

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the findings and discussion above, it shows that there are five strategies that students use when they learn English vocabulary in class and in everyday life. It could be seen from the data that has been presented, metacognitive students more often used English music media as a strategy in learning English vocabulary. Meanwhile, students used the social strategy of asking the teacher about the meaning of unknown vocabulary. Then, students' memory strategies used their personal experiences in learning English vocabulary. Then, in the determination strategy, students understand the meaning of new vocabulary using the English-Indonesian dictionary. Finally, in the cognitive strategy, students can understand and easily remember new vocabulary if the vocabulary was written down.

Furthermore, in the discussion, metacognitive strategies were strategies where students used English language media through (songs, films, news broadcasts, video games, the internet) which were related to metacognitive strategies which were very often used by students, this could be seen from the average percentage of metacognitive strategies get 80% on the rating scale often. The fact from the results obtained through the close-ended questionnaire was that English language media was the songs most used by students when learning English. Many students use metacognitive strategies because students do not see how the learning method was used but are more concerned with the level of learning. Effective learning methods will improve student learning outcomes. Music strategies are widely used by students because it was fun to learn something they like. Music was an interesting and enjoyable medium in English that can be used as a learning medium in learning English vocabulary. It was easier for students to remember a word if they used English media that is interesting to them. With a fun way of learning, students will improve their vocabulary learning outcomes.

#### B. Suggestion

This research has found vocabulary learning strategies used by research subjects. Based on these results, there are several suggestions that could be taken or used. The researchers provide suggestions to students, teachers and future researchers.

#### 1. Students

The findings showed that the strategy of listening to English songs was the most dominant one used by students. This strategy could showed students where more interested in media that can be varied but should be accompanied by making a plan to learn new vocabulary. That way, more and more students would be able to master new English vocabulary quickly.

Meanwhile, by mixing using several strategies it would be better. Students also often ask teachers about the meaning of new English vocabulary. In retaining the vocabulary they know in students' memory strategies with their experience. And in determining strategies, students used an English-Indonesian dictionary. Then students often write down new vocabulary if they want to make it easier to remember the vocabulary. So the researcher provided suggestions that mixing the use of strategies will be better for students so that they can be faster in the process. For example, students can write down the meaning of new vocabulary on a special note that they just got from media such as songs, films or when asking teachers or friends.

#### 2. Teachers

In terms of teaching, teachers are expected to be able to help students find out vocabulary learning strategies. Apart from that, when teaching, teachers are expected to be able to introduce and share knowledge about existing strategies. And use appropriate and interesting media when teaching.

#### 3. Future researcher

Future work should concentrate on improving the quality of research procedures. Regarding how to collect data, a possible way was through observation or daily reports. Observations can be made in the classroom by looking at student activities in a vocabulary course. Daily reports may be useful because they can provide a space for individuals to convey and share how they have done in vocabulary acquisition.