CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion as the result of the analysis to answer each problem presented in the first chapter. Furthermore, it also contains advice for further research to develop knowledge related to learning strategies, especially strategies in acquiring vocabulary.

5.1. Conclusion

After analyzing the data, some conclusions were found to answer the research questions. The first was about the strategy that is mostly used by the subjects. The finding and discussion of this research lead to the conclusion that the strategies chosen to be applied by each individual could be different. It depended on the reason for each subject.

The most often used strategies by each subject in this research were *translating* and *using music*. In this research, the subjects were students who were living in the era of globalization. The observations were done in students' examination period where they got many research assignments. Furthermore, the development of technology made them able to translate any words easier using online translator or dictionary. So do music. For lowering anxiety, listening to music was easy to do because the subject could do it by just turning on and playing the music player.

Their reason for choosing certain strategies were varied. Some strategies were chosen just because they liked it. The choosing of the strategies was usually based on the situational factors and personality of each subject. This finding

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supports the statement proposed by Gu (2010) that vocabulary learning strategy was not only necessary tool in describing and explaining the vocabulary development of foreign language but also a tool for empowering learners to make wise decision in what and how they learn.

The way each strategy takes role in vocabulary acquisition process was also depended on the subject who chose it. Using music, for example, was a strategy which could support the user's vocabulary learning and acquiring process by lowering their anxiety and improving motivation. However, a subject recognized that he could not only be helped in lowering anxiety by also learn new vocabulary from its lyrics. It means that a strategy might take different role in different subjects.

Moreover, the strengths and weaknesses of each strategy in affecting vocabulary acquisition process were different for each subject. A strategy might support a learner without causing any negative impact. On the other side, the same strategy could give either positive effect or negative impact if applied by other people. Even it was also possible to aggravate the user if used incorrectly.

5.2. Suggestion

Based on the limitation of this research, there are some suggestions for further researcher to either close the gap or fix some imprecision of this research. Since this research is conducted only to male students, the next research should collect data from female subjects or both. It can also be from different age, such as kindergarten, elementary, junior high, or senior high school students.

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The next researcher could also conduct research to find other factors that influence language learning strategy choice. There were so many factors that can generate different result such as motivation (Khamkien, 2010), additional experience, belief, attitude, language proficiency, and situation (Boonkongsaen, 2012). Moreover, a research conducted by Zarei (2013) led to the conclusion that there was a correlation between sex differences and the choice of strategies. She found that there was a significant difference between male and female in using strategies to learn language. In contrast, a research conducted by Khamkien (2010) leaded to the conclusion that gender was not included in the group of variables that affected learning strategy choice.

Meanwhile, the findings about the most often used strategies were similar to the result of the research conducted by Easterbrook (2013). He conducted a research to Chinese English Majors students and found that the most frequently used strategies were guessing meaning, looking up dictionary, learning its spelling, writing it down, learning its pronunciation, saying it aloud, and connecting it with the Chinese meaning.

Writing it down was considered to be the same as *taking notes* (Cog.4.A) which was a strategy that used by every subject not less than three times during this research. Moreover, looking up dictionary was considered as similar to *translating* (Cog.3.C) which was used by two subjects in every observation period in this research. From these investigation, it might be reasons behind the selection of these strategies as the commonly used strategies in other researches.

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Further researcher can also investigate whether the strategies in this research are also used in learning other language skills such as grammar, writing, speaking, etc. Moreover, since this is a descriptive qualitative research, further researchers can do the experimental research to understand the casual processes of acquiring processes or determine their effect on a dependent variable.

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