

Chapter Five

Conclusion and Recommendations

This chapter provides the summary of the research and the recommendations of the research. The summary of this research is provided in the conclusion section. In the recommendation section, it stated the recommendation of the researcher for the EED of UMY students, EED of UMY lecturer, and the other researchers.

Conclusion

EED of UMY students in batch 2016 need to improve their receptive vocabulary size level since based on the result of their test, they are on the 'poor' category. With the mean 4667.86, their score is lower than the minimum number of vocabulary size suggested by experts which is 5,000 words. For their paraphrasing ability, they are in a 'good' category since their mean was 1.22. Setting aside the fact that some of participant candidates have done the plagiarism on their writing, the participants showed that their capability in paraphrasing is good enough.

In addition, the hypothesis of this research was accepted. It means that there was a correlation between EED of UMY students' receptive vocabulary size level towards their paraphrasing ability. The result of correlation analysis showed that there was a positive, significant and moderate correlation between both variables. In other words, the higher the students' receptive vocabulary size is, the better their paraphrasing ability becomes.

Recommendations

Based on the result about the correlation between students' receptive vocabulary size level towards their paraphrasing ability, this research provided some recommendations for EED of UMY students, EED of UMY lecturers and next researchers.

EED of UMY students. Since the result of students' receptive vocabulary size level is 'poor', the students are suggested to increase their frequency of practice on reading and listening to the English material because those activities can help them get more receptive vocabulary size. Since generally there is a correlation between receptive vocabulary size and productive skill so the higher level their receptive vocabulary is, the higher their product of language ability becomes.

EED of UMY lecturers. Since the result of students' receptive vocabulary size level is 'poor', the lecturers are suggested to help the students in order to improve their receptive vocabulary size level. The lecturer may help the students through providing the reading and listening materials which students can use as the sources of their receptive vocabulary. Seeing there are some students who committed plagiarism, the lecturers are also suggested to warn the students danger of doing plagiarism.

The Other researchers. Seeing some of the students have done plagiarism in paraphrasing assignment, the researcher suggests the next researchers to do a research about the students' plagiarism in writing. Moreover, since there is a correlation between receptive vocabulary size and paraphrasing

ability, the next researcher are suggested to investigate how deep the impact of those variables.