carefully select vocabulary that aligns with students' proficiency levels and manage instructional time effectively to ensure sufficient practice. In addition, creating a supportive and motivating learning environment is important to help students build confidence and participate actively in vocabulary learning.

3. For Future Researchers

Future researchers are encouraged to further investigate vocabulary teaching through different text types or instructional strategies to broaden the scope of this study. Expanding the number of participants or exploring different educational settings may provide deeper insights into vocabulary learning challenges and practices. Further studies may also focus on more effective methods for assessing vocabulary mastery

4. For Readers

Readers are encouraged to use the findings of this study as a reference for understanding vocabulary teaching through recount texts. The results of this research may serve as useful insights for educators, students, or researchers who are interested in vocabulary instruction and English language learning, particularly in similar educational contexts.

