

**CHAPTER FIVE
SUMMARIES, CONCLUSIONS AND
SUGGESTIONS**

CHAPTER V

SUMMARIES, CONCLUSIONS AND SUGGESTIONS

This comprehensive research which has been conducted to collect sufficient data to support the writer's viewpoint on the issue of the usefulness of Nation's First 1000 Most Frequent Words (MFW-K1) in EFL students' expression of ideas, particularly in MPBI students' academic communication purposes, has yielded remarkable findings. A thorough analysis of the research data carried out with the aid of highly-sophisticated Word Indexer Version 1.1 has attempted to look into the extent to which MPBI students can use Nation's First 1000 Most Frequent Words (MFW-K1).

5.1. Summaries

Based on the computer-assisted analysis outputs, some fundamental discoveries are summarized as follows:

1. MPBI students are more inclined to use Nation's First 1000 Most Frequent Words (MFW-K1) which they are more frequently exposed to in their routine academic studies through intensive reading and writing. Regardless of their high levels of academic studies as the students of the English Graduate School, the words they need to communicate their ideas are still centered on Nation's MFW-K1. This is reflected in their authentic texts written by them in responding to the in-class and timed written test items of Teaching English Speaking in which the largest portion of all the words that make up their overall written expression of ideas is summed up at a remarkably-high average

point of 83.37 % with only a small percentage of 16.63% belongs to those words of MFW-K2, AWL, and Off-list.

2. The extent to which MPBI students use MFW-K1 in their expression of ideas is equally high. In fact, the different range of MFW-K1 use percentages among MPBI students in their expression of ideas is relatively small at only 7.07 %. Despite their different levels of English proficiency, both students of higher and lower English proficiency are more likely to use MFW-K1 words first in their communication because these are the words they have encountered repeatedly and are more easily retrieved during the process of ideas expression.
3. The analysis outputs have clearly proven that a small number of Nation's First 1000 Most Frequent Words can take MPBI students a long way in their expression of ideas. The existence of those few MFW-K1 words identified in their texts could facilitate MPBI students to get across so many ideas to such a large extent with relatively small number of MFW-K1 words. The average of their MFW-K1 use percentages at 83.37 % which makes up their overall ideas is actually made up of only a small number of MFW-K1 word types. Through illustration 9, the researcher has calculated that the actual number of word types MPBI students really used in their lengthy explanation of concepts during the in-class test ranges from 129 to 187 words ONLY. This fact implies that a small number of MFW-K1 words can have such a great effect on the extent to which EFL students can communicate in the target language. A better command of these MFW-K1 words will therefore improve their

communicative competence significantly. In other words, the extent to which EFL students acquire MFW-K1 words will determine the extent to which they can communicate in the target language.

4. When broken down into the smaller elements that make up the high dominance of MFW-K1 words in MPBI students' expression of ideas, we can conclude that the largest majority of MFW-K1 words that constructs the whole ideas lies in the existence of even a smaller number of content words. These content words, which are on the average twice the number of function words used in MPBI students' texts, are the roots and basis of word knowledge that build up the central messages of communication and basically account for the great extent to which EFL students can express themselves on a wide range of communication purposes.

5.2. Conclusions

The research findings through the thorough analysis of Word Indexer Version 1.1 have indisputably pointed out the usefulness of Nation's First 1000 Most Frequent Words (MFW-K1) in not only building up a strong basis of initial vocabulary knowledge in EFL learning but also facilitating EFL students to express themselves in the target language to an extraordinarily large extent. The fact that Nation's First 1000 Most Frequent Words (MFW-K1) occur most frequently and make up the largest coverage in EFL students' expression of ideas has proven that these MFW-K1 words are not only the high frequency words found in academic textbooks but also constitute the high frequency words learned and made used of, to a great extent, in

EFL students' written expression of ideas. To put it simply, words which are used and encountered most frequently through reading are more likely to be learned first by EFL students and these high frequency words stick stronger to memory and form the basis of their word knowledge which first come to mind when communicating and expressing their ideas. High frequency words considerably ease and facilitate comprehension and fluency of EFL communication.

