

Chapter Five

Conclusion and Recommendation

This chapter provides the conclusion 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

Based on the findings, then it can be concluded that EED of UMY students in batch 2016 vocabulary mastery level is in moderate category. Since the result of their test, they are close to moderate category. Mean 4577-word families, their score is lower than the minimum number of intermediate vocabulary mastery level suggested by Schmitt (2008) which is 5,000 words. Their listening ability, they are also moderate category close to good category since their mean was 4.67. The participants showed that their capability in listening is good enough.

In addition, the null hypothesis of this research was accepted. It means that there was a correlation between EED of UMY students' vocabulary mastery towards their listening 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' vocabulary mastery is, the better their listening ability becomes.

Recommendations

Based on the result about the correlation between students' vocabulary mastery towards their listening 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' vocabulary mastery are moderate category, 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 vocabulary mastery. Since generally there is a correlation between vocabulary mastery and listening skill, so the higher level their vocabulary mastery is, the higher their product of language ability becomes. It can be concluded that if students learn and practice more in acquiring vocabulary, their (students) will get better in listening ability.

EED of UMY lecturers. Since the result of students' vocabulary mastery is moderate close to good, the lecturers are suggested to facilitate the students in order to improve their vocabulary mastery. The lecturer may help the students through providing the reading and listening materials which students can use as the sources of their vocabulary mastery. Seeing there are still some students in trouble listening, the lecturers are suggested to teach the students about strategies to handle listening through vocabulary enrichment. Then, the lecture asks to students to do more practice in four major skills (listening, speaking, reading and writing) to gain more new vocabulary.

The Other researchers. Since there is a correlation between vocabulary mastery and listening ability, the next researchers are suggested to investigate how deep the impact of those variables. Researchers are suggested to do regression based on this study to measure of the impact of vocabulary through listening skills.

The researcher only focused on the correlation between listening and vocabulary mastery. The result of the research showed that there was moderate correlation. In the implementation to the teachers to solve the listening problem which was mentioned before, the researcher recommends to find out more the strategies to solve the problem through another research.

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