

CHAPTER V

CONCLUSION AND SUGGESTION

This season, the writer would like to give conclusion and suggestion about the result of the study. The conclusion of the study was the answer of problem of the study as stated in chapter I which the finding was based on the result of data analysis. The suggestion are expected to make batter improvement and motivation of students, writer, and lecturer to the vocabulary mastery level students of English education study program of IAIN Palangka Raya.

A. Conclusion

The result of data analysis showed that the mean of the students' vocabulary mastery was 62.39 and the deviation standard was 63.53. Futhermore, to prove the test was reliable or unreliable, the writer used spss 16 to prove it, and the result stated that the test was reliable based on the level of significance (0.402). It stated that the level significance was higher than 0.05.

In the next up is about normality of the test, the writer analyzed it by using spss 16, and the result stated that the data was normal, the data were normal if the value of the probability was higher than 0.05. It can be said that the data were normal, because the significance of class A was 0.264, class B was 0.299 and class C was 0.744 were higher than 0.05. Then it can be concluded test distribution is normal.

So, to know how difficult and easy items, the writer used index of difficulties. The writer got two criteria of its, such as fair and easy items. Based on the data, there are 6 students assumed that the test was in fair criteria. So, there are 55 students assumed that the test was in easy criteria. The next one is about data interpretation of students vocabulary mastery, based on the result of the data, the level was fair and the average score of students' mastery was 61.72.

To sum up this the study is the level of students vocabulary mastery is fair. It is proved with the result of the instrument test, the difficult items based on students' answer in this case there were 3 items which included into noun. There were half students so hard to answer the questions. The numbers were difficult 24, 66, 89, and 95. The next difficult items based on the students' answer were 6, 35, 38, 41, 94, 97, and 100. There were include into adjective part. The next one is the most hardest items were in verb part such as in 31, 42, 51, 62, 65, 72, 75, 84, 85, 98. So, in this part writer assumed that students still low in determining where is the comfortable answer based on the questions. Back to the limitation of the study, the witer limited it into 3 parts such as noun, verb, and adjective.

Table 5.1
The Number of Difficult Third Semester of IAIN
Palangka Raya Student's year 2013

Type	Number of Wrong
Noun	24, 66, 89, and 95
Verb	31, 42, 51, 62, 65, 72, 75, 84, 85, and 98
Adjective	6, 35, 38, 41, 94, 97, and 100

To sum up this, based on gathering the data the students of third semester were available determined whether it is noun, verb, or adjective. Moreover, they studied about parts of speech in the first semester. So, the writer assumed that they did not feel any difficulties in determining part of speech.

B. Suggestion

Corrected with the conclusion, the writer would like to propose some suggestions that hopefully would be useful and valuable for students third semester of English education study program of IAIN Palangka Raya and from the next researcher.

1. For The Students

The writer recommended the students to learn more vocabulary, since the mastery vocabulary will help them gain the other language skills like are listening, speaking, reading, and writing. Although the result in this study there is no more significant of English education study program of IAIN Palangka Raya, but attentions from the students research is good for be applied for improved daily life.

2. For The Lecturer

The lecturer should give attention to the university students background for establishing their need in beginning study of vocabulary mastery. It means the lecturer should know their need analysis based on their school background. So, it will make the lecturer easy to decide where is the better media or source that can be as a reference for a lecturer, so that will make them to encourage themselves to learn more about vocabulary mastery. So, the suggestion to the lecturer in the next is a lecturer have to pay more attention to the students in organizing the organization of vocabulary mastery.

3. For The Next Research

The next researchers can make this study as their added writing material to conduct other researcher on the same for development. They are also expected to be able to cover the limitation about this; describe English language using vocabulary translate one by one of noun, verb, and adjective. In the class, vocabulary as media will be used and it will be applied by giving test some of word to the students.

The writer realizes that the design of study in this thesis is very simple. In this case, there are still many weaknesses that can be found out. Therefore, further research can improve the study with the better design in order to support the result finding. Moreover, since there are many media nowadays, another writer can also implement a new one in order to give more improvement to the students' score and more understanding in

vocabulary. Besides, the students also should feel enjoyable and motivated by the writer vocabulary. Because, vocabulary is the one of the important language elements the students should master. The mastery of vocabulary is very important for the learners since vocabulary knowledge, as one of the basic components it's gives contribution to research to perform their skills better. It is impossible for the students to perform their English appropriately, if their vocabulary is very poor.

Based on the result in this study, students third semester of English education study program of IAIN Palangka Raya. It can be said that the existence of crossword puzzle makes the students familiar with certain words. After the lesson is over, they can memorize the words easily. The increasing attention, and motivation, in mastering vocabulary. It can be shown by the increasing scores of the students in the tryout test and in the research test, the students' motivation in teaching and learning process improved. They also paid more to the teachers' explanation. The students' motivation in learning English influenced their participation in the class. The classroom situation became active and interactive because they enjoyed and they were motivated in vocabulary mastery process in the school or daily life.

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