

CHAPTER V

CONCLUSION AND SUGGESTIONS

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This chapter consist of two parts. In the first part, the writer concludes the discussion in the previous chapters. The second part deals with suggestions that may be useful for the English teachers as well as the students.

5.1 Conclusion

In the conclusion the writer would like to summarize the results of the tests and the questionnaires. The tests – either vocabulary test or spelling test – show that the freshmen have the tendency of using British English. Nevertheless the results of vocabulary test show that the freshmen as the respondents choose either American English vocabulary or British English vocabulary. However, they are more familiar with British English vocabulary. In 10 numbers out of 19 questions, the freshmen choose to use British English vocabulary, while in the rest of the questions (9 numbers) are for American English. We can associate the results of the vocabulary test and the results of the questionnaire. In the questionnaire, the respondents state that they are more familiar with American magazine. They tend to read Newsweek more than they read Reader's Digest. They also read American novels more than they read British novels. Apparently, their vocabularies broaden as they enter the university, which provides many books either in American English or British English. As the consequences, they mix the usage of the vocabulary between American English and British English.

In spelling test, the results show that the freshmen tend to use British English spelling. In 10 numbers out of 11 questions, the respondents choose British English spelling than American English spelling, while American English spelling gets more respondents in 1 number out of 11 numbers. The results of the spelling test can be seen in the table 4.2.

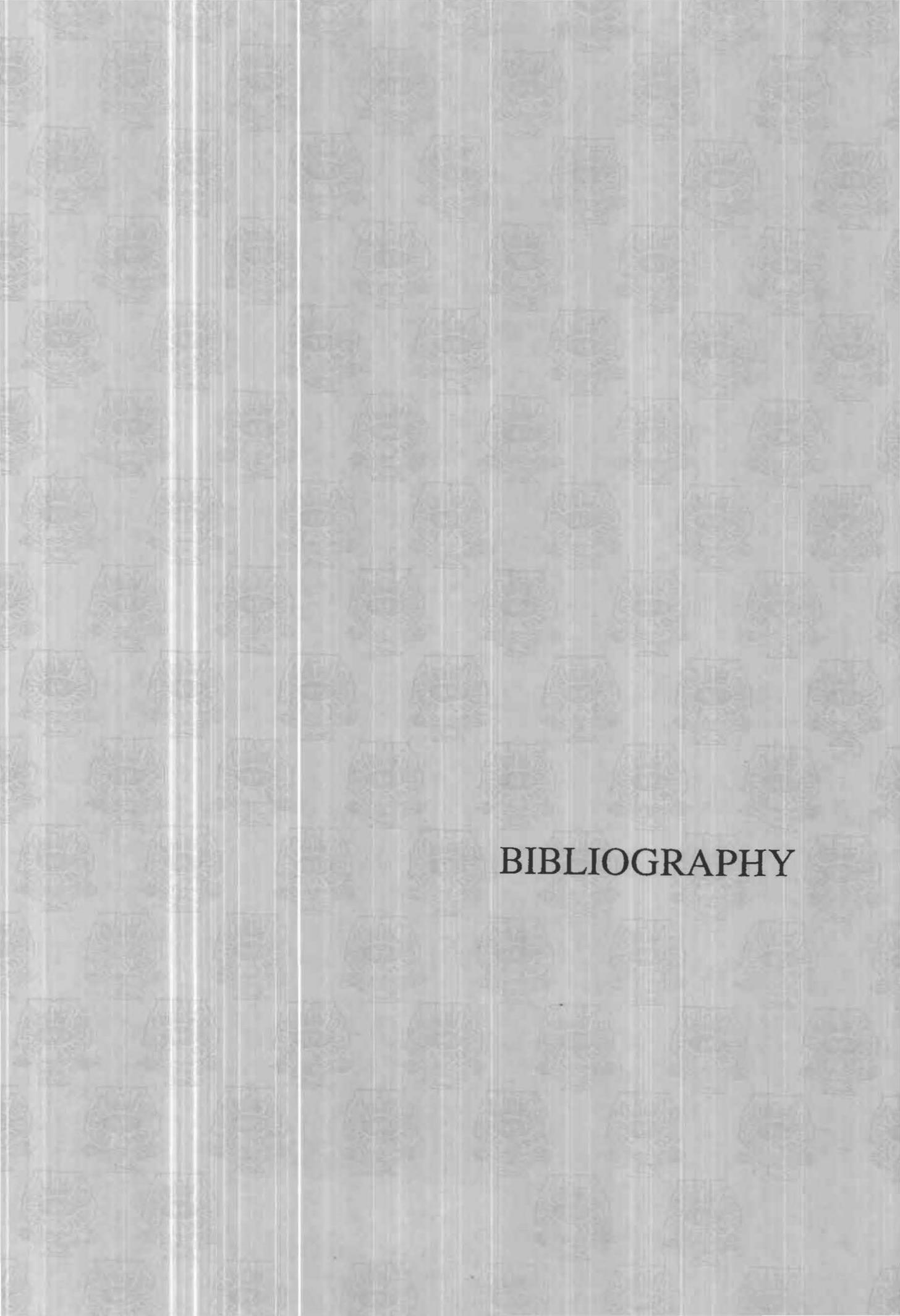
The questionnaires distributed to the freshmen help the writer to find out the reason of the freshmen in choosing either American English vocabulary or British English vocabulary in the vocabulary test. As we know, the result of the vocabulary test is more or less equal between American English and British English. This happens possibly because they read magazine, either American English or British English magazine. They also read novels by American writers or British writers. The writer has mentioned some of the results of the questionnaire above. Not only the magazines and novels but TV serial movies also influence the freshmen. Their vocabulary mix between the American English and British English is possible because they watch American TV serial – *Friends*, more than they watch British TV serial, *The Nanny*. The usage of the American English vocabulary in the dialogues influences them. Familiar actors and familiar singers can also be an influence to the freshmen. In the questionnaire, 33 respondents choose *Hugh Grant*, a British actor, while an American actor – *Paul Reiser* – gets 7 respondents. For familiar singer, 37 respondents choose *Bryan Adams*, an American singer. Meanwhile, a British singer, *George Michael* only gets 4 respondents. The vocabulary used by the actor and the singer enrich the freshmen knowledge. Therefore, although they started to learn English – either in American English or

British English – still additional knowledge they get in the university, either from the teachers, books in the library or other sources will increase the freshmen's knowledge, especially in vocabulary.

5.2 Suggestion

Since many teachers come with different dialects, the writer suggests that the freshmen should read more books so that they can understand either American English or British English, in terms of vocabulary and spelling. Besides that the writer also suggests that the freshmen should not mix between American English and British English. If they use American English vocabulary, for example, they should not use British English spelling; instead they should use American English spelling too. To the contrary, if they use British English they are suggested to use British English spelling, too.

The writer also suggests that the teachers introduce American English. Naturally the introduction is done not at the very beginning of English class. The introduction can be done gradually if the students obtain some language skills in the target language, or as their level of competence gets higher. It will be better that the teacher explain a little bit about the background of the differences so that they students can have better comprehension.



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