

CHAPTER V

CONCLUSION

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In the last chapter of this study, the writer gives the summary and some suggestions that will be useful for teaching-learning activities in Widya Mandala Catholic University or for other studies.

5.1 Summary

Based on the study that had been conducted, the writer can summarize the followings. The correlation will be weak if the scores of the correlated variables do not have wide variability and have no a good dispersion. Conversely, the correlation will be higher if the scores of the correlated variables have a wider variability and a better dispersion.

In the findings, there are two kinds of correlation found, i.e. weak or low correlation and low moderate correlation.

The weak or low correlation is found in Vocabulary and Speaking subjects both in the academic year 1994/1995 and 1995/1996.

In the academic year 1994/1995, the value of the correlation coefficient in the correlation between Vocabulary I and Speaking I achievements is smaller than the critical value of r Product Moment. Therefore, H_0 is accepted and H_a is rejected. When H_a is rejected, there is no a significant correlation between Vocabulary I and Speaking I. This tells that the dispersion of the scores is not

good (as discussed in 4.3.1), which brings are the low reliability. The lower the reliability is, the lower the correlation is.

Similarly, in the academic year 1995/1996, the correlation between Vocabulary II and Speaking II is also weak or low.

The low moderate correlation is found in Vocabulary and Speaking subjects both in academic year 1994/1995 and 1995/1996.

In the academic year 1994/1995, the scores of the Vocabulary II and Speaking II have more variability and a better dispersion than those of the scores in the Vocabulary I and Speaking I of the academic year 1994/1995 and in the Vocabulary II and Speaking II of the academic year 1995/1996. This more variability and good dispersion of the scores makes the correlation between Vocabulary II and Speaking II of the academic year 1994/1995 is a bit higher. The value of the correlation coefficient is higher than the critical value of r Product Moment. Therefore, H_0 is rejected and H_a is accepted. When H_a is accepted, there is a significant correlation between Vocabulary II and Speaking II of the academic year 1994/1995. However, the correlation is said to be low moderate, considering that the value (0.445) is closer to the lowest value (0.3) in the value range of the r Product Moment (see the table in chapter III on page 42).

Like the findings of the correlation between Vocabulary II and Speaking II of the academic year 1994/1995, the result of the correlation between Vocabulary I and Speaking I of the academic year 1995/1996 is also low moderate. The value of the correlation coefficient is 0.540.

It can be concluded that the influence of vocabulary, if there is any, on the speaking ability of the students, is very small.

5.2 Suggestion

Derived from the summary, the writer can make the following suggestions:

1. It would be better if there is a cooperation between the vocabulary and speaking teachers of each semester. For example, if the vocabulary teacher teaches or gives the students vocabularies concerning with a topic, the speaking teacher should give the same topic for the speaking activities.
2. The vocabulary teacher can help the speaking teacher to improve the students' speaking achievement by asking the students to make a summary or to retell a story during the after-reading activities that are taught in Extensive Reading subjects.
3. If necessary, the students can have the same vocabulary and speaking teacher for each semester. If the students have the same teacher for Vocabulary and Speaking subjects, it will be easier for the teacher to directly develop what English vocabularies that he teach to the students in Vocabulary subjects to speaking activities in the speaking classes.
4. The writer recommends other researchers to conduct a further study on the relationship between vocabulary and speaking, so that the writer will

know whether the correlation is higher than the correlation found in this study.

5. The writer also suggests the researchers to use more samples for the study, such as widening the scope to students of the English Departments in some other universities.

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