

CHAPTER V

CONCLUSION AND SUGGESTION

In this final chapter, the major findings and the data analyzed are briefly summarized. Then the later section will present some recommendations for the institution where this study was conducted and for the further research.

5.1. Conclusion

The primary concern of this case study was to investigate the types of vocabulary mastered by the seafarers, how the vocabulary type mastery affects them on comprehending Maritime English texts, and the seafarers' comprehension on maritime English texts. Referring back to the research question 1, the maritime vocabulary test of the 30 students of nautical class to classify them based on their vocabulary type mastery shows that 15 of 30 students fell into core vocabulary type mastery, 11 of 30 students fell into semi-technical vocabulary type mastery, and two students fell into technical vocabulary type mastery. Only nine students fell into both core and semi-technical vocabulary type mastery and only two students fell into all types vocabulary mastery. Among the existing students of nautical class who had taken the maritime vocabulary test, eight was selected to be the subjects; two students from each vocabulary types and two students who had not mastered the three vocabulary types. Those students were chosen randomly based on their result on vocabulary size test to represent the seafarers' mastery on each vocabulary type. They were selected to be observed and interviewed.

Referring back to the research question 2, the results of interviews along with the result of classroom observation and reading strategy questionnaire were coded and classified to identify how the vocabulary type mastery affects the seafarers in reading comprehension process. The result showed that it related with the strategies used and the seafarers' difficulties on comprehending maritime English texts. The result of reading strategy indicated that subjects who had mastered technical vocabulary type tended to use global strategy than problem solving and support strategy. The subjects who had mastered semi-technical vocabulary type tended to use global strategy and problem solving strategy more than support strategy. The subjects who had only mastered core vocabulary type tended to use problem solving strategy than global strategy and support strategy. While the subjects who had not mastered the three types of vocabulary only used support strategy when comprehending maritime English texts.

Then, some reasons are called for to explain why most seafarers encountered difficulties during the process of vocabulary uses in comprehending maritime English texts. From the result of interview and direct observation, some factors were identified. There were two typical areas of subjects' reading difficulty. The first area refers to the factors that influence the subjects' difficulty and knowledge before comprehending texts such as low motivation, memory of vocabulary, insufficient knowledge of general English and learners' age. Most subjects were low of motivation. On the place where they worked, many important terms which should have been spoken in English were only expressed in Indonesian, because on the daily activities on board, especially on small ships,

maritime terminology was rarely used. They lacked understanding that by the increasing their skill and capability in English they might have better carrier and income. Then, when comprehending ME texts, the subjects had to encounter a large amount of vocabulary. The problem happened when the large amount of vocabulary had to be learned and understood by the subjects in a certain period of time.

The difficulty also occurred because most of the subjects had limited and even had no basic knowledge of English. However, basic knowledge of general English becomes the essential part in comprehending ME texts so that they had difficulty in translating and comprehending the sentences appropriately. Even, they had less inference with the actual meaning of those sentences. Misunderstanding for the content of the whole sentences became the result of their lack of general English. Moreover, the subjects were around 23 – 40 years of age in which the ability of their brain may have decreased, including the ability to acquire new vocabulary. On their age beyond the age of puberty, their ability in learning foreign language might decrease, including their comprehending of maritime English texts with its complicated vocabulary.

The second area refers to the subjects' difficulty during the process of comprehension maritime texts such as unfamiliar words, lack of vocabulary knowledge and polysemy. The lack of knowledge on general English became the reason why they found many unfamiliar words. Their experience on board about the terms was also insufficient yet for their vocabulary knowledge of Maritime words. Whereas, ME texts, including a wide range of specialised vocabularies, are

being typical example of ESP-texts in which the seafarers should be able to differentiate and know their actual meanings. They also had to know the general knowledge to very specific one such as the language structures and the organization. Thus, it is clear that the subjects who had mastered the three vocabulary types had a wide range of vocabularies that could help them on comprehending ME texts. On the opposite, the subjects who had mastered less than three of vocabulary types encountered more difficulties on comprehending the texts because they had difficulties in understanding the actual meaning of the words in the context of sentences they read. When they translated the words differently from the actual meaning, it could affect the whole meaning of the sentences or paragraph that later would also affect their comprehension. The subjects who had not or only mastered one type of vocabulary tended to have difficulty with many unfamiliar words because of their lack of vocabulary knowledge. This was because the subjects learned or knew only one meaning of the words.

