

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter describes the conclusion of the research and the suggestion to the certain parties that are related to this research. Here is the description of this chapter:

A. Conclusion

This research had been done through some steps to find the answer of the research problems that will be conclude in this part. The conclusion includes the results of the correlation between vocabulary mastery and reading comprehension of eleventh grade of MAN 2 Kediri. Here is the conclusion of those result :

Based on the result of the calculation of vocabulary score of eleventh grade of MAN 2 Kediri produces the minimum, maximum and mean score of vocabulary mastery score. The minimum score is 2 while the maximum score is 17. Then, the mean score is 13. The median score is 15 while the mode score is 15. Additionally, the vocabulary mastery score is calculated to determine the vocabulary mastery level which consists of five levels: excellent, good, fairly good, fair, and poor. 37.5% of the subjects have ability to understand the language in good category. It is 45 students. Then, 0% from 0 students had excellent vocab proficiency and for fairly good category are 36 students or 30%, the students who get fair category are 6 of 120 students Or 5%. Next, the poor category covers 29.16% of the subjects which 35 participants. The reading comprehension score of eleventh grade of MAN 2

Kediri produces the minimum, maximum and mean score of reading comprehension score. The minimum score is 21 while the maximum score is 90. The mean score of reading comprehension is 66.03. The Median score is 67.50 and the mode is 78. Furthermore, the reading comprehension score is categorized into five levels consists of excellent, good, fairly good, fair, and poor. From the calculation, 1.67% the subjects or 2 students have high or excellent reading proficiency. While, 14.16% the subjects or 17 students show that have good category reading proficiency, and 34.16% the subjects or 41 students are categorized as the fairly good levels. Next, 25.83% the subjects or 31 students get fair category, then for students who gets poor category are 24.16% or 29 students.

The result of the correlation between vocabulary mastery and reading comprehension of eleventh grade of MAN 2 Kediri shows that there is a very low significant correlation between students' vocabulary mastery and students' reading comprehension. The correlation is very weak correlation with correlation coefficient is .157. Based on the correlation coefficient index, the correlation between vocabulary mastery and reading comprehension show positive correlation, because of its positive correlation index, this means that if students who get high score in vocabulary also gets high score in reading comprehension, and the students who get low score in reading comprehension also get low score in vocabulary mastery.

In conclude, people need to understand vocabulary before they can understand the meaning of the text. Limited vocabulary mastery will halt them in understanding the meaning of such an English text. On the contrary,

one's vocabulary mastery will be increased by more reading comprehension. It means that reading comprehension books or more English text will add more vocabulary to one's vocabulary mastery. The result of the research is in line with McCarty statements (2000 quoted by Kuang Yu Chen, 2011) that the stronger the vocabulary knowledge the EFL students has, the better reading comprehension the reader will achieve.

B. Suggestion

Based on the conclusion that has been described, the researcher would like to give suggestion to some parties. They are the students, the teachers or lecturers, and the further researchers.

1. To the students

The researchers would like to give suggestion to the students especially the students that involve in this research. The result of the correlation between vocabulary mastery and reading comprehension shows that low or weak correlation. It means that they have to increase their vocab and reading proficiency. This can be realized by encouraging students to read more and more texts. Reading will add students vocabulary mastery. Students should therefore be provided with opportunities to read interesting texts. The teacher should also give opportunities for students to practice their new learned vocabularies in writing or reading. This will make students vocabulary mastery increased.

2. To the Teachers

In order to increase students vocabulary mastery and reading comprehension, the teacher should stimulate students to increase their

reading activity through concrete actions, such as: explaining about the importance of reading activity so that the students are aware and encouraged to read regularly and continuously, explaining the effective strategy of reading , and giving reading task which is related to the subject being studied. Increasing reading activity is also basic way to enrich students' vocabulary. Thus, by encouraging and activating reading task, the students are not only developing their reading comprehension but also improving their vocabulary mastery.

For the prospective of the teacher, this research is also expected to motivate the prospective teachers to find new innovations on teaching English especially in developing students' vocabulary mastery, so that the students' can enrich their ability in reading comprehension. Such as conduct the effective teaching method, for example with games, use comics or song so that it can make the students' enjoy the learning in which the students will actively involve in using words to enrich students' vocabulary mastery and in reading activity to develop students' reading comprehension.

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