

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

At this stage, the present writer presents his conclusion, based on the results in the previous chapter. He also adds his comments and suggestions.

From the present writer's discussion, he finds that one can learn English vocabulary not only through reading textbook material, but listening to recorded material can also have a major role in learning vocabulary. Unfortunately, from the data the present writer has obtained, he finds that the students of the two vocabulary classes did not realise that most of them appear to have a better ability to listen to material than to read material. It is possible that this is the situation for most of the students in the whole D-Three Programme.

The present writer also finds that most of the students are better at using their auditory system than their visual system. This shows the importance of having material for vocabulary classes in the D-Three Programme which is designed for the auditory system.

Therefore, from the study the present writer has done, he suggests that the D-Three Programme for English make a new progression for the learning of vocabulary skill by recording textbooks onto cassettes or CDs, so that the students can be given not only textbook material, but also interesting recorded material.

Therefore, the students can maximize their competence in vocabulary by means of the auditory sensor, not only by means of the visual sensor.

This does not mean that Maranatha Christian University needs to establish a radio station to record material for learning English vocabulary, as this project would be too large and too expensive to be realistic, but for the lecturers to record some interesting textbook material onto cassette. It is possible to have recording on a small scale, by providing recorded material from textbooks together with the textbooks as a set. This recording can be done by lecturers, or the university could buy sets of textbooks with cassettes or CDs.