

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings and discussion in the previous chapter, this study draws three main conclusions regarding the students' understanding of word meaning.

First, the English vocabulary ability of the students varies greatly across the four classes. While students in Class XI-F5 show good and excellent proficiency, many students in Class XI-F3 still struggle and fall into the poor category. This shows that even in the same school and grade, students' vocabulary sizes are not equal.

Second, students face several major difficulties when analyzing word meanings. Their main obstacles are a lack of vocabulary exposure and a rigid habit of relying on only one literal meaning. Furthermore, students often experience first language (L1) interference, where they mistakenly connect English words with Indonesian terms due to similar sounds or daily familiarity, such as misinterpreting “fabric” as “pabrik” and “material” as building supplies.

Third, to survive these difficulties, students actively use various learning strategies. They open digital or printed dictionaries as a cognitive strategy and discuss with deskmates as a social strategy. Additionally, they analyze sentence contexts, eliminate illogical answers, and use guessing as compensation strategies to overcome their limited vocabulary during the test.

B. Suggestion

Based on the conclusions above, the researcher offers several practical suggestions for teachers, students, and future researchers.

1. For English Teachers

Teachers should provide more varied reading texts in class to increase students' exposure to English vocabulary. It is also important to explicitly teach polysemous words (words with multiple meanings) so students do not rigidly translate words word-for-word.

2. For the Students

Students need to practice reading English texts more often outside the classroom, such as through social media or stories. They should also practice looking at the whole sentence context rather than just guessing a single word based on its sound.

3. For Future Researchers

Future researchers can use these findings as a reference to develop better English test instruments or to investigate more deeply into specific teaching methods that can reduce students' first language interference.

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