

CHAPTER V

CONCLUSION, IMPLICATIONS, AND SUGGESTIONS

This chapter is the final part of this thesis, which contains conclusions from the research results as well as implications and suggestions that can be given based on the findings presented in the previous chapters. In this chapter, the researcher will systematically summarize the main findings related to the use of vocabulary books in enhancing the vocabulary skills of Grade X students at SMK Islam 2 Wlingi. Additionally, this chapter presents theoretical and practical implications that are expected to contribute to the development of vocabulary instruction, as well as provide recommendations for future research and educational practices.

5.1 Conclusion

This chapter presents the conclusions of the entire research process conducted on the use of vocabulary books in developing the vocabulary of 10th-grade students at SMK Islam 2 Wlingi. The conclusions are based on the analysis of data from interviews, observations, and documentation, as well as comparisons with previous theories and research. Additionally, this chapter includes the novelty of the research findings and suggestions that can be used as input for future learning practices and research. All points formulated aim to provide a comprehensive overview of the effectiveness and contribution of vocabulary book usage in the context of English language learning at the vocational level.

Based on the findings of the first focus, it can be concluded that the use of vocabulary books in vocabulary learning at SMK Islam 2 Wlingi is systematic and targeted. Teachers introduce new vocabulary to students directly, then students record it in their vocabulary books, categorize it according to specific categories,

and practice its use in sentences. Students also actively review the vocabulary they have recorded through regular exercises. This process forms a consistent learning pattern, where students not only receive material but are also actively involved in recording, organizing, and using vocabulary independently. Additionally, students demonstrate interest, enthusiasm, and confidence when using vocabulary that they have learned, both orally and in writing. This shows that the use of vocabulary books can support comprehensive vocabulary learning in terms of understanding, engagement, and application.

Based on the findings of the second focus, it can be concluded that the use of vocabulary books elicits a positive response from students in the vocabulary learning process. Students feel that the books help them because they make it easier for them to record, remember, and learn vocabulary in a more structured way. Some students showed the initiative to review their notes independently outside of class hours, even developing their own methods for recording and organizing vocabulary. Additionally, students felt more confident when using new vocabulary in exercises and conversations. Affective responses such as enthusiasm, joy, and a desire to learn were evident throughout the learning process. Thus, it can be concluded that vocabulary books not only function as learning aids but also shape a more independent, reflective, and positive attitude toward vocabulary mastery.

Overall, the results of the study show that the use of vocabulary books plays a significant role in the vocabulary learning process in class X at SMK Islam 2 Wlingi. This book is used not only as a place to take notes but also as a tool for students to understand, categorize, and actively use vocabulary in appropriate contexts. The learning process, which involves note-taking, exercises, and

reflection, has formed a systematic learning pattern and made it easier for students to master new vocabulary. Additionally, students have responded positively to the use of vocabulary books, both in terms of ease of learning, self-confidence, and growing interest in independently studying vocabulary. These findings demonstrate that simple media, such as vocabulary books, can be optimized to support vocabulary learning that focuses not only on outcomes but also on the learning process and students' overall learning experiences.

5.2 Implications

This section discusses the implications of the research findings on the use of vocabulary books in vocabulary learning in grade X at SMK Islam 2 Wlingi. This study not only produced empirical data but also provided practical insights into how vocabulary learning processes can be enhanced through simple yet effective media. The implications presented are intended for teachers, students, and school administrators as part of a collective reflection to create a more focused, interactive, and student-centered learning process. The findings also show that when students are given the opportunity to actively engage in note-taking, categorization, and the use of vocabulary, they tend to exhibit positive responses and higher motivation to learn. Therefore, the implications formulated in this section are expected to serve as practical, applicable considerations, particularly in designing vocabulary learning that is not solely teacher-centered but also actively involves students in shaping their own learning experiences.

5.2.1 Theoretical Implications

The results of this study contribute to strengthening the theory of vocabulary learning, particularly in relation to how simple media such as vocabulary books can be part of a meaningful learning process. Until now, vocabulary development has

often been considered a minor part of English language learning, even though it plays an important role in shaping overall language skills. This study shows that when vocabulary is taught through a structured process, starting from recording, grouping, and use in context, to reflection on the process, it has a positive impact on students' understanding and engagement. These findings support vocabulary learning theories that emphasize the importance of repetition, meaning connections, and active engagement in the learning process.

