CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions of the study and suggestions for students, lecturers and future researchers.

A. Conclusion

This study focused on the relationship between vocabulary size and spoken word recognition in Literal Listening. The subjects of this study are 85 students. They are randomly chosen from 108 2nd semester students in academic year 2014-2015 who get enrolled in five Literal Listening classes. The instruments used in this study were Vocabulary Level Test version 2 developed by Schmitt et.al and self-developed listening comprehension test. The data was analyzed by SPSS version 16.0. The statistical devices used in this study were Pearson correlation and simple linear regression analyses. The present study mainly demonstrated two important findings based on the research questions, they are:

1. First, the Pearson analysis produced a highly positive correlation of 0.713, which means students' vocabulary size is found to be strongly correlated with their spoken word recognition in Literal Listening. This analysis indicated that a larger vocabulary size will lead to a

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higher degree of text coverage and will thereby strengthen students' listening ability.

2. Second, the regression analysis suggested that vocabulary size can predict 50.9% of the variance in listening score, while the other 49.1% is predicted by the other variables which are not examined in this study. This significant contribution indicates that vocabulary size is an important dimension on vocabulary knowledge to become competent in English listening comprehension. Meanwhile, the regression equation $Y = 21.536 + 0.512X$ can be used as a basis for estimating the listening scores based on the vocabulary size score.

The results presented here have indirect implications for language teaching. The findings draw attention to the need for more focus on expanding students' vocabulary size in the classroom in order to enable them to obtain competence on listening comprehension.

B. Suggestion

Based on the findings and conclusion of this study, the following suggestions are made:

1. For the students of English Teacher Education Department

The second semester students should learn more about the most frequent 2000 words in English. These high frequency words cover almost 80% of the running words in the academic text and it will

give a lexical coverage of around 85% in written text and 90% in unscripted spoken discourse. Therefore, if students do not master this vocabulary level, they will have more difficulties in understanding the written and spoken text, and it will make it even more difficult to engage actively in written and spoken communication.

2. **For the lecturers of English Teacher Education Department**

The Literal Listening lecturers of English Teacher Education Department can make a teaching syllabus which is more focused on teaching the most frequent 2000 words in English, because it was found that 88.9% of the sample students have not mastered this level. Meanwhile, this level was proved to be an important vocabulary threshold for second semester students to be able to master the higher vocabulary levels and perform above average in listening test. Therefore, this level of word frequency should become one of the teaching goals for the second semester students.

3. **For future researcher**

The vocabulary tests used in the study measured only the students' receptive knowledge. The students' productive vocabulary knowledge was not tested, and it may make the results of the study incomplete to some degree. Assessing productive vocabulary knowledge should be included in future research. Furthermore, this present study only examined the vocabulary knowledge in one

dimension that is the vocabulary size. Other dimensions of vocabulary knowledge, such as vocabulary depth, need to be investigated in order to produce stronger findings on the effect of vocabulary on listening performance. Besides, differences in testing methods may have influenced the study outcomes. Future studies should attempt to validate the results with other measurements