Concerning the research question 3, the data of questionnaire, observation, interview and reading comprehension texts were identified and classified to know the effects of seafarers' vocabulary mastery in their reading comprehension. This study found that subjects who had mastered technical vocabulary type tended to master semi-technical and core vocabulary type. Such vocabulary mastery knowledge helped them very much to perform significantly faster and more accurately on the response-time questions. The ability of skimming also would help the subjects to know and guess the content of text fast without reading it

deeply. The problem happened when the subjects could not find the main points usually placed at the beginning and ends of any given paragraph of the text. As a result, those who had less mastery on vocabulary types would encounter more difficulty because they had to struggle with many unknown words in those long sentences. It could be worst when they had poor comprehension.

On the other hand, the subjects who had not or only mastered either one of vocabulary types tended to do the reading task slowly because they had to stop from time to time to think of the meanings the unknown word. If the subjects had sufficient vocabulary, they would do the reading task more quickly. It could also make the significant contribution to the prediction of their reading score. Subjects who had mastered the three vocabulary types would have better score after the reading task. Moreover, they thought that there was positive washback effect from comprehending the texts. While, the subjects who had not or only mastered either one of vocabulary types indicated that they were weak in memorizing new words. This might reduce the use of new vocabulary in situation outside the ME lesson.

In conclusion, seafarers who had mastered the three vocabulary types - technical, semi-technical and core vocabulary type - indicated that they could perform better in comprehending maritime English texts than those who only mastered semi-technical and core vocabulary type. As Schmitt (2000) said: "One of the keys in learning a foreign language is mastering the second language's vocabulary." Even in the reading, a person still can read although they have limited grammar and schemata, not when they have limited vocabulary. So, it would be impossible if a person learns a language without mastering vocabulary.

While, Grabe and Stoller (2011) emphasized that a person needs to recognize a large number of words automatically to become fluent readers in reading comprehension.

While, those who had only mastered core vocabulary type and those who had not mastered the three vocabulary type encountered more difficulties in comprehending ME texts because understanding ME texts requires both specific and general meaning of words. Nation (1993: p. 120) said: "In order to be successful in academic studies, it is necessary to be familiar not only with the high frequency words of English but also with the general academic vocabulary that is common to many academic disciplines". It means that reading comprehension is also dependent upon vocabulary size. If the seafarers could master the three vocabulary types, they will not probably experience difficulties in comprehending the message or information from ME texts. So, the more seafarers have mastery on the three types of maritime vocabulary, the less they encounter difficulties in comprehending ME texts.

5.2. Suggestion

Based on the findings of this study, the researcher considers necessary to address the following recommendations to the concerned sides.

5.2.1 To the Student Officer

Because the researcher is also an instructor of maritime English who realizes the essential role of maritime vocabulary mastery in teaching – learning of maritime English, the researcher is encouraged to raise the students' vocabulary mastery on maritime vocabulary and to motivate them to know the factors that

influence the success or failure in comprehending ME texts. The researcher suggests the students to read some maritime texts more inside and outside the lesson, choose and use the effective strategy which can improve the comprehension in reading ME texts. The researcher also suggests them to improve their vocabulary knowledge and have mastery on the three types of vocabulary on maritime vocabulary.

5.2.2. To the Maritime English Instructors

The researcher suggests that the maritime English instructors should develop insights of how students use vocabulary to comprehend the texts by having better understanding of some difficulties that students might encounter during the process of vocabulary use.

Another thing that the instructors should know in teaching ME texts is the knowledge of Maritime world. The researcher suggests that those instructors know the Maritime terminology, terms related to vessel, how to distinguish the different types of vocabulary items, and to select the words which have to be focused more in teaching. They are also expected to have ability in selecting suitable methods and media in teaching Maritime vocabulary.

5.2.3 To the Institution Management

Referring to the result of this present study of how essential it is for the seafarers to have mastery on maritime vocabulary; the researcher suggests the institution to:

- a. Implement the suitable syllabus

The syllabus should provide enough academic hours so that the learners can obtain more competence in maritime English vocabulary in the long term. The syllabus should also provide sufficient vocabulary knowledge that suits the learners' needs so that they can comprehend maritime English texts well.

b. Conduct matriculation

Matriculation should be conducted before the student officers attend class sessions to provide sufficient background knowledge of the target maritime vocabulary. This matriculation is also meant to make the student officers who are of different educational background be in the same level of knowledge on maritime English so that they know and are able to differentiate the three vocabulary types.

