

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the researcher presents conclusion to answer the statements of the research problem as well as suggestion for English teacher, students and further researcher.

#### A. Conclusion

The level of motivation lies from 101 – 150 and there are 41% or 30 students' who have this "Average" motivation level. About 59% or 44 students' whose motivation among 151 – 200. It means that they have "High" motivation.

The students, whose score is higher than 20.82 are 44 students or about 59% students while the students who get score lower than the mean are 30 students' or about 41%. It indicates that half of students' have enough vocabulary mastery and the others have had good enough in vocabulary mastery.

The mean of the students' translation ability is 11.59. The lowest score of students' translation ability is 5 and the highest score is 24. The interval between the highest score and the lowest score is 19. It means that the gap between the students' who has highest and lowest translation ability is far enough.

The result of the Pearson Correlation coefficient of motivation and vocabulary mastery is -0.016 or ( $r = -0.016$ ). Referring the coefficient correlation index, the correlation is average. The correlation coefficient of the table above shows negative correlation between students' motivation and students' vocabulary

mastery. It means that the students who have high motivation was not influenced their vocabulary mastery.

The result of the Pearson Correlation coefficient of motivation and translation ability is 0.278 or ( $r = 0.278$ ). Referring the coefficient correlation index, the correlation is average. The correlation coefficient of the table above shows positive correlation between students' motivation and students' translation ability. It means that the students who have high motivation tend to achieve high score in translation ability test. And so do those whose motivation is considered average or low tend to achieve low score.

The result of the Pearson Correlation coefficient of students' vocabulary mastery and students' translation ability is 0.284 or ( $r = 0.284$ ). Referring the coefficient correlation index, the correlation is average. The correlation coefficient of the table above shows positive correlation between students' vocabulary mastery and students' translation ability. It means that the students who have high score in vocabulary mastery tend to achieve high score in translation ability test. And so do those whose vocabulary mastery is considered average or low tend to achieve low score.

The correlation between motivation and vocabulary mastery is a lower score ( $r = -0.016$ ) than correlation between motivation and translation ability ( $r = 0.278$ ). On the other words, motivation to affect students' translation ability is higher than motivation does to vocabulary mastery. While the correlation between vocabulary mastery and translation ability shows that they are moderately correlated with the correlation coefficient value is ( $r = 0.284$ ).

## **B. Suggestion**

Based on the conclusion above, the researcher would like to give some suggestions to English teachers, students and further researchers.

### **1. For English teachers**

Motivation indeed has positive correlation to students' vocabulary mastery and translation ability. However, the correlation coefficient of motivation to vocabulary mastery ( $r = -0.016$ ) is lower than the correlation coefficient of vocabulary mastery to translation ability ( $r = 0.284$ ).

From this point, teachers should encourage their students especially those who have average level or even low level of motivation not to worry too much. The student can increase their vocabulary mastery by reading a lot. Because for increase their translation ability, students' should increase their vocabulary first.

Not only about it, teacher should be creative to make learning activity become interesting such as giving a reward or telling motivation story so the students' motivation will increase in learning English. Teacher should help the students to enrich their vocabulary in order to help students to achieve good translation.

### **2. For Students'**

The students should motivate their self to get success in translation by making a plan and self – monitoring. The students should improve their vocabulary through reading a lot and variety of strategies to acquire new knowledge of vocabulary. By reading a lot, they will enhance their vocabulary mastery and also can add up the students' translation ability. Beside reading a lot, it is also important for students to

practice their writing or their translation ability at home whenever they have leisure time. Since by practicing regularly it will help the write well. Not only about that, students should do many exercise in translating text to increase their translation ability. Students can read a book or magazine or they can listen a song and translate it.

### **3. For Further Researchers**

To the study, particularly those who raise the same problems, the researcher suggests that they prepare all of things needed in their study, especially the instruments and as for taking the sample they had better take more than 10% of the total population. The other researcher can to do the related research, especially study which is related to students' translation.