

CHAPTER V

CONCLUSION AND RECOMENDATION

In this chapter, the writer presents conclusion and recommendation of this study.

5.1 Conclusion

From the findings about the English Department students' vocabulary level profile, the writer concluded this study as follows:

The profile of vocabulary level of ED senior students is A1 with one student, A2 with one student, B1 with fourteen students, B2 with eighteen students, C1 with twenty seven students, and the last C2 with nine students.

The average score of senior ED students are 3,762 words families. It can be concluded that the words for daily use on the university is enough. ELLSP is higher than ELESP on their average score. Due to the fact, the average score of ELLSP students' word families is 3,779 which are larger than 3,579 of ELESP students' average score.

The higher word-level test that test takers take, the lower score they obtained (become smaller). It can be seen from their 1,000 word-level and 2,000 word-level average score are 26.3. Look at 3,000 word-level, the average score is 23.6. It becomes smaller again to 4,000 word-level average score is 20.1. And the last 5,000 word-level average score is 16.7.

The Maximum score and the minimum score of all word-level tests are on ELLSP students. The maximum score of 1,000 and 2,000 word-level are 30.

The maximum score of 3,000 word-level is 30. The maximum score of 4,000 word-level is 29.5. The last, the maximum score of 5,000 word-level is 29. The minimum score of 1,000, 2,000 and 3,000 word-level are 9. The maximum score of 4,000 word-level is 5. The last, the maximum score of 5,000 word-level is 1.

5.2 Recommendation

Based on the conclusion above, there are some opinions that the writer wants to suggest:

Due the fact, there is one (or more around ED students that researcher does not get data) that has minimum vocabulary. It can be done by the researcher itself or another researcher who wants to find out the reason why English Department students have minimum word families and whether the vocabulary level has a correlation or not with their grade point average (GPA).

Vocabulary Test (level, size, depth, and breath) are not many in the English Department students. It is essential as EFL learners to build their vocabulary knowledge both receptive and productive into their mental lexicon and language acquisition.

The Vocabulary knowledge active or passive recognition must be developed to support students' comprehension. More vocabularies they acquired, more combinations are stored. As the university students, freshmen and senior of English Department have to know there are university word list and academic word list. There are also the first 3,000 words even more than 5,000 words so that

their vocabulary can develop to 10,000 words (minimum vocabulary for a native speaker).

Give the opportunity to the students to practice their vocabulary into their speaking and writing. Give the tests to them after learning vocabulary so that the teacher know how well their progress in acquiring acquisition.