

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two main sections, conclusion and suggestion. The conclusion section present a smmary of the findings and the overall interpretation of the research results. Moreover, the suggesstion are addressed to English teachers, students, future researchers, and educational institutions, with the aim of providing practical recommendations based on the results of the study.

A. CONCLUSION

The findings of this study confirm that the English vocabulary proficiency of grade VII F students at SMP Negeri 1 Menjalin remains unsatisfactory. Data from the three research instruments reveal a consistent pattern.

According to the observation checklist, students participation in vocabulary activities is still limited. The ability to recall, form sentences, and pronounce words correctly is only mastered by a small number of students. Out of 29 students, less than half succeeded in each indicator. Furthermore, the classroom atmosphere is less conducive as many studnts display distracting behaviors, such as conversing with peers and failing to focus on the teacher's explanation.

The diagnostic test results corroborate the obseravtional data. Most students are not yet able to comprehend word meanings, spell accurately, or apply vocabulary within sentences contexts. This is reflected in

students' achievement scores, the majority of which are still below the school's Minimum Mastery Criteria.

Meanwhile, interview data identify the root causes. Students admit that they tend to follow their peers' behavior. If friends around them are not active in learning vocabulary, they behave similarly. Respondent IA's statement confirms this "I ask the friend next to me, and if my friend does not know either, I just skip it". the scarcity of dictionaries leaves students with no alternative other than asking friends or ignoring new words. In addition, low concentration prevents information from the teacher from being well retained.

In conclusion, the low vocabulary mastery stems from the interaction between internal conditions such as low motivation and passive tendencies, and external conditions including unsupportive peer influence, limited dictionary facilities, and weak concentration during learning.

B. SUGGESTION

Based on the conclusion above, the writer would like to offer some suggestions for English teachers, students, future researchers, and educational institutions.

1. For English Teacher

Teachers are recommended to use apply more varied and interactive teaching methods to overcome students' boredom caused by monotonous not-taking and memorization. Since the students' lowest score was in the spelling aspect (M=38.27), teacher should give

special attention to pronunciation and spelling practice through activities such as dictation, spelling bee and minimal pairs. In addition, vocabulary should be taught contextually using real objects, pictures, and themes such as My School to improve retention, rather than presenting word lists in isolation. Teachers are also encouraged to guide students in using dictionaries effectively by teaching pronunciation symbols, parts of speech, and how to choose the appropriate meaning based on context, as many students still rely heavily on Google Translate due to the limitations of offline dictionaries.

2. For Students

Students of Grade VII F are suggested to build their own vocabulary learning strategies to reduce dependence on digital media. They should create a personal vocabulary notebook containing new words along with their meaning, pronunciation, part of speech, and an example sentence, and review it consistently using the spaced repetition technique to solve the problem of low retention. Instead of keeping silent or skipping unknown words, students need to be more active by guessing meaning from context, asking the teacher or friends, and practicing the words in daily communication. Furthermore, students should use technology wisely by utilizing online dictionaries with audio features to learn pronunciation, but they should first try to learn

pronunciation, but they should first try to understand words from the context to develop independent learning skills.

3. For Future Researchers

Future researchers who have an interest in English vocabulary teaching and learning are suggested to conduct further studies using different approaches, methods, or techniques to provide broader academic insight into this field. It is recommended that future research expand the scope of the study by involving a larger population, different educational levels, or various school settings in order to obtain more comprehensive and generalizable findings. In addition, future researchers are encouraged to investigate other factors that may influence students' vocabulary mastery, such as learning motivation, socio-cultural background, and the use of technology in the learning process. The development and implementation of innovative instructional media that are appropriate for junior high school students' characteristics are also suggested as a potential area for future research to enhance the effectiveness of vocabulary instruction.

4. For Educational Institutions

School and educational institutions should support the implementation of innovative and student-centered teaching strategies. Providing access to visual media, teaching aids, and digital tools can help teachers create more engaging learning environments. Institutions are encouraged to facilitate professional development for teachers to

explore and apply visual learning approaches that accommodate diverse student needs and learning styles

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