5.2.4 To the Future Researchers

The writer recommends the future researchers who plan to conduct the study on vocabulary mastery on maritime vocabulary and reading comprehension to put into consideration these points. First, in order to identify all relevant factors in maritime vocabulary mastery and reading comprehension process, they need to review more theoretical explorations to support their studies. Second, since vocabulary mastery and the process of reading need metacognitive and cognitive activity, the future researchers need to elicit not only quantitative but also qualitative data in their researches. Third, since the words brought in this study were only a small numbers of maritime vocabulary and selected based on the texts used, the future researchers need to pick up more words in term of their type and

features. Finally, unlike this study which only involved eight students of nautical class at Merchant Marine Academy, further studies should involve bigger samples to enable their finding generalizable.

BIBLIOGRAPHY

- Ahmadi, A. R. (2011). *Comprehension of a non-text: The effect of the title and ambiguity tolerance*. Journal of Pan-Pacific Association of Applied Linguistics, 15 (1), 193-206.
- Ajideh, P. (2006). *Schema theory-Based Consideration on Pre-reading Activities in ESP Textbooks*. The Asian EFL Journal Teaching Article. November 2006. Vol. 16.
- Anderson, R. C., & Freebody. P. (1981). *Vocabulary knowledge*. In J. T. Guthrie (Ed.), *Comprehension and teaching: Research reviews* (pp. 77- 117). New York. DE: International Reading Association.
- Anderson, R. C., & Freebody, P. (1983). *Reading comprehension and the assessment and acquisition of word knowledge*. Advances in Reading Comprehension Research. 2. 231 - 256.
- Bakr, M.A., *English for Nautical Students*, Brown, Son & Ferguson, 1979.
- Baker, L., & Brown, A. (1984). *Metacognitive Skills and Reading*. In D. P. In P (Ed.). New York: Longman.
- Barnett, M. A. (1989). *More than meets the eye: Foreign language reading: Theory and practice*. Englewood Cliffs. New Jersey: Prentice Hall regents.
- Baumann. J. E., & Kameenui, E. J. (1991). *Research on vocabulary instruction: Ode to voltaire*. In J. Flood, J. Jensen. D. Lapp, & J. Squire (Eds.), *Handbook of research on teaching the English Language Arts* (pp. 604-632). New York: Macmillan.
- Beck, I. L., Perfetti, C. A., & McKeown, M. G. (1982). *The effects of long-term vocabulary instruction on lexical access and reading comprehension*. Journal of Educational Psychology. 74. 506-52 1.
- Bernhardt, E. B. (1991). *Reading development in a second language: empirical, and classroom perspectives*. Norwood, NJ: Ablex.
- Blakey, T.N., *English for Maritime Studies*. Second Edition. Pergamon Press, 1987.
- Brown, J. D., & Hudson, T. (2002). *Criterion Referenced Language Testing*. United Kingdom: Cambridge University Press.

