Chapter Five

Conclusion and Recommendation

This chapter shows the final result of this study after data collecting and analysis. The result presents conclusion and recommendation of this study. This chapter will expose method used by non-English department students to improve their vocabulary mastery.

Conclusion

Not only do English department students learn English, but non-English department also learn English. In non-English department there is an English course, beside that English is important thing because Based on Depdiknas (2005), English has purposeand mean to communicate in the daily communication, to get knowledge, to make interpersonal communication, to share information and to enjoy language lesson in English culture. Vocabulary is the main factor in learning English, because to learn English, firstly, students should know vocabulary first to mastery four skills in English like writing, reading, listening, and speaking. Vocabulary mastery has impact on English and this study focus on methods used by non-English department students, so there are three research questions for this study. First is what methods Non-English Department Students use to improve their vocabulary, second is what problems Non-English Department Students face in improving their vocabulary mastery, and the last is what solutions Non-English Department Students take to solve those problems.

The researcher used qualitative approach as research design for this study and to collect the data, the researcher used interview. For the instrument, the

researcher used interview guideline to keep the interview on the track and the researcher used audio recording tool, which was a cell phone, to record the interview process. The recording helped the researcher to transcribe the interview process from audio into text. There were four participants for this research, two students were from accounting department and two students from communication department. All of them had interest in learning English, and also they had taken English course in their major.

The conclusion of this study is to see whether or not the research question of this study has been answered from the finding. The research question are first *'What methods do Non-English Department Students use to improve their vocabulary?'* second *'What problems do Non-English Department Students face in improving their vocabulary mastery?'* and third *'What solutions do Non-English Department Students take to solve those problems?'*. For the conclusion, this study has summarized all the finding to know method used by non-English department students to improve their vocabulary mastery. The methods used by non-English department students are watching movie, listening to song or music, reading book, and playing video game.

From the students' statements, they used various ways in their methods to improve their vocabulary. In watching movie, they used subtitle to gets new words and also by watching movie, one of students said that he could learn the pronunciation of word. Beside gain some new words from movie' subtitle, students can learn pronunciation too from the conversation by watching movie. The next method that used by non-English department students is listening to song

or music. All of students answered they used this method to improve their vocabulary mastery. In this method, they used lyric application of streaming music. One of students had another way, he finds out the lyric of music from the internet. Reading book choose as method in improving vocabulary by three students. They learn with teacher or friends who master in English. The other ways, one student choose comic book, he used conversation in comic book to get new vocabulary. One student chooses playing role-playing game (RPG) as a method in improving vocabulary mastery. In this method, student learn by dialog between characters in the cutscene of video game, and he state that beside he can get new vocabulary and he feel excited by playing video game.

Beside the methods used by non-English department students to improve vocabulary mastery, the researcher found problems faced by non-English department students. The problems were low English proficiency and personal problem. First in low English proficiency, all of students said that the main problem in improving their vocabulary mastery is do not know the meaning of word. More, in reading book and in watching movie as method, two students face this problem which were they found and ambiguous words, and it were mean that they intended meaning of words in some way unclear in reading book and watching movie. Another problem is listening in using music and movie as a method in improving vocabulary mastery. Student said that he was not good in listening. Second is personal problem, in personal problem, students face problem in each individuals. There were student had a problem in practice because there is no people that can help him in improving vocabulary mastery, student did not

learning English everyday, another problem when student used music as a method, he found bad sound quality. More, when using book, two students said different problem, one of students said that he had problem in concentration, another one said that he had no interest in some English comic book.

To solve the problem, students had solutions. They are asking other people, translating, being confident to try and always practice, marking the word and making a note. In asking other people, students did this solution by ask their friend who already expert in English. Second is translating, students usually used dictionary, translate application or online translation to know the meaning of word. Third is being confident to try and always practice, one of students said that we should be confident to try and always practice. The last students' solutions are mark the word and make a note. Students said when they found an unfamiliar word, and they make a mark by underline the unfamiliar word then make a note which contains the meaning, or make a note and put it on the wall, so students can memorize it.

In conclusion, this study can state that non-English department students have different methods in improving their vocabulary. Non-English department students face various problems too in improving their vocabulary mastery but they have solutions too to solve their problems. Based on that, this study found that methods used by non-English department students to improve their vocabulary mastery are watching movie, listening to song or music, reading book, and playing role-playing game (RPG).

Recommendation

This study also gives some suggestion regarding to method used by non-English department students to improve their vocabulary mastery. The suggestions are how those will contribute in the future. In this following, the suggestions are presented.

For the non-English department students. Non-English department students need aware that there are any methods to improve vocabulary mastery. Non-English department students can choose their own and suitable method for themself, they can learn from anything like watching movie, read a book, listening to music, playing role-playing game (RPG), and so on. In improving vocabulary mastery is not instant, non-English department students should always try, practice everyday. Therefore, they have to motivate themselves to learn and work harder.

For the non-English department lecturers. Lecturer of Non-English department students should apply any interesting methods to their students. Not only used book as a learning methods, but lectures can find another methods in their class like a playing game, watching movie and so on. Every students have different problems, so for the lecturers can give solution to help students to solve every problems. More, lectures should motivate their students to learn.

For the next reseachers. This study has researched about method used by Non-English department students to improve their vocabulary mastery. Therefore, the next reseachers can conduct the similar study regarding this topic. The next

reseachers can research about this topic in other institution with differents students as a participant to enrich the results, or conducts a quantitative research about this topic since this study is qualitative.