CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents the conclusion of the research and the suggestions for further research.

5.1 Conclusion

This study described the MPBI students' academic vocabulary (AWL) in their academic project papers by using corpus analysis. In finding AWL sublist used and the percentages of AWL produced by the students in their academic project papers, the researcher used the Web Vocabulary Profilers English Version 3 created by Tom Cobb. Further, the students' English academic background and English exposures were investigated to explain the students' achievement of AWL.

The sublist of AWL applied by the students in their project papers should have covered all ten sublists. However, there were only two of the students who used the words from the ten sublists in both project papers. There were even two students who still missed the words from sublist eight. This indicates that the students' academic vocabularies did not highly vary because they were still missing some sublists.

The students' AWL percentages in writing the papers varied. There were three students who improved the percentages in using AWL from the first project paper to the second project papers. From these three students, two of them rarely read academic matters but one of them read frequently. From the seven students who decreased the AWL percentages from the first to the second project papers, six of them actively read

academic journals, articles or textbooks, and one of them read once in a while. This might be caused not only by their activities in reading academic matters but may also by the topic given, whether the topic was general or specific, and whether the students had good knowledge on the topic or not.

Looking at the English academic background and academic exposures, the researcher speculates that the students who read academic matters can understand many AWL and are able to write the academic papers. Moreover, the students' academic background and English exposures might help the students in getting various vocabularies (the depth and the width). For example students 2 and 4 were actively writing academic matters therefore they could cover all the ten sublists in their writing.

The findings show that the students' AWL was not high enough for their level of education. Ebbers (2010) said that students studying in higher education should have applied sublist 6 to sublist 10; however, many of the students could not use the words from sublist ten and even some of them skipped sublist 8 and 9. Besides, English academic background and their English exposures did not take too much part in the students' usage of academic word. There were some students who admit they frequently read but decreased their percentages in the second papers, while there were some students who are not really good in reading habit but increased their words in the second project papers. Teaching English at elementary school to senior high school was probably the reason of their decline.

5.2 Recommendation

Nation (2001) claimed that reading is the most useful way to improve the vocabulary, especially used in writing. In this study, the researcher found that there were students who improved in their second project papers who rarely read academic textbooks, journals, articles, or newspaper. While there were also students who frequently read academic journals, textbooks, and articles but got lower percentages in their second project papers. Besides, the students who got lower percentages in the second project papers actively read academic matters. The findings in this research did not confirm Nation's statement. However, many experts shared the same idea with Nation (2001) that reading makes better writing (Ruddel 2008, Arnaudet and Barret 1984). Therefore, reading materials and activities especially in scientific or academic reading texts need to be improved in every course of lectures because in MPBI all the courses deal with academic matters.

According to Ebbers (2010) students studying in higher education should have applied words from sublist 6 to sublist 10. In this research, the academic vocabularies in the papers of nine of the subjects who graduated from the English Department did not cover all the ten sublists. Besides, there were more students with AWL percentages below the 10% of the Coxhead's AWL standard. For these reasons, as suggested by Swales and Feak (2001), writing courses in the undergraduate program of the English Department, and Academic Writing in the graduate school have to pay attention not only to sentence construction and paragraph development but also to academic words.

This research is still far from perfect because of its limitations. Hence, some further researches are suggested to get better results about productive AWL. This

research only involved ten students as the subject. From those ten subjects' papers, the researcher got two project papers which made 20 sources of the data that were collected and analyzed. Because of the small numbers of subject which also provide small numbers of writing made the corpus being analyzed narrow. More participants were suggested so the variation of AWL and the percentages of AWL can be explored in more details.

The sources of the data in this research were the students' project papers which were written at home. This might create questions about the authenticity of their papers. The students could do many copying than writing their own opinion. Therefore, the project papers which were written in the classroom were suggested as the sources of the data.

The questionnaire was not deep enough for collecting the subjects' English academic background and English exposures. Therefore, an interview is suggested to dig deeper information which cannot be taken only by questionnaire. For example the students read frequently on academic matters, but the kind of subject and topic they mostly read were not identified. There was also one student who once lived in an English speaking country and got the highest number of headwords in her papers. Probably her high number of headwords was due to her experience living in an English speaking country. To uncover the role of her living in an English speaking country, further research using interview is suggested. An interview should be used to investigate another interesting finding that showed one student who frequently read and write but decline in the percentage of AWL and even did not reach the AWL standard in the second project paper.

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