

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1. Conclusion

This study aimed to analyze the vocabulary load and vocabulary distribution in *Hang Out! 4 Student's Book*. The analysis focused on two research questions. The first research question was concerned with the types of vocabulary presented in the textbook. The second research question was concerned with the extent to which the vocabulary load in the textbook is appropriate for elementary-level EFL students. The data were analyzed using AntWordProfiler by classifying the vocabulary items into high-frequency words, academic words, and low-frequency or off-list words.

Based on the findings, *Hang Out! 4 Student's Book* contains three main vocabulary categories: high-frequency words, academic words, and low-frequency or off-list words. The most dominant category is high-frequency words. The GSL 1st 1000 contains 10,136 tokens, representing 82% of the total corpus, while the GSL 2nd 1000 contains 771 tokens, representing 6% of the total corpus. When both levels are combined, high-frequency words account for 10,907 tokens, or 88% of the whole corpus. This finding shows that the textbook mostly presents common English vocabulary that is useful for elementary-level EFL students.

Academic words appear in the smallest proportion. The AWL 570 category contains only 87 tokens, representing 1% of the total corpus. This indicates that academic vocabulary is not a major component of the textbook. This result is appropriate because *Hang Out! 4 Student's Book* is designed for elementary-level learners, whose vocabulary needs are more focused on basic communication, classroom language, and theme-based vocabulary rather than academic vocabulary.

Low-frequency or off-list words account for 1,341 tokens, or 11% of the total corpus. These words are not included in the selected reference lists used in AntWordProfiler. However, not all off-list words should be considered difficult or inappropriate. Some of them are proper names, place names, or topic-related vocabulary, such as words related to animals, health problems, vacation, transportation, weather, and places around town. Therefore, the presence of off-list words should be interpreted carefully because many of them are still relevant to the

themes and learning objectives of the textbook.

In relation to vocabulary load, the coverage of high-frequency words reaches 88%. When academic words are included, the total coverage becomes 89%. This percentage is below the 95% vocabulary coverage generally suggested for adequate comprehension. Therefore, the vocabulary load of *Hang Out! 4 Student's Book* can be considered moderately challenging for elementary-level EFL students. Although the textbook is dominated by high-frequency words, the presence of 11% low-frequency or off-list words indicates that students may still need support when learning unfamiliar or topic-specific vocabulary.

Overall, *Hang Out! 4 Student's Book* can be considered a useful textbook for elementary-level EFL students because it provides a strong foundation of high-frequency vocabulary. However, the textbook may not be fully easy for students to use independently because some vocabulary items fall outside the selected frequency lists. Therefore, teacher support is needed, especially in sections that contain thematic or unfamiliar vocabulary. With proper vocabulary preparation, explanation, and recycling, the textbook can support students' vocabulary development more effectively.

5.2. Suggestions

Based on the findings and conclusion of this study, several suggestions are proposed for English teachers, coursebook writers, and future researchers.

5.2.1. For English Teachers

English teachers are suggested to pay attention to the vocabulary load of *Hang Out! 4 Student's Book* before teaching each unit. Although the textbook is dominated by high-frequency words, it still contains low-frequency or off-list words that may be unfamiliar to elementary-level EFL students. Therefore, teachers need to identify difficult words before teaching the materials.

Teachers are encouraged to provide pre-teaching vocabulary activities before students read texts, listen to dialogues, or complete exercises. For example, teachers can introduce topic-related words using pictures, flashcards, real objects, gestures, or simple example sentences. This strategy can help students understand unfamiliar vocabulary before they encounter it

in the textbook.

Teachers should also give more attention to thematic vocabulary. Words related to animals, health problems, transportation, vacation, weather, and places around town may be categorized as off-list words, but they are important for understanding the unit topics. Therefore, these words should not be skipped. Instead, teachers can explain them clearly and provide repeated practice through speaking, reading, writing, songs, games, or review activities.

In addition, teachers are suggested to recycle new vocabulary across different classroom activities. Repeated exposure can help students remember words better and understand how the words are used in different contexts. For example, after students learn animal vocabulary in a unit, the teacher can reuse the same words in sentence-making activities, pair work, games, and short writing tasks.

5.2.2. For Coursebook Writers

Coursebook writers are suggested to consider vocabulary coverage carefully when designing English textbooks for elementary-level EFL students. Based on the findings, *Hang Out! 4* contains three vocabulary categories, namely high-frequency words, academic words, and low-frequency or off-list words. High-frequency words are the most dominant category, covering 88% of the textbook corpus. This indicates that the textbook already provides many common words that are useful for supporting students' basic English competence.

However, the total vocabulary coverage of *Hang Out! 4* reaches only 89%, which is still below the recommended 95-98% coverage for adequate comprehension. This means that although the textbook is generally useful for elementary EFL students, the vocabulary load may still be moderately challenging. Therefore, coursebook writers should provide clearer vocabulary support to help students understand unfamiliar words more easily.

Coursebook writers also need to pay attention to the very small proportion of academic words in the textbook. Academic words cover only

1% of the corpus, which shows that the textbook is more focused on general and basic vocabulary than academic vocabulary. For elementary-level students, this is appropriate, but academic words that are included in the textbook should still be introduced in simple contexts with clear examples.

In addition, low-frequency or off-list words cover 11% of the textbook corpus and mostly consist of topic-related vocabulary. These words are important because they help students learn vocabulary related to real-life topics and classroom activities. However, coursebook writers should introduce topic-related words gradually and support them with pictures, simple definitions, pronunciation guides, and example sentences so that students are not overwhelmed by unfamiliar vocabulary.

Finally, coursebook writers should provide more vocabulary recycling in the textbook. Important words should not appear only once, but should be repeated in dialogues, reading passages, exercises, songs, chants, and review sections. Through repetition and practice activities, students can strengthen their vocabulary knowledge, remember new words better, and use the textbook more effectively.

5.2.3. For Future Researchers

Future researchers are suggested to conduct similar studies on other levels of the *Hang Out!* textbook series. By analyzing different levels, future studies can show whether vocabulary load increases gradually from lower levels to higher levels. This can provide a clearer picture of vocabulary development across the textbook series.

Future researchers may also compare *Hang Out! 4 Student's Book* with other elementary EFL textbooks. A comparative study can help identify which textbook provides better vocabulary coverage and which textbook is more suitable for elementary-level learners.

In addition, future researchers can focus on vocabulary recycling in the textbook. This study analyzes vocabulary load and distribution, but it does not examine in detail how often specific vocabulary items are repeated across units. A study on vocabulary recycling would be useful to see whether students receive enough repeated exposure to new words.

Future studies may also include students' or teachers' perspectives. Since this study is based on corpus analysis, it does not measure students' actual comprehension of the textbook vocabulary. Future researchers can use interviews, questionnaires, classroom observations, or vocabulary tests to investigate how students and teachers experience the vocabulary load in real classroom contexts.

Finally, future researchers may analyze the off-list words more deeply. Some off-list words may be proper names, place names, or thematic vocabulary, while others may be genuinely difficult words. A more detailed analysis of off-list words can help determine which words need teacher support and which words are less problematic for students.

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