

BAB V

CONCLUSIONS

This chapter summarizes the findings from previous chapter which are presented in a conclusion. In the conclusion, the researcher summarizes the result of the analysis to answer the research question. The next is pedagogical implication. In this chapter, the researcher discusses several significant views as the implication for learners' belief in vocabulary learning. In addition, it also shows some suggestions for the readers related to the matter as well as for further study in the relevant field.

5.1 Conclusions

This study aims to determine learners' belief in vocabulary learning. This research was conducted at the one of University in Kendari involving 20 second semester students from EFL students. Data were collected using reflection sheets which were analyzed to obtain research results.

This study revealed that students mostly agree that vocabulary is important in learning English. The result of students' reflection showed six beliefs: learners' belief reactions of vocabulary learning, learners belief about difficulties in vocabulary learning, learners' belief of proficiency in vocabulary learning, learners' belief on the benefits of vocabulary learning, learners' belief strategy in vocabulary learning, and Learners' belief of perceived confidence used vocabulary in communication.

Learners' belief reaction in vocabulary learning students showed are very

happy and enjoy learning vocabulary because they can have vocabulary, so they can communicate using English and can translate sentences or texts in English. However, some students still find it quite difficult, such as remembering new vocabulary and still not understanding academic and non-academic vocabulary, and then there are other student's beliefs that the use of vocabulary would be wrong if it is not in the context. Some students' beliefs that vocabularies are not difficult as long as they had a lot of vocabulary and know how to apply it.

In addition to difficulties, as many as 15 student's belief that their proficiency of vocabulary is not having mastered it because sometimes it was still difficult to understand the meaning of a reading or text. Next, regarding the benefits of vocabulary, students' beliefs that vocabulary learning would be useful in their future lives because it can help them in communicating with foreigners in the world of work. In the aspect of vocabulary learning strategies, students' belief more in watching and reading activities as their vocabulary development. This is because each student has a way of learning that they think is suitable for them. Therefore, the way or strategy of each student in developing their English skills is different. Furthermore, learners' belief is very confident in their English so that they are confident when using or carrying out daily conversations using English.

5.1 Limitations

This research is not entirely good and true. There are limitations in this study, at the time of data collection. First, the researcher must think about the question and make clear reflection questions so that the researcher can get answers that can show students' confidence in vocabulary learning. Second, the

researcher had a little difficulty in collecting data because the researcher did not distribute the reflection sheet directly but distributed it online because the researcher used the Google form as a place to fill in the reflection. So, the researchers had to wait a few days to collect complete data. This is because the participants also have other activities so they are late in filling out the reflection I gave.

Furthermore, the researcher also experienced a few obstacles when entering the discussion section because the researcher had to interpret the sentences from the finding in detail and clearly, so the researcher had to think of the right words and could be understood by the reader.

5.2 Recommendation

First, the researcher suggests that teachers should be more attention to students' beliefs about vocabulary learning which is very important for them when they are going to learn a language. So, students would have good belief in vocabulary learning because student beliefs can affect student success in vocabulary learning. Then, teachers can also apply interesting learning strategies for students so that they are enthusiastic in following the learning process well.

Second, the researcher suggests for students to have belief when learning a language because it can easily master the language and their language can develop well. Then, students must maintain their confidence in communicating in English.

Third, the researcher suggests that other researchers should further improve their research strategies when conducting research on students because this

research still has shortcomings. Other researchers can apply this research to another level.

5.3 Pedagogical Implications

The research findings show students' confidence in vocabulary learning. The results of this study can be a contribution for future English lecturers, students and researchers. Especially for lecturers who can use this research as a reference in order to see the extent of students' confidence in vocabulary learning and can help students to further increase their confidence in learning vocabulary.

Based on the findings, it shows that students' beliefs about vocabulary learning vary widely. It was found that they really like vocabulary learning because it can help to have many words that can be useful for them in communicating, making sentences, reading English texts. In this case, students have different ways of developing their vocabulary, namely with me, listening, watching, reading, writing, remembering, and practicing. It is hoped that this would help EFL students to implement the findings of this study in their English learning process.

For further research, this research can be information and reference for other researchers to conduct research on the same topic about students' beliefs in vocabulary learning. In addition, this research can be used as a reference to support the necessary resources for them and the researcher suggests to future researchers to conduct research in different designs, aspects, and contexts.