

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study aims to examine the process of teaching English vocabulary, specifically to identify the techniques used by teachers in teaching vocabulary to eighth-grade students at MTsN 3 Pesisir Selatan and to determine the most dominant difficulties students face in learning vocabulary. In this section, the researcher draws answers to the vocabulary teaching process for grade 8 students of MTsN 3 Pesisir Selatan by finding out the techniques used by the teacher, and the dominant difficulties in learning vocabulary at the eighth grade students.

The first is the vocabulary teaching process for grade 8 students of MTsN 3 Pesisir Selatan. In this case, the teacher uses the curriculum *merdeka* in the teaching and learning process, class activities consist of opening the class, core activities, and closing. Based on data analysis, Researchers found that teachers teach vocabulary in various ways or techniques., namely 1) techniques of presentation (verbal techniques) which relate to the way of presenting the word form and the word meaning, 2) techniques of practice (repetition) as the way to get the students practice their vocabulary knowledge, and 3) techniques of training (dictionary use) as the way to get the students have their ownership in learning vocabulary. These techniques were used by the teacher in order for the students to involve into the learning and finally understand the lesson well. At last, the result of the use of vocabulary teaching techniques can be seen from the students' involvement during the teaching-learning and the students good retention of word.

In addition, this study identified several difficulties faced by students in learning vocabulary, namely in the aspects of pronunciation (69.6%), spelling (66.3%), grammar (64.5%), and meaning (57.5%). So, the most dominant difficulty faced by eighth grade students of MTsN 3 Pesisir Selatan in learning English vocabulary is pronunciation. Students have difficulty in pronouncing new vocabulary. Although teachers use repetition techniques to help students pronounce vocabulary, many students still have difficulty pronouncing vocabulary correctly. Many students find it difficult to pronounce English vocabulary clearly and often make mistakes in pronouncing vocabulary. They also feel confused when faced with vocabulary that has a similar sound, making their understanding of pronunciation even more difficult. Therefore, it is important for teachers to provide other techniques that can help students pronounce vocabulary such as games, flashcards, and picture, and teachers can also provide more in-depth exercises that involve pronouncing the vocabulary being learned, such as exercises through audio recordings or using video-based learning methods that allow students to listen and imitate the correct pronunciation.

B. Suggestion

Based on the findings and discussion there are some suggestions, the following suggestions can be put forward to improve the quality of teaching and learning vocabulary:

1. For Teacher

Teachers are advised to increase the use of varied and interactive techniques in teaching vocabulary. For example, by adding game techniques to

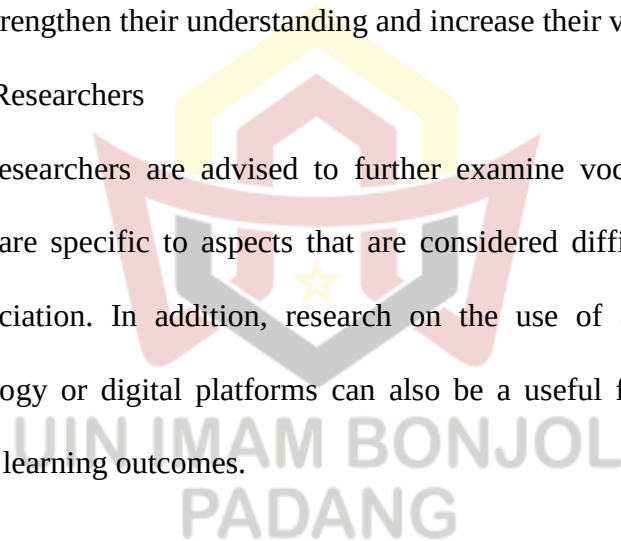
practice pronunciation and spelling in a more fun way. In addition, the use of audio-visual media such as learning videos or interactive applications can help students understand the pronunciation and meaning of words more effectively.

2. For Students

Students are advised to be more active in practicing pronunciation of new vocabulary by utilizing technology, such as digital dictionary applications equipped with audio features. In addition, getting used to reading English texts and writing down new vocabulary found, as well as practicing using it in sentences, can strengthen their understanding and increase their vocabulary.

3. For Further Researchers

Further researchers are advised to further examine vocabulary teaching techniques that are specific to aspects that are considered difficult by students, such as pronunciation. In addition, research on the use of application-based learning technology or digital platforms can also be a useful focus of study to improve student learning outcomes.



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