CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

According to the description of the data that mentioned in the previous chapter, it showed that the students' score in vocabulary learning strategies and the students' vocabulary test score are varieties. The students who get good score in vocabulary learning strategies not guaranty them to get good score in vocabulary test. Based on the total calculation of variable X (vocabulary learning strategies) and variable Y (vocabulary size) was weak negative correlation. It means that between vocabulary learning strategies and vocabulary size has the lowest correlation or it can be said ignored. So between two variable is nothing correlation. The result of r_{xy} was -0.25. It showed that null hypothesis (H_o) was received and Alternative Hypothesis was refused.

Based on the df was found $0.254 > -0.25 < 0.330$. It can be explained that the value of "r" was smaller than 5% and it was smaller than 1%. As the result, the value of "r" nothing correlation. And based on the calculation of t_{value} was found 0.07 or and t_{table} was 1.697 it meant that if $t_{value} \leq t_{table}$ so zero Hypothesis (H_o) was accepted and alternative hypothesis (H_a) was refused.

The high score of VLS does not affect the value of vocabulary test. Is it not about how many and how often VLS was in use. But, what is the most appropriate strategy used by students. Because individual would have diverse interests and abilities. Each student have to be more sensitive to what strategies they like and

the most effective strategy for them. Develop the strategies that appropriate and effective for them. There is VLS that can be developed by themselves. The effectiveness of VLS depends on age, education level, the students' interests, and the students'abilities.

B.   Suggestion

At the end of this paper, the writer would like to offer some suggestions, for the teacher and the learner, also recommendation for further research :

1. The English teachers are expected to motivate their students to increase their vocabulary size by applying the right vocabulary learning strategies.

2. Make the atmosphere of the class more conducive in order to make the teaching-learning process more a live, full of fun for all students.

3. As the condition of students in teaching-learning process event it is speaking, writing, reading, or listening, they often got difficulties because lack of vocabulary. They got difficulties deliver their idea in speaking or writing course because lack of vocabulary. They also got difficulties in reading and listening because they found many words that they never seen or heard before, so they did not know how to say it or event what is the meaning of the words. The English teachers are expected to be more concern about vocabulary, not only structure. Because vocabulary is the most important element in learning English. Give them motivation to enrich their vocabulary.

4. For students, they are expected to realize that vocabulary is the most important element in learning a language including English. So, they can motivate themselves to enrich their vocabulary by applying the right vocabulary learning strategies based on their interest and capabilities. So, they will be faster and easier to learning English.

5. For the next researcher, deeper analysis about vocabulary learning strategies. Divided each vocabulary learning strategies and find the influence of each to the vocabulary size. The further researcher recommended constructing the appropriate test for university level, use various aspects of vocabulary size test and use various test not only questionnaire and test but also interview.