CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter the writer presents the conclusion and suggestion of this study. The conclusion is done based on the result of the data analysis and discussion in chapter IV, which is in line with the problem statement. The suggestion is done based on the conclusion which is got from the result of the data analysis and discussion. The conclusion and suggestion in detail are presented below.

5.1 **Conclusions**

The result of the study shows that semantic domains is the most least familiar to students is transportation based on The table (8) shows that, the words that belong to semantic domain of food and drinks are most familiar to students and the least familiar words are those that belong to the domain of transportation domain. some words of each semantic domains that have been acquired by the studens such as : bus, tractor, taxi,car, truck, bicycle, train, corn, sausage, wheat bread, peanuts, milk are acquired by less than 50% of the students. Morevover other words have not been acquired by all of the students e.g : cable car.

5.2 Suggestion

In this part, the writer would like to give suggestion that might be useful for English teacher and the students. The suggestion in detail are presented below:

a. For the English Teacher of researched School

The teacher should give more exercise on vocabulary especially for matching English vocabulary words of three semantic domains.

b. For the Students of the researched

The students should try to enrich their vocabulary by reading more English books that contain the vocabulary of three semantic domains.

BIBLIOGRAPHY

Erom, K. 2011. "Practical Guidelines for Writing Research Report".Kupang: WidyaMandiraCatholic University.

Krashen. 1988..*Second Language Acquisition and second Language learning*

Schimitt, N. 1971. *Tracking the incidental acquisition of second language vocabulary: A longitudinal study. Language Learning.*

Hornby, A.S. 1995. *Oxford Advanced Learner's Dictionary of Current English (5th Edition).* Oxford: Oxford University Press.

Kamil,Hiebert.2005. *Teaching and Learning Vocabulary Bringing Research to Practice*

Longman 1987. *Longman Dictionay of Contemporary English. New Edition.*

Aebersold. 1991.*In From Reader to Reading Teachers (p.139).Cambridge University Press*

Bacroft, J. (2004*). Second Language Vocabulary Acquisition: A Lexical Input Processing Approach. Foreign Language Annals* 37 (2) , 200-209

Graves, M.F. 2000. *A vocabulary program to complement and boldster a middle-grade comperhension program.* In B.M. Taylor, M.F. Graves, and P. Van Den Broek (eds.), *Reading for meaning: Fostering comperhension in the middle grades*, New York: Teachers College Press.

Lolon, Ursula B. B. 2007 "The Mastery of Vocabulary of the Second Year Students of SMPK Giovanni Kupang" (Thesis) Kupang : Universitas Katolik Widya Mandira Kupang

Napa, Pieter A. 1991. Vocabulary Development Skills.Yogyakarta: Penerbit dan Pencetakan Kanisius.

Neot, N. Rosdiana 2012 "A Study on Students Vocabulary Mastery Through Listening to English Song of the Second Year Students of SMP Negeri 9 Kupang". (Proposal) Universitas Katolik Widya Mandira.

Wae, Vileditas S. 2009 "A Study on the Vocabulary Mastery of the Second Year Students of SLTPK Mater Inviolata Larantuka" (Thesis). Kupang: UniversitasKatolikWidyaMandira.

URL/http; www. Dictionary.com