- Dale, E. (1965). *Vocabulary measurement: Techniques and major findings*. Elementary English, 42, 895-901, 948.
- Davis, P. B. (1972). *Psychometric research on comprehension in reading*. Reading Research Quarterly. 7, 628-678.
- Ekowati, Retno. (2013). *The Strategy & Achievement in Reading Comprehension of Second Graders of SMA Muhammadiyah 1 Babat: Correlational Study*. S2 Thesis. The English Department of Widya Mandala Catholic University Surabaya.
- Garner, R. (1987). *Metacognition and Reading Comprehension*. Norwood, NJ: Arlex.
- Goodman, K. S. (Ed.) (1986). *The psycholinguistic nature of the reading process*. Detroit: Wayne State University Press.
- Goodman, K. S. (1987). *Reading: A psycholinguistic guessing game*. Journal of the Reading Specialist. 6. 126-135.
- Grabe, W. & Stoller, F. L. (2011). *Teaching and Researching Reading. Applied Linguistics in Action*. Second Edition. Pearson Linguistic. 2011. In Clay H, William. English for Academic Purposes Department, Akita International University (Japan).
- Graves, M. (1987). *The roles of instruction in fostering vocabulary development*. In M. McKeown & M. Curtis (Eds.), *The nature of vocabulary acquisition* (p. 165–184). Hillsdale, NJ: Erlbaum. In I. Flood (Ed.), *Promoting reading comprehension* (p. 245-260). New York, DE: International Reading Association.
- Halid, E., & Genova, B. (2009, June 4-5). *Maritime English Teaching Approach. International Science Conference*.
- Hanzu-Pazara, R., L. Stan, N. Grosan, A. Varsami. (2009). *Particularities of cadets practice inside of a multinational crew*, 10th General Assembly of International Association of Maritime Universities – St. Petersburg, Russia, published in MET trends in the XXI century, 2009, p. 99-105.
- Hsueh-chao, M. H. & Nation, P. (2000). *Reading in a Foreign Language*. 13 (1), 2000.
- IMO & Rijeka College of Maritime Studies. (2000). *IMO standard Marine Communication Phrases (SMCP)*.

- Jean (2010). *A Corpus-Based A Lexical Study of Maritime Navigational English Material*. As a partial fulfillment of requirements of the degree of Master of Arts.
- Kaivanpanah, S. & Zandi, H. (2009). *The Role of Depth of Vocabulary Knowledge in Reading Comprehension in EFL Contexts*. *Journal of Applied Science* 9 (4), 698-706, 2009.
- Kameenui, E. J., Carnine, R. C., & Freschi, R. (1982). *Effects of text construction and instructional procedures for teaching word meanings on comprehension and recall*. *Reading Research Quarterly*. 17. 367-388.
- Kameenui, E. J., Dixon, D. W., & Carnine, R. C. (1987). *Issues in the design of vocabulary instruction*. In M. G. McKeown, & M. E. Curtis (Eds.). *The Nature of vocabulary acquisition* (p. 29- 145). Hillsdale, NJ: Erlbaum.
- Koda, K. (1989). *The effects of transferred vocabulary knowledge on the development of L2 reading proficiency*. *Foreign Language Analysis*, 22. 529-540.
- Lado, R., Baldwin, B., & Lobo, F. (1967). *Massive vocabulary expansion in a foreign language beyond the basic course: the effects of stimuli, timing and order of presentation*. Washington, DC: U.S. Department of Health, Education, and Welfare, Office of Education, Bureau of Research.
- Laufer, B. (1989). *What percentage of text-lexis is essential for comprehension?*. In C. Lauren, & L. Nordman (Eds.), *Special language: From humans beings to thinking machines*. (p. 316-323). Clevedon, U.K.: Multilingual Matters.
- Laufer, B. (1992a). *How much lexis is necessary for reading comprehension?*. In H. Bejoint & P. Arnaud (Eds.), *Vocabulary and applied linguistics* (p. 126-132). London: MacMillan.
- Laufer, B. (1992). *Reading in a foreign language: How does L2 lexical knowledge interact with the reader's general academic ability?* *Journal of Research in Reading*, 1.5. 95-103.
- Laufer, B. (1996). *The lexical threshold of second language reading comprehension: What it is and how it relates to L1 reading ability?*. In K. Sajavaara, & C. Fairweather (Eds.). *Approaches to second language acquisition* (p. 55-62). Pennsylvania: University of Pennsylvania.
- Laufer, B., & Nation, P. (1995). *Vocabulary size and use: Lexical richness in L2 written production*. *Applied Linguistics*, 16, 307-322.

