

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions

Based on the result of data analyses, some conclusion of the correlation between vocabulary notebook and autonomous learning on students' vocabulary acquisition and achievement can be drawn as follows;

First and foremost, the Pearson correlation analysis shows that the positive correlation between vocabulary notebook and autonomous learning was found, which showed that those variables are correlated significantly. Moreover, autonomous learning and vocabulary acquisition showed that those variables are correlated significantly. Furthermore, the Chi-Square analyses revealed a positive correlation between vocabulary notebook and autonomous learning on students' vocabulary acquisition. It indicated that The more consistently students input vocabulary into the vocabulary notebook, the more proficient they were at learning new words. also the opposing side, the less consistently students write new vocabulary into the vocabulary notebook, the less proficient they were in acquiring new vocabulary. Therefore, the first hypothesis proved that there is a positive correlation between vocabulary notebook and autonomous learning on students' vocabulary acquisition is accepted. This related to (Afzal, 2019), it recognized that many students have taken advantage of these strategies to achieve great levels of vocabulary acquisition.

Secondly, the Pearson correlation analysis shows that the positive correlation between vocabulary notebook and vocabulary achievement was found, which showed that those variables are correlated. Moreover, autonomous learning and vocabulary, which showed that those variables are correlated. Furthermore, the Chi-Square analyses revealed that a positive correlation between

vocabulary notebook and autonomous learning on students' vocabulary acquisition. It indicated that The more consistently students input new vocabulary into the vocabulary notebook, the higher score they gained at vocabulary achievement test. also the opposing side, the less consistently students write new vocabulary into the vocabulary notebook, the lower score they got in vocabulary achievement. Therefore, the second hypothesis proved that there is a positive correlation between vocabulary notebook and autonomous learning on students' vocabulary achievement is accepted. As same as, (Fowle, 2002) It could be indicated that the students believe their vocabulary acquisition techniques are appropriate and that they contribute to their vocabulary achievement.

Thirdly, the data were analyzed by multiple linier regression. the vocabulary notebook and autonomous learning have significance effect on student's vocabulary acquisition. Therefore, the third hypothesis proved that there is significant effect on vocabulary notebook and autonomous learning on students' vocabulary acquisition.

On the other hand, the fourth hypothesis, the data were analyzed by multiple linier regression. The result revealed that the vocabulary notebook and autonomous learning do not have significance effect on student's vocabulary achievement. Therefore, the fourth hypothesis proved that there is no significant effect on vocabulary notebook and autonomous learning on students' vocabulary achievement. the majority of students thought maintaining notebooks was fun and that the classroom activities were helpful. Unfortunately, learner autonomy was not recognized in the circumstance of this study, and the students were unwilling to adopt this strategy in the future (Ghalebi et al., 2021)

5.2. Suggestions

Besides proving the hypothesis, this research study also aims to contribute substantively in learning vocabulary autonomously in order to enhance the vocabulary acquisition and achievement. Thus, some suggestions for students, teachers, and further researchers in order to learn vocabulary autonomously in order to enhance the vocabulary acquisition and achievement are stated below.

5.2.1. Suggestion for Student

This study suggest that the students could evaluate their effectiveness in learning vocabulary through the vocabulary notebook. Moreover, they should be committed in writing and memorizing the vocabulary that they have written. In addition, the students could be aware of their awareness in selecting and memorizing the vocabulary in their notebooks. As well as, the students should develop the vocabulary that they have written and find the antonym, synonym and the suffixes of the vocabulary.

5.2.2. Suggestion for Teacher

This study showed that there is a correlation between vocabulary notebook and autonomous learning on students' vocabulary acquisition and achievement. Meanwhile, there is no significant effect between vocabulary notebook and autonomous learning on students' vocabulary achievement. Thus, the teacher should evaluate the effectiveness of vocabulary notebook and the students check the students' vocabulary notebook. In addition, the teacher should consider regarding the vocabulary test which is held by the teacher. Such as the relate questions and the techniques of vocabulary examination test.

5.2.3. Suggestion for Further Research

This present study offers some ideas for further researchers if they have the intention to conduct a research study about related variables discussed in this study. First, they may use more detailed and up-to-date instruments. Second, the researcher may also consider investigating deeper about how extent the independent variables influence the dependent variables, ask the students deeply about the effectiveness, difficulties in learning vocabulary through vocabulary notebook and autonomous learning. In addition, further researchers could focus on vocabulary test to measure the vocabulary acquisition and achievement.