

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings and discussion, it can be concluded that the teachers at SDN 72 Kaur employed various strategies to improve the vocabulary mastery of Grade V students. The findings revealed that the teachers implemented five main strategies, namely explicit vocabulary instruction, contextual learning, the use of visual and digital media, game-based and creative activities, and regular review and evaluation. These strategies were selected because they were considered appropriate for the characteristics of young learners, who learn more effectively through concrete, interactive, and enjoyable learning experiences. Rather than relying solely on memorization, the teachers encouraged students to understand vocabulary through meaningful contexts and repeated exposure.

The implementation of these strategies was integrated into the teaching and learning process through several stages. The teachers introduced new vocabulary by using pictures, flashcards, real objects, videos, and simple explanations before asking students to practice the vocabulary in different classroom activities. Students were actively involved in games, question-and-answer sessions, group discussions, pronunciation practice, sentence-making activities, and vocabulary review. Furthermore, the teachers continuously monitored students' understanding by asking questions, observing classroom participation, providing feedback, and conducting simple evaluations at the end of the lesson. These instructional practices created a more interactive classroom atmosphere and supported students in remembering and using new vocabulary more confidently.

Despite the positive implementation of these strategies, the teachers encountered several challenges in improving students' vocabulary mastery. The major challenges included students' limited vocabulary knowledge, difficulties in remembering newly learned words, differences in students' learning abilities, limited instructional time, and limited learning media. In addition, the lack of

opportunities to practice English outside the classroom reduced students' exposure to vocabulary and affected long-term retention. To overcome these challenges, the teachers attempted to provide repeated practice, use attractive learning media, simplify vocabulary explanations, and create enjoyable learning activities that increased students' motivation and participation.

Overall, this study concludes that the combination of explicit instruction, contextual learning, visual and digital media, interactive classroom activities, and continuous review contributes positively to improving students' vocabulary mastery in Grade V at SDN 72 Kaur. Although several obstacles remain, the teachers' efforts to adapt their instructional strategies to students' needs have supported a more meaningful and effective vocabulary learning process. Therefore, selecting appropriate, engaging, and student-centered teaching strategies is essential for enhancing vocabulary mastery among elementary school learners.

B. Suggestions

Based on the conclusions of this study, several suggestions are proposed for teachers, schools, future researchers, and students.

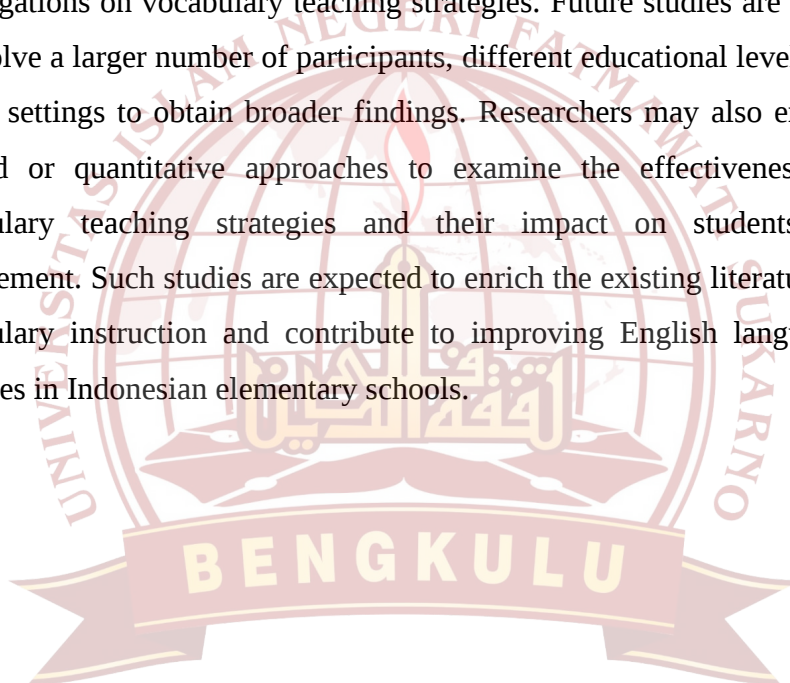
First, for English teachers, it is recommended that they continue to develop and diversify vocabulary teaching strategies by integrating more interactive, contextual, and student-centered learning activities. Teachers are encouraged to make greater use of visual media, educational games, digital resources, songs, storytelling, and real-life contexts to increase students' motivation and vocabulary retention. Regular vocabulary review and meaningful practice should also become an essential part of every lesson to strengthen students' long-term vocabulary mastery.

Second, for the school, it is suggested that SDN 72 Kaur provide greater support for English teaching by improving the availability of instructional media and learning resources. The school may also organize professional development activities, workshops, or teacher discussions focusing on innovative vocabulary teaching strategies. Creating an English-rich environment through classroom

displays, vocabulary corners, word walls, and simple English activities outside the classroom may further encourage students to use English more frequently.

Third, for students, they are encouraged to actively participate in classroom activities, practice newly learned vocabulary regularly, and develop independent learning habits by reviewing vocabulary at home. Students should not be afraid of making mistakes when speaking English because continuous practice will gradually improve their vocabulary mastery and confidence in using the language.

Finally, for future researchers, this study may serve as a reference for further investigations on vocabulary teaching strategies. Future studies are recommended to involve a larger number of participants, different educational levels, or different school settings to obtain broader findings. Researchers may also employ mixed-method or quantitative approaches to examine the effectiveness of specific vocabulary teaching strategies and their impact on students' vocabulary achievement. Such studies are expected to enrich the existing literature on English vocabulary instruction and contribute to improving English language teaching practices in Indonesian elementary schools.



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