CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

In this chapter, the researcher presents the conclusion of this study, which is on teachers' beliefs and practice about Vocabulary Learning Strategy in English in X Primary School in Bandung. The researcher also provides the recommendation for the participants, the lecturers of Applied Linguistics, and also for further researchers about the same topic.

5.1 Conclusion

The purpose of this study is to know the answers about this present study's statement of the problems. First, the researcher wants to know which vocabulary learning strategies are used by primary English teachers in the classroom when teaching in one primary school in Bandung to guide their students in learning English vocabulary. Second, the researcher wants to know teachers' beliefs of primary English teachers in one primary school in Bandung about teaching vocabulary.

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In order to get the answer of the first statement of the problem, the researcher conducted observations of the two teachers. From the observations, the researcher discovered that Teacher 1 used *Picture* strategies, *Cognitive* strategies, *Memory* strategies, and *Social* strategies; on the other hand, Teacher 2 used *Dictionary* Use strategies, *Word Part Analysis* strategies, and *Cognitive* strategies.

After conducting observations, the researcher continued with conducting interviews of the teachers in order to get the answer of the second statement of the problems. From interviewing Teacher 1 and Teacher 2, the researcher found that both of the teachers believed that vocabulary took an important part in language teaching. The researcher also found their VLS choices to use in the classroom. Teacher 1 preferred *Picture* strategies, *Cognitive* strategies, and *Metacognitive* strategies, of which the third preference was also accordance with his learning style namely, Auditory. Also one strategy that does not belong to Schmitt strategy in 1997, namely, using properties. On the other hand, Teacher 2 preferred *Picture* strategies, *Cognitive* strategies *Memory* strategies and *Metacognitive* strategies. Teacher 2's fourth VLS choice had a similarity with Teacher 2's VLS used in past learning experience, namely, *Metacognitive* strategies.

Besides finding the answers for the statements of the problems, the researcher also discovered two things. First, the teacher chose VLS based on their past learning experience and after considering the students' condition. Second, both of the participants were not familiar yet with the term VLS, even they have been teaching for more than 10 years.

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5.2 Recommendation

In this sub section, the researcher provides some recommendations below.

First, for the participants of this present study, it is important to know the term VLS and the types of VLS. By knowing them, the researcher hopes that the participants can use more VLS in teaching English vocabulary.

Second, for further researchers on the same topic, it is very important to study in detail about the term of VLS and to study thematic analysis. By studying these two items in more details, further researchers would be able to get a better analysis. This can be applied to further research about VLS in other grades at school.

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