

## **CHAPTER V**

### **Conclusions and Suggestions**

#### **5.1 Conclusion**

Based on the results of research conducted on ninth grade students of Ahmad Dahlan Jambi Junior High School, it can be concluded that:

The main factor for students' difficulty in learning vocabulary is that students are not used to using English outside of class time. More than half of the students (53%) admitted that they were not used to using English on a daily basis, so direct exposure to the target language was very limited. Next 3 difficulties experienced by students, 48 % and 42 % of students faced problems in integrating new vocabulary into sentences in a structurally correct manner, indicating the need for improvement in the aspects of grammar and understanding the context of word use. And last, about 40 % of students had difficulties in understanding the meaning of English words, indicating that the foundation of lexical understanding was not optimal, making it difficult for them to associate the meaning of vocabulary with the context of use appropriately. Not running optimally due to the lack of structured repetition methods.

For strategy, the most dominant strategy used is the utilization of dictionaries both offline and online. About 74% of students stated that they use dictionaries to understand the meaning and usage of vocabulary. For social strategies, such as 59% asking the teacher or asking their friends 56%. The students also utilize entertainment media, such as watching movies with half of the students (50%) watching English movies. In addition, students also play English video games with 42%. The entertainment media strategy serves to increase vocabulary exposure, which reflects the tendency of visual and audio context-based strategies. And the last as many as 60% of students repeat vocabulary when they want to memorize a vocabulary.

## **5.2 Suggestions**

Based on the above conclusions, some suggestions can be given as follows:

For Students it is suggested that students apply more proactive learning strategies, for example, by creating a daily vocabulary collection, memorizing new words regularly, and practicing the use of vocabulary in various contexts, both oral and written. They also need to utilize interactive learning media such as watching English movies or playing video games in English to increase exposure and natural use of vocabulary. For teacher is expected to provide more intensive guidance on the use of various vocabulary learning strategies. Teachers can integrate repetition exercises, group discussions, and collaborative methods in the teaching process to increase student engagement. The use of tools such as digital dictionaries and optimal utilization of educational technology can be combined with traditional methods to help students overcome difficulties in vocabulary acquisition.

For School need to provide supportive learning facilities and resources, such as a library with a collection of English books and dictionary, stable internet access, and extracurricular programs that focus on improving English language skills. Improving a conducive learning atmosphere is also important so that students are encouraged to be more active in using English outside the classroom.

For Future Research incorporating qualitative method, such as in-depth interviews or classroom observations. Mix methods it's very recommended to gain a more comprehensive picture of student's difficulties and effective vocabulary learning strategies. Comparative research between schools with different characteristics and curricula may also provide additional insights into the factors that influence vocabulary acquisition difficulties and strategies.