

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

This study has presented teachers' beliefs and practices regarding to vocabulary learning strategies (VLS) of two primary English teachers in West Java. The findings offer some insights into teachers' beliefs and VLS in Indonesia.

The results have revealed that the teachers put their beliefs on certain strategies that they used for teaching vocabulary. Both teachers show similar beliefs in determining effectual strategy. P1 believes that the use of song (metacognitive strategies) is effective in teaching vocabulary. On the other hand, P2 believes that particular strategies that she used is effective, good for vocabulary memorization, and good in making learning atmosphere to be fun and interesting. Moreover, P2 takes into account the strategies employment on different level of students since she believes students in different level must be taught in different ways.

Regarding to the use of VLS in teaching practices, the findings showed that both teachers used similar and different strategies. Both teachers employed

determination strategies, memory strategies, cognitive strategies, metacognitive strategies, and translation method. In addition, there is also different kind of strategy used by P1 such as using a realia. On the other hand, there are some different strategies used by P2 such as make a point, teaching new words in phrases form, teaching words through a text, ask students to retell a story. Furthermore, teachers' educational background, teachers' learning experiences, and cooperation of teacher's colleague may be the factors that motivate the way teachers teach in classroom. The findings of this study show similarity with the previous studies in which teacher's previous learning experience or education considered as the factor that influencing the teachers' teaching practices in classroom (Lundström & Siedlecki, 2017, p. 4; Hermagustiana, Hamra, Rahman, & Salija, 2017, p. 39; Hedrick, Harmon, & Linerode, 2004, p. 117).

5.2 Implication of the Study

Since learning strategies can increase the quality of students' language acquisition (Oxford, 1990 as cited in Zhang, 2011, pp. 5-6). It is necessary for teachers to be aware of the important role of VLS in teaching vocabulary. However, as found in this study the teachers only employ particular strategies such as determination strategies, memory strategies, cognitive strategies, and metacognitive strategies. They have not used strategies such as discovery-social strategies and consolidation-social strategies. It can certainly affect the results of students' vocabulary mastery. Therefore, it is crucial for English teacher education to prepare pre-service teachers who are aware of many vocabulary learning strategies and their

functions so that when they become teachers, they can make use of many VLS to improve the quality of students' vocabulary learning.

5.3 Recommendation for Further Study

Since this study only conduct the research through teachers' point of view, it would be advantageous for further research to involve students as the participants as well. This can develop the information about what VLS used in class and how those VLS affect them according to students' point of view. In addition, this study did not conduct stimulated recall interview (SRI). SRI is used to acquire participants' clarification related to their action (Mackey & Gass, 2005; Sime, 2006; Slough, 2001 as cited in Fox-Turnbull, 2009, p. 206). Therefore, it is beneficial for further study to conduct SRI to get additional information.

