

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data obtained from observation and interviews, it can be concluded that the teacher at SMP IT Al-Husein Tigaraksa implemented various effective strategies in teaching English vocabulary. The use of visual aids, contextual instruction, repetition, games, and bilingual explanations proved beneficial in helping students understand and remember new vocabulary. The combination of these strategies reflects an eclectic approach, where the teacher adapted multiple methods to suit the learning environment and the students' needs.

The study also found that contextual and interactive strategies such as storytelling, descriptive writing, and group activities were the most effective in promoting long-term vocabulary retention. Students enjoyed these methods because they allowed for creativity and communication. However, while translation and bilingual explanation supported understanding, they should be balanced with opportunities for students to infer meanings independently to foster deeper learning.

Despite the success, the teacher encountered several obstacles, including limited teaching time, different levels of student proficiency, and the need to align materials with Islamic values. These challenges

affected how much vocabulary could be taught and practiced. Yet, through effective classroom management and motivation strategies, the teacher managed to overcome most of these barriers.

B. Suggestion

Based on conclusion above, this research can offer suggestions to the following parties:

1. For School

it is essential to provide institutional support, such as adequate teaching resources, multimedia tools, and professional development programs that help teachers innovate in vocabulary instruction. Extending English class duration or offering extracurricular vocabulary clubs could further enhance students' exposure to English in a more enjoyable setting.

2. For Teachers

For teachers, it is recommended to continue combining traditional and modern strategies while increasing the use of technology-based media such as digital flashcards, interactive quizzes, and online games to enrich vocabulary learning. Teachers should also promote more student-centered learning, encouraging learners to use vocabulary actively in both spoken and written contexts.

3. For Researchers

Finally, for future researchers, this study opens avenues for broader investigation. Further studies could explore students' perspectives on vocabulary learning, compare strategies used in different Islamic schools, or analyze the long-term effects of interactive vocabulary teaching on students' language proficiency.