

CHAPTER V

CONCLUSION AND SUGGESTION

As highlighted in the initial chapter of this thesis, significant research has delved into language learning strategies, explicitly examining those employed by English departments within various universities such as Universitas Jambi, Universitas Muhammadiyah Bungo, IAIN Kerinci, Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi, Universitas Batanghari, and Universitas Merangin. These studies have provided valuable insights into language learning strategies' nature, classifications, and utilization patterns, shedding light on their effectiveness in acquiring diverse language skills. Despite the extensive global research focusing on using language learning strategies to enhance language proficiency, scant attention has been directed toward understanding the strategies EFL learners employ in university. This underscores the necessity to explore and understand the language learning strategies prevalent among this particular EFL learner.

In order to answer questions, the researcher adopted a Quantitative approach that suits the objectives and purpose of this research, An analysis of the collected data has revealed the following. The closed-ended questionnaire data were analyzed using SPSS 25 program. Initially, the researcher categorized the Vocabulary Learning Strategies (VLSs) according to the CREAM framework for learning vocabulary questionnaires. Respondents' responses were grouped based on the frequency of VLS usage, highlighting the most commonly utilized strategies. This

categorization process involved manual sorting, where all responses were typed into Microsoft Office Word and organized into categories.

5.1 Conclusion

Based on research conducted at the English Department at various universities such as Jambi University, Bungo Muhammadiyah University, IAIN Kerinci, Sulthan Thaha Saifuddin Jambi State Islamic University, Batanghari University, and Merangin University in the 2023/2024 academic year, researchers can conclude that firstly by What vocabulary learning strategies are used by EFL student teachers in six English departments in Jambi. secondly, what strategies are most often and least frequently used by EFL student teachers in six English Departments in Jambi. and third, differences in the use of strategies used by EFL teacher students in six English Departments in Jambi.

The learning strategy for studying vocabulary used is the strategy by Cottrel (2003), namely the CREAM (Creative, Reflective, Effective, Active, Motivated) strategy. The motivated learning strategy obtained the highest pooled mean among other strategies. which most likely indicates that motivated learning strategies are the strategies most frequently used by respondents. Each university uses different strategies, but the most widely used strategy is the motivated strategy. which is motivated learning strategies with a pool mean of 19.21 and SD 4.56, followed by creative strategies. This happens because students are aware of their desired outcomes, and use short-term and long-term goals to stay on track. Therefore it is important for the process of learning English. Learning strategies that motivate

students influence why they choose to learn something, how long they can persist, and how confident they will be in pursuing it.

The reflective learning strategy exhibited the lowest pooled mean among the various learning strategies, standing at 18.49 with a standard deviation of 4.5. This suggests that it was likely the least utilized strategy by the respondents. This could be attributed to their capacity to introspect on personal experiences, evaluate their performance, and derive insights from them. However, it appears that the students did not engage in reviewing and assessing their own learning processes and outcomes. This reluctance might stem from feelings of discomfort or unfamiliarity with reflective practices. Additionally, some individuals may lack confidence in their ability to reflect effectively or may feel uncertain about the proper methods for doing so. Others might perceive a deficiency in their understanding of the subject matter, hindering their ability to engage in reflective learning effectively.

5.2 Suggestion

This research highlights several crucial recommendations, particularly for lecturers, students, and other researchers:

1. To the lecturers

It is suggested that lecturers employ engaging teaching strategy and teaching methods in the classroom to enhance student enthusiasm and focus during the learning process. By incorporating attractive methods, classrooms can become more dynamic and prevent monotony, thus fostering better student engagement.

2. Students

Students are advised to cultivate their communication skills, particularly during class discussions. Effective communication skills empower students to express their opinions confidently and participate actively in group discussions, leading to improved understanding and retention of vocabulary.

3. To the other researchers

Future researchers are encouraged to refine their research strategies, addressing any shortcomings identified in this study. Additionally, they can extend the application of these findings to different educational levels or contexts, contributing to a broader understanding of vocabulary learning strategies among students.

In essence, these recommendations aim to optimize teaching and learning practices, enhance student engagement, and enrich future research endeavors in the field of vocabulary learning strategies.