

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

5.1 Conclusions

Based on the data analysis and hypotheses testing, it can be concluded that:

1. Students taught by using Keyword Method have higher achievement in vocabulary than students taught by using Mind Map.
2. There is different students' achievement in vocabulary between students with visual and auditory learning styles. Visual students have higher learning achievement in vocabulary than students with auditory learning style.
3. There is significant interaction between learning strategy and learning style on students' achievement in vocabulary. Students' achievement in vocabulary is influenced by learning strategy and learning style. The result of statistical testing by using Scheffe-test indicates that students with visual learning style are more effective taught by Keyword Method.

5.2 Implications

The first finding of this study implies that many English teachers apply ineffective learning strategies in teaching vocabulary because many students do not have written and spoken ability in communication, they can not speak fluently and compose a good writing. Vocabulary is taught in list and through

memorization and this is made students forget words soon after learning them. Vocabulary learning goal is not only covering a certain number of words on a word list but also retaining new words that students have just encountered. Thus, teachers should apply varieties of learning strategies. The first finding of this research proves that Keyword Method and Mind Map learning strategies significantly affect students's achievement in vocabulary. Students taught by using Keyword Method have better achievement in vocabulary than students taught by using Mind Map.

The second finding of this research implies that many teachers tend to apply one way in teaching. They are not aware that the ways of students learning are different. They have their own way in studying. Using only one learning style makes students boring and uncomfortable so they can not achieve their optimal achievement. In the classroom, many teachers sometimes do the things that the auditory like, especially when they teach vocabulary. For example, they ask students to memorize words from reading text by pronouncing them loudly and repeatedly. In addition, teachers tend to teach in their own way. They sometimes lead the students to use their learning style so the learning process will go on with their styles. For instant, if they have auditory learning style, they always apply techniques that involve lecturing and taking notes. These ways make visual students get bored in learning. It reveals that students who have visual and auditory learning styles can obtain better achievement if the teacher appreciates their weakness and strength. Both influence learning achievement.

Finally, the third research finding of this study implies that teachers apply learning strategies that are not suitable with students' learning styles. Students who have visual learning style are applied techniques that involve lecturing and taking note and of course they do not suit their learning style. As a result, they are not satisfied with their achievement in learning. The third finding of this research indicates that students taught by learning strategies that suit their ways of learning get better achievement.

5.3 Suggestions

In connection with the conclusions and implications, it is suggested that:

1. Teachers should test their learning styles in order to create good learning strategies in teaching learning process.
2. English teachers should apply Keyword Method and Mind Map to enhance, retain and retrieve foreign words.
3. Teachers should test their students' learning styles in order to suit learning strategies in order to increase their achievement in learning.
4. Workshops must be provided to make English teachers more familiar with effective vocabulary learning strategies.
5. Both students who have visual and auditory learning styles should be taught by Keyword Method.
6. Mind Map is more effective to be applied to students who have visual learning style.

7. Syllabus Designers should make plans by selecting appropriate classroom activities and tasks and take learning styles and learning strategies into consideration.



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