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 ($H_0$) 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 ($H_0$) 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 alive, 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.