

CHAPTER V

CLOSURE

This chapter presents the conclusions of the research and suggestions for the people involved in this study and other researchers for possible further research in a similar field. First of all, the researcher provide conclusions obtained from the discussion described in the previous chapter. Next, the researcher consider the findings, discussion, and conclusions on vocabulary learning strategies (vls) applied by higher education students for learning english.

A. Conclusion

According to the discussion of the findings, there are two conclusions as follows:

1. The researcher found that the vocabulary learning strategies used by students in tertiary institutions are still influenced by students concerned with cognitive strategies or repetition and storage of vocabulary notes in books that they have studied before, in addition to using memory strategies or remembering with their previous knowledge, while only few students use metacognitive strategies or by evaluating vocabulary development such as tests in vocabulary practice, there are many students using determination strategies or by guessing contexts, consulting or searching for vocabulary from online dictionaries, as well as by analyzing language structures in sentences, and by using social

strategies or with students who cannot learn on their own and need help and support from others such as friends and vocabulary lecturers.

2. The researcher found the factors that influence vocabulary learning strategies for higher education students, which means that these factors have a greater influence on the effectiveness of learning English vocabulary for higher education. Individual factors from the students themselves such as age factors, motivation to learn from each other, and with personality differences among students such as extroverted and introverted student factors in the ability to acquire new vocabulary, in addition to these social and environmental factors that have an influence in terms of this is like campus facilities and classroom atmosphere in the student learning process in English vocabulary in for higher education.

B. Suggestion

1. Students for Learning English

The result of this study while observing and interviewing students in this vocabulary learning English by higher education has a variety of strategies that affect vocabulary learning in this study. Students should pay more attention to English vocabulary strategies and the factors that influence learning in this vocabulary class. Because the effectiveness of a lesson is also very dependent on the strategies used by students.

2. University of Vocabulary Learning Strategies

The results of observations and interviews with students regarding the factors that influence learning English vocabulary in tertiary institutions found that one of the factors in the classroom environment in tertiary institutions, such as the hot class atmosphere during the day. This affects the learning process takes place because of the lack of enthusiasm from students when they feel hot while in the room. The college should make the class comfortable by adding facilities with air conditioning in the classroom.

3. Other researches

Based on findings and discussions in this research, in particular there are a number of things that still require more in-depth observation and research regarding strategies and factors in vocabulary learning by higher education students for learning English. The researcher suggests other researchers to be able to examine other classes or tertiary institutions besides this class related to English vocabulary courses in college, how strategies and other factors influence the learning process in students.