

## **CHAPTER IV**

# **CONCLUSION AND SUGGESTIONS**

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This chapter is intended to give the conclusion and some suggestions related to this study.

#### 5.1. Conclusion

Guessing vocabulary is not easy and it is not difficult. Guessing vocabulary is very important in a language learning teaching for instance English.

In this analysis, the writer gives some strategies to follow in order to guess vocabulary of the English language, using especially in affixes. Through these strategies, students and teachers even everybody who wants to know English more can be helped to acquire their vocabulary.

The strategies, to be followed are (i) looking at an unknown word and deciding its part of speech, a noun, a verb, an adjective, or an adverb (ii) looking at a clause or sentence containing the unknown words. (iii) looking at the relationship between a clause or sentences containing the unknown words and other sentences or paragraphs. (iv) using the knowledge you have gained from step (i) to (iii) to guess the meaning of the words. (v) Checking that your guessing is correct : (1) Checking that the part of speech of the words that you guessing is the same

as the part of speech of the unknown words. (2) Breaking an unknown word into parts and seeing if the meaning of the part relates to the word you are guessing. (3) Substituting the word you are guessing for an unknown word, and observing whether it makes sense in context or not. Looking up the meaning in a dictionary.

In this analysis the writer also found some criteria to guessing vocabulary. (i) guessing noun; there are noun determiners (the, a, an, some, any, etc), before a verb. (ii) guessing verb, there are inflections (-s, -ed; -ed2, -ing), auxiliaries (iii) guessing adjective, there are words between noun determiner and noun, immediately following the function word 'very'. (iv) guessing adverb there are addition of the derivational suffix (-ly) and some addition like (-wise), combination of some noun determiners; some, any, every, etc.

To guess suffix, in general a noun is formed by verb with addition of suffixes : -ment, -or, -ion, -ant, etc. And it is also formed by adjective with the addition of suffixes : -ity, -ness. A verb also formed by noun with the addition of suffixes : -ate, -ity. For adjective, it is formed by noun with addition of suffix -al.

To guess prefix, in general an adjective is formed by verb with prefix un- and by itself with prefix in-, on-. And a noun is formed by itself, with prefix dis-,

mis-. It is also formed by adverb with prefix anti-. A verb is formed by itself, with prefix dis-, mis-and it is also formed by noun with prefix en-, em-.

## 5.2. Suggestions

Based on the findings discussed so far, the following suggestions are given to the vocabulary teachers especially those who teach in SMU.

First, in teaching vocabulary the teacher should not teach the vocabulary or the meaning of a word in isolation. He/she should teach the vocabulary in context or sentences.

Second, the important thing that should get emphasis on the teaching of vocabulary is the knowledge of affixes. It is because affixes can provide important clues in determining the meaning of unfamiliar words.

Third, the student's mastery on affixes can be developed by providing context in vocabulary teaching.

Fourth, some techniques offered by Paul Nation, can be used as a foundation, to know or to guess the meaning of the vocabulary well.

Fifth, the criteria the writer found in this analysis can also be helpful to guess the content words. Such as : (i) guessing a noun, there are noun determiner (the, a, an some, any), before a verb. (ii) guessing verb, there are inflections (-s, -ed; -ed2, -ing), auxiliaries (iii) guessing adjective, there are word between noun

determiner and noun, immediately following the function word 'very'. (iv) guessing adverb there are addition of the derivational suffix (-ly) and some addition like (-wise), combination of some noun determiners; some, any, every, etc.

Teacher should give much practice affixes in context in teaching vocabulary as soon as possible so that the students used to use affixes to develop their guessing power when they are listening, speaking, reading, and writing.

Finally, the writer hopes that this thesis will give some contributions in the teaching of vocabulary to the senior high school students. Futher future students who are interested in this topic are suggested to use similar topic and strategy using quantitative study to know to what extend this strategy is working.

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