5.3. Suggestions

The realization of this great importance and dominance of Nation's First 1000 Most Frequent Words (MFW-K1) in English as either the second or foreign language communication should encourage EFL teachers and practitioners to do the following suggestions.

1. EFL teachers should always prioritize their vocabulary teaching on these Nation's First 1000 Most Frequent Words (MFW-K1) first. This is viewed as imperative because these words are what EFL learners need most in their daily needs of communication and thus, they are more likely to encounter a great deal of opportunities to use and practice these words to enhance their memory retention. Besides, the satisfaction of their most immediate needs to communicate faster through MFW-K1 words on their daily communication purposes will also keep their learning motivation higher and enable learners to progress better and at a greater speed. Furthermore, the teaching of MFW-K1 words first will plant a strong basis of word knowledge upon which other

new and unfamiliar words become easier to acquire along the process of word knowledge development.

2. Since the largest portion of MFW-K1 word types that makes up the central messages in the expression of ideas lies in the content words, then EFL teachers should emphasize more on the content words, rather than the function words which are relatively easier to acquire due to their high frequency or repeated occurrences in use. Intensive explanation and exercises must be therefore focused on more of the content words of MFW-K1 in order to help learners grasp the concepts of these content words and allow them to stick stronger to memory. Most importantly, the more content words that EFL learners acquire will increase the extent to which they can express their ideas in a wider range of communication purposes.
3. EFL teachers should always teach the MFW-K1 words in the most effective approaches and techniques that best match the most effective ways of how language is naturally learned. It is advisable that teachers provide as many opportunities as possible to enable EFL learners to practice what of the MFW-K1 words that they learn through repetitions and contextual learning. EFL teachers should be highly creative and innovative in designing many relevant task-based activities and audio-visual aids to associate the concepts of MFW-K1 words as closely as possible to the most practical ways of how these words are used in their most frequent real-life communication needs. These approaches and techniques can at the same time provide ample exposures to enable the MFW-K1 words to stick stronger to EFL learners' long-term memories.

1. Knowing that MFW-K1 words constitute the most fundamental and initial basis of word knowledge which will enable EFL learners to learn and improve their English further at a much greater speed, EFL teachers should introduce these MFW-K1 words to EFL learners as early as possible. And by doing so, EFL learners will acquire their EFL competence within the shortest period of time and prepare themselves better to pursue their studies at the levels of higher education.
2. Finally, The Education and Culture Department which is in charge of the administration of EFL instruction at all levels of education in Indonesia should include the MFW-K1 words as the Compulsory Materials in the National Curriculum. In its implementation, the total number of 1000 words in MFW-K1 can be equally distributed along all levels of schooling from elementary, junior high to senior high levels by taking into consideration the aspects of word types and learners' needs which are most suitable for each respective level. EFL vocabulary instruction should immediately move on to the further development of word knowledge in the higher levels of MFW-K2 and AWL as early as possible when conditions seem appropriate.

5.4. Suggestions for Further Studies

The discoveries of this study have triggered the researcher's mind to explore deeper into the field of Nation's First 1000 Most Frequent Words (MFW-K1) and their dominance in EFL communication purposes. In fact, due to the scope and limitation of this study, there are still a great deal of other interesting aspects of these

MFW-K1 words which have not been studied here and these can lead us to do some further important researches. Among other questions which remain to be answered, the writer would like to recommend these following topics of interest to other researchers.

1. The extent to which EFL students use Nation's First 1000 Most Frequent Words (MFW-K1) in their daily speaking.
2. The extent to which Native Speakers use Nation's First 1000 Most Frequent Words (MFW-K1) in their daily speaking.
3. The extent to which Nation's First 1000 Most Frequent Words (MFW-K1) are used in an English film.
4. The extent to which Nation's First 1000 Most Frequent Words (MFW-K1) are used in VOA (Voice of America) news broadcast.
5. A comparative study between the extent to which MFW-K1 words are used in VOA and BBC news broadcast.
6. The extent to which the instruction of MFW-K1 words within a three-month course can build EFL Students' Speaking Competence from 0 (Zero) Proficiency.

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