Furthermore, this study also enriches our understanding of how the principles of vocabulary learning, which have traditionally been conceptual, can be applied concretely in the context of vocational classrooms. Although vocabulary teaching theories are often formulated in general or academic contexts, the findings of this study demonstrate that these principles remain relevant and can be adapted to the needs of learners at the vocational high school level. This shows that a practice-based approach can bridge the gap between theory and reality in the classroom. In other words, this research reinforces the idea that vocabulary learning theory is not only ideal but can also be implemented in a practical and flexible manner according to the conditions of the students.

Finally, this research also provides space for the development of a more contextual and student-need-based theory of vocabulary learning. By observing students' engagement in using vocabulary books as a self-learning tool, vocabulary learning is not only associated with cognitive aspects but also touches on students' affective and psychomotor aspects. This leads to opportunities for the emergence of new approaches in vocabulary teaching theory that focus not only on how many

vocabulary words are mastered but also on how those words are learned, used, and internalized by students in their daily learning processes.

5.2.2 Practical Implications

For teachers, the results of this study indicate that the use of vocabulary books can be a simple yet effective strategy for improving students' vocabulary mastery. Teachers can utilize these books not only as a place to record vocabulary but also as a learning tool that encourages students to actively manage and understand the vocabulary they are learning. In practice, teachers can guide students to group words based on function or theme, provide contextual exercises, and give regular feedback on the content of their books. This approach helps teachers design vocabulary learning that is more targeted, monitored, and tailored to each student's abilities.

For students, the use of vocabulary books opens up space to form more independent and reflective learning habits. Through the activities of recording, grouping, and actively using vocabulary, students not only learn to memorize but also develop a deeper understanding of the meaning and use of words. This book can also serve as a personal reference that can be accessed at any time, whether for exam preparation or daily language practice. Therefore, students need to be given the space and motivation to continue developing the contents of their vocabulary books according to their individual needs and learning styles.

The findings of this research offer theoretical implications for educational stakeholders, particularly English teachers and curriculum developers. The use of vocabulary books, as explored in this study, highlights the importance of structured vocabulary instruction that aligns with students' cognitive, affective, and psychomotor engagement. It supports the notion that vocabulary development is

most effective when integrated with practical strategies and meaningful reinforcement. Thus, this study can serve as a reference for designing vocabulary-focused learning activities that promote active student involvement and long-term retention.

5.3 Suggestion

Based on the results of research on the use of vocabulary books in developing the vocabulary of 10th-grade TSM students at SMK Islam 2 Wlingi, the researchers provided several suggestions aimed at relevant parties for further learning and research development.

5.3.1 Suggestion for Education Practitioners (Teachers and Principals)

- 1) Teachers are advised to regularly integrate vocabulary books into the English learning process, especially in terms of vocabulary. Teachers can maximize the function of vocabulary books not only as a tool for recording words, but also as a medium for reflection, contextual practice, and strengthening vocabulary memory. Teachers are also expected to develop a variety of strategies that encourage active student engagement, such as the use of texts, quizzes, and sentence-making exercises that are relevant to students' daily lives.
- 2) For school principals, it is recommended to provide support for simple media-based learning innovations such as vocabulary books. Schools can provide internal training or discussion forums for teachers to share best practices in the application of learning media, especially those proven to be effective and cost-efficient. Additionally, school principals can integrate these practices into the school's literacy program or foreign language

learning quality improvement program within the vocational school environment.

5.3.2 Suggestion for Future Researchers

1) Expanding the Scope and Participants

This study was limited to a single class in one vocational school. Therefore, future researchers are encouraged to expand the scope by involving multiple classes, different schools, or varying educational levels. This broader coverage would help produce more comprehensive findings and increase the generalizability of the results.

2) Utilizing Mixed Methods and Longer Research Duration

The present study employed a purely qualitative approach. Future researchers may consider using a mixed-method approach that combines qualitative and quantitative data collection techniques. In addition, extending the duration of observation and data gathering could provide deeper insights, especially in understanding the long-term effects of vocabulary book usage on students' learning outcomes.

3) Exploring Other Supporting Factors in Vocabulary Learning

Future studies may also investigate additional variables that influence vocabulary development, such as the role of students' learning styles, the effectiveness of digital vocabulary tools compared to traditional books, and variations in teaching strategies. These aspects could offer a more nuanced understanding of how vocabulary instruction can be optimized in different learning environments.

