

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the findings presented in the tables above, it can be concluded that undergraduate students in Aceh use a variety of vocabulary learning strategies, including determination, social, memory, cognitive, and meta-cognitive strategies. Overall, the use of vocabulary learning strategies was at a "Moderate High" level, with meta-cognitive strategies being the most frequently used, followed by social and memory strategies. In contrast, determination strategies were used less frequently compared to the other categories. This suggests that students tend to rely more on strategies involving social interaction and self-management, such as asking teachers for definitions or synonyms, or continuing to study vocabulary over time. The use of strategies that involve personal connections to the words or creating sentences with new words also indicates that students are more likely to engage actively with the vocabulary they are learning. On the other hand, although used frequently, more analytical determination strategies such as checking word forms and analyzing roots and affixes were less commonly used

5.2 Suggestion

1. For Teachers

Teachers should introduce a wider variety of vocabulary learning strategies and encourage students to experiment with those that they use less frequently, such as analyzing word forms or understanding words through context. Teachers should make use of various learning media, including digital resources and external

sources such as English news or videos, to increase students' exposure to vocabulary in authentic contexts. Given the high usage of social strategies, teachers can design learning activities that facilitate student interaction, such as group discussions or language games, to enhance vocabulary understanding through collaboration.

2. For Schools

Schools should provide a variety of learning resources, including digital dictionaries, language learning apps, and textbooks that integrate vocabulary in authentic contexts, to support students in using more independent learning strategies. Schools should create an environment that encourages students to develop independent language learning habits, such as providing reading spaces or vocabulary-focused programs based on technology. Schools should organize professional development programs for teachers to introduce effective vocabulary teaching strategies that incorporate meta-cognitive learning management and increase student involvement in using effective learning strategies.

3. For Researchers

Future research can explore the factors influencing the choice of vocabulary learning strategies, such as motivation, learning styles, or students' cultural backgrounds. Further studies can investigate how the use of technology (e.g., language learning apps or social media) affects the selection and effectiveness of vocabulary learning strategies. Future research could compare vocabulary learning strategies across different universities or regions to examine whether significant differences exist in strategy use based on geographical or social contexts.