

Chapter V

Conclusion and Suggestions

In this chapter the conclusion of the results and discussion of the study are briefly summarized. The next is suggestion which presents recommendation for students, teachers and further research.

Conclusion

This study is concerned with three research questions including students' vocabulary learning strategies used, vocabulary types mastery, and the student officers' tendencies in using vocabulary learning strategies to master vocabulary types. Based on the results of vocabulary learning strategies used by the student officers of Surabaya Merchant Marine Polytechnic, it can be concluded that from the overall of five vocabulary learning strategies used, cognitive strategy was the most frequently strategy used by the student officers. Cognitive strategies are the strategies which are concerned with mechanical aspects of learning vocabulary. Based on students' categorization on vocabulary learning strategies used, there were 10 students (33.333%) who used cognitive strategy. Taking notes is one of the examples which can be applied in this strategy. The students might prefer taking notes after acquiring information about new words from the instructor. In this case, the instructor plays an important role and will be the model in the classroom to help the students in learning vocabulary. In this strategy, the students had mastery of academic words type. There were 3 students (10%) who applied memory strategy which are considered as the least frequently used strategy by the

student officers to learn maritime English. The students preferred learning the words by paraphrasing the meaning of words and they were able to master academic words type.

In determination strategy, the students often looked up the words from an English-Indonesian dictionary to find out the meaning of unknown words than other kind of strategy. Schmitt's study (1997) revealed that good learners have a strong preference for bilingual dictionaries and put emphasis on word forms to discover the meanings and consolidate learning. The learners perceive bilingual dictionaries as a useful and helpful strategy. On the other hand, in determination strategy, there was no one who had mastery on academic and technical words type.

There were 5 students or 12.09% of 91 students who used social strategy. Social strategies are the strategies which can be used to determine the meaning of words by asking teachers, classmates, and native speakers. In addition, it was also called as strategies which can encourage the learners to interact and learn with each other. In social strategy, the students often asked classmates to discover and understand the meaning of a new word with mean 4.1 and standard deviation 1.52. This item was considered as the most frequently strategy used by the student officers. They preferred discussing new vocabulary with their friends to asking for their teacher or native speaker to learn new vocabulary. The students liked asking their friends to exchange their ideas to handle the difficult words. On the other hand, the students never interacted with a native speaker, so that this strategy was considered as the least frequently used by them. It happened because there were

only several seafarers who had ever seen foreigners and interacted when they worked on board ship especially for those who worked in foreign shipping company. Besides, in social strategy the student officers tended to master technical words type.

In metacognitive strategy, 5 students (36.7%) often translated the meaning of the words from English to Indonesian with mean 3.63 and standard deviation 1.38. Metacognitive strategies are the strategies which can be used by the learners to find opportunities to learn and evaluate their own vocabulary learning. In this strategy, the students used dictionary to translate the meaning of words from English into Indonesian. Based on the result above, the student officers tried to look up a dictionary and then evaluate their own vocabulary learning by doing some exercises. It could also be applied in their working place, when they worked on board ship they were forced to read a manual book concerning navigational terminology. In this case, they tried to translate the meaning of English word in a manual book first so that they understand the instruction and operation of the navigational system on board ship. In this case, dictionaries, especially “Kamus Istilah Pelayaran” (Shipping Terminology Dictionary) is a good resource for language learners because in that dictionary there were many maritime and navigational terminologies and their meaning. Moreover, there were pictures related to the hand tools terminology. In addition, “Kamus Istilah Pelayaran” (Shipping Terminology Dictionary) dictionary is easy to use by students to discover the meanings of words. Besides, most of the students had no prior knowledge of maritime English vocabulary which made them often look up the

meaning of words in dictionary. The students who preferred using dictionary applied not only metacognitive strategies but also determination strategies.

On the other hand, there were 11 students (36.7%) who occasionally played vocabulary games due to insufficient time in vocabulary learning with mean 2.63 and standard deviation 1.07. This item was considered as the least frequently strategy used by students. Playing vocabulary is one of good strategies to encourage the students in vocabulary learning. Unfortunately, playing vocabulary is more suitable strategy for young learners. That is why this strategy might be not suitable with the characteristics of the subjects in this study. Besides that, they never used this strategy in the previous learning because they might have time limitation to play vocabulary games in the classroom. In this strategy, the student officers tended to master both academic and technical words type.

In short, the students who used determination strategies were not able to master academic and technical words type. The students who used social strategies tended to master technical words type. Then, the students who used memory strategies tended to master technical words type. On the other hand, the students who used cognitive strategies tended to master academic words type. Meanwhile, the students who used metacognitive strategies tended to master two vocabulary types which consist of academic words and technical words. The result of this study was described based on the real condition of the subjects with different age, prior knowledge, and educational background so that this study may have weakness and cannot be generalized to others.

Suggestions

Based on the result of the present study, the researcher intends to deliver the following suggestions:

Suggestion for the Student Officers

Dictionary use is the most popular strategy especially in determination and metacognitive strategies. The present study showed that the student officers only used English-Indonesian and Indonesian-English dictionary. As the researcher who is also an instructor of maritime English realizes that vocabulary is an important thing in maritime English. Referring to the dictionary used, the students are expected to use not only bilingual but also monolingual dictionary and should do some exercises especially translation. The researcher also suggests them to increase their vocabulary knowledge on academic and technical words type mastery.

Suggestions for English Instructors

Regarding the cognitive strategies, most of the student officers took notes in the class when they learned maritime English. Actually, it is not beneficial for the students because it will make them more passive. Based on this condition, the instructor should be more creative to make them more active in teaching and learning process. In this case, the instructor not only teaches but also helps the students to keep what they learned in their memory by reviewing the material, for example after taking notes in the classroom, the instructor can review all the

material by asking for some students about the material they learned. Moreover, the instructor can use the other learning media such as; CD and video to make the students more interested. Dealing with social strategy use, the student officers preferred asking classmates to know the meaning of new words. In addition, it is recommended for the instructor to encourage the students to be more active in teaching and learning process so that they will think that learning English is more interesting. As an English instructor in this polytechnic, it is important to help the students to use the appropriate strategy which can increase their vocabulary, so that it can help them to learn English language confidently and successfully.

Suggestions for Further Studies

For the other researchers who want to conduct a research concerning vocabulary learning strategies use could conduct it by applying the results of this study to theirs in order to find out whether there are distinct features of learners' strategy use or notice students' vocabulary learning strategies use and their vocabulary type. In addition, because the researcher only limited the present study on descriptive study of the student officers' vocabulary learning strategies used and their vocabulary type, it is suggested for other researchers who want to conduct same research to find relationship between vocabulary learning strategies use and their vocabulary type because there are other related issues of language learning strategy and vocabulary learning strategy use that are interesting to investigate.

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