- Li, F. (2010). *A Study of English Reading Strategies used by senior middle school students*. Asian Social Science , 6, 184.
- Maghsoudi et. al. (2008). *The Impact of Linguality on Cognitive and Metacognitive Reading Strategies Awareness*. Mysore University
- McKeown, M. G., & Beck. 1. L. (1988). *Learning vocabulary: Different ways for different goals*. Remedial and Special Education, 9, 42-46.
- Ming-Chou, P.T. (2011). *The Effect of Vocabulary Knowledge and Background Knowledge on Reading Comprehension of Taiwanese EFL Students*. Electronic Journal of Foreign Language Teaching. 2011, Vol.8, No.1, pp. 108-115. Centre for Language Studies National university of Singapore.
- Ming-Ju Alan Ho & Lien, Hsin Yi. *The Correlation between Vocabulary Knowledge Depth and Reading Comprehension*. Unpublished journal Ming Chuan University Taiwan.
- Nagy, W. E., Herman, P. A., & Anderson, R. C. (1985). *Learning words from context*. Reading Research Quarterly, 20, 233-253.
- Nagy, W. E., & Scott, J. A. (2000). *Vocabulary processes*. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, R. Barr (Eds.), *Handbook of reading research: Volume III* (pp. 269-284). Mahwah, NJ: Erlbaum.
- Nation, I. S. P. (1983). *Testing and teaching vocabulary*. Guidelines, 5, 12-25.
- Nation, I. S. P. (1993). *Vocabulary size, growth, and use*. In R. Schreuder, & B. Weltens Ecis.), *The bilingual lexicon* (p. 115-134). Amsterdam. Philadelphia, PA: John Benjamins.
- Nuttall, C. (2005). *Teaching Reading Skill*. UK: Macmillan Education.
- Olga Romanova. *The Importance of Multilingual Professional Awareness: Peculiarities of Teaching Maritime Vocabulary*. Baltic International, Riga, Latvia.
- Ostrowska, S. & Ryan, R. (2009). *Word Knowledge or Word Knowledge: The Influence of Content Schemata on the Formal Assessment of Reading Skills*. Al Ain University of Science and Technology. U.A.E. U.K.
- Qian, D. D. (1998). *Depth of Vocabulary Knowledge: Assessing its role in adults' reading comprehension in English as a second language*. Department of Curriculum. Teaching and Learning. Ontario Institute for Studies of Education. University of Toronto.

- Read, J. (1995, March). *Validating the Word Associates Format as a measure of depth of vocabulary knowledge*. Paper presented at the 17th Language Testing Research Colloquium, Long Beach, CA.
- Richards, J. C., Platt, J. & Platt, H. (1992). *Longman dictionary of language teaching and applied linguistics* (revised edition). Harlow, UK: Longman.
- Rumelhart, D.E. (1977). *Toward an interactive model of reading*. In S. Domic (Ed.), *Attention and performance*. VI (p. 573-603). Hillsdale, NJ: Lawrence Erlbaum.
- Rumelhart, D. E. (1981). *Schemata: The building blocks of cognition*. In J. T. Guthrie (Ed.). *Comprehension and teaching: Research reviews* (p. 3-26). Newark, DE: International Reading Association.
- Sasan, B., Golbin, M. (2010). *The Effect of Vocabulary Size on Reading Comprehension of Iranian EFL Learners*. LIBRI. Linguistic and Literacy Broad Research and Innovation. Vol. 1, issue 2, 2010.
- Schmitt, N. (2000). *Vocabulary in Language Teaching*. Cambridge University Press. 2000. United State of America.
- Setyaningsih, N. (2009). *Practicing Maritime English Vocabulary and Developing Accuracy Through 'The Wall Dictation'*. Journal of Language and Literature , 3.
- Sheorey, R, Mochtary, K. (2001). *Differences in the Metacognitive Awareness of Reading Strategies among native and non-native speakers*. System. 29(4): 431-449.
- Sheorey, R., & Mokhtari, K. (2002). *Measuring ESL students' awareness of reading strategies*. Journal of Development Education , 2-10.
- SPSS (2004). *SPSS 17.0 For Windows Release*. SPSS.Inc.
- Stahl, S. A. (1983). *Differential word knowledge and reading comprehension*. Journal of Reading Behaviour. 15. (p. 33-50).
- Tannenbaum, Torgessen, Wagner. (2006). *Relationship between Word Knowledge and Reading Comprehension in Third-Grade Children*. Scientific Studies of Reading, 10 (4), 381-398. Lawrence Erlbaum Associates, Inc. Department and Psychology and Florida Centre for Reading Research. Florida State University.

- Yin Lam Lee. (2010). The Application of Bakhtinian Theories on Second Language Reading Comprehension: A Qualitative Case Study. *The Reading Matrix*. 2010, Vol. 8 (2).
- Yu, L. (1996). *The role of cross-linguistic lexical similarity in the use of motion verbs in English by Chinese and Japanese Learners*. Un-published Ed.D. Thesis. University of Toronto.