

## CHAPTER 5

### CONCLUSION & SUGGESTION

Research findings and data analysis have been presented in the previous chapter. In this final chapter, the major findings and the data are briefly summarized. The later section will discuss tentative pedagogical implication and the remaining section will provide suggestions for future research and/or developments.

#### 5.1 Conclusion

Derived from the findings and data analysis, the subjects' receptive vocabulary size was found to be around 5,000 words while their productive size was approximately 4000 words. It is true that there is a correlation between students' vocabulary size and writing quality. The present study found a moderate correlation between receptive vocabulary size and writing quality (0.46) and a high correlation between productive vocabulary size and writing quality (0.84)

Each word level of RVS and PVS had different correlation with writing quality. The Academic Word Level of RVS and PVS had high correlation with writing quality (  $r = 0.71$  and  $r = 0.93$ ). Next, writing quality had moderate correlation with 5,000 word level of PVS ( $r = 0.62$ ), 3,000 word level of PVS ( $r = 0.61$ ), 2,000 word level of PVS ( $r = 0.56$ ), 5000 word level of RVS ( $r = 0.55$ ), and 3,000 word level of RVS ( $r = 0.51$ ). Finally, writing quality had almost no correlation with 2,000 word level of RVS ( $r = 0.17$ )

In addition, academic word level of RVS and PVS covaried with writing quality for more than 50%. Writing quality was accounted for approximately 26% - 38% of 3,000 and 5,000 word level of RVS and the remaining word levels of PVS (2,000, 3,000, and 5,000). Conversely, 2,000 word level of RVS had little contribution (3%) to writing quality.

In particular, writing quality was moderately related with academic words. It was not surprising to find that students' writing quality had higher correlation with most levels of productive vocabulary size and had the highest relationship with academic words both receptive and productive. These facts confirmed that writing quality had productive and academic nature which was in line with the research setting (university).

## **5.2 Pedagogical Implications**

It was found that academic words had moderate contribution to writing quality. This may imply that when it comes to teaching, teachers should be very selective when choosing the most appropriate vocabulary level that is efficient for a writing lesson.

In order to know the usefulness (effectiveness) of a particular word level in teaching should be diagnosed first. Next, the teacher can either choose to assume that the vocabulary size's contribution to writing remains constant, if time permits, to diagnose the students' writing ability directly. The later is recommended by the present study because each class (or group of students) may have different level of proficiencies and developmental rates. For the first option,

the efficiency of teaching particular word level in writing lesson can be determined by calculating the ratio between the vocabulary size mastery and its contribution to writing. For the second option, the contribution of vocabulary size to writing should be determined first by squaring the correlation coefficient between the score of vocabulary size and writing. Then finally, the efficiency of learning a particular vocabulary word level is estimated by the ratio of the diagnosed vocabulary size and its contribution to writing (in percentages).

It may be a little bit time consuming to determine the usefulness of teaching a particular vocabulary size level; however, the results can save more valuable time for the entire writing lesson. By not knowing the efficiency, for instance, it might be too late to realize that it is a waste of time to teach 2,000 word level of receptive vocabulary size in a writing lesson since, as what the present study found, only 5% of the words that were accounted in writing when the subjects covered 97% of the 2,000 word lists.

The present study was not intentionally dedicated to investigate the efficiency of teaching particular word level in writing lessons; therefore, it obviously needs further investigations here and there. It is still unknown whether the change of vocabulary size mastery (coverage) can affect its contribution to writing or vice versa.

### **5.3 Suggestion**

There are several areas that need to be investigated regarding the learners' background and its effect on their vocabulary size. It is suggested that the information about home language, and experience in English speaking countries are reviewed in relation with their vocabulary size. Which individual factors that dominantly affect their vocabulary size also need to be examined.

Further investigations are needed regarding the academic writing types. Some studies are required to examine the other academic types such as scientific articles, reports, journals, and papers using an appropriate rubric. Furthermore, a good quality of writing is not only determined by vocabulary but other aspects. Several experimental studies are still needed to determine the other aspects that have significant contribution to writing quality.

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