CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the conclusion and suggestion of the research. The researcher explain the conclusion of the research and the suggestion for the next researcher.

A. Conclusion

Based on the findings of this study, it can be confidently concluded that there is a strong and significant positive correlation between the reading habits of English Education department students at IAIN Kediri and their mastery of academic vocabulary. The Pearson Product Moment analysis yielded a correlation coefficient of 0.675 with a significance value of 0.000, indicating that students who engage more frequently and consistently in reading activities tend to achieve higher levels of academic vocabulary mastery. Furthermore, this study highlights the important role of motivation within the academic environment in enhancing students' vocabulary acquisition. Support and encouragement from lecturers, the integration of academic reading materials, and assignments that require extensive use of scholarly references collectively increase students' exposure to and understanding of academic vocabulary.

Nonetheless, despite the strong correlation observed, some students with high reading habits still showed limited vocabulary mastery. This suggest that additional factors also influence vocabulary development, such as the use of vocabulary learning applications, digital learning tools, and importantly, the careful selection of reading materials that are relevant and appropriate to

students' academic needs. Therefore, to maximize students' academic vocabulary mastery and overall academic literacy, a comprehensive and holistic approach is essential one that combines consistent reading habits, motivational support from the academic environment, strategic use of technological resources, and thoughtful selection of reading materials. Such an integrated strategy will better equip students to effectively expand and deepen their academic vocabulary.

B. Suggestions

The following recommendations were issued based on the findings and conclusions of the study.

1. For Students

Students are encouraged to develop and enforce regular reading habits, particularly through exposure to various scientific literature. Their academic vocabulary and general language skills can be improved by setting personal reading goals, participating in study groups, and utilizing campus facilities such as libraries.

2. For Lectures and Educator

Activities and assignments that actively encourage interest in reading, such as book reviews, vocabulary journals, and reading groups, should be created by lecturers and instructors. Students' motivation to read can be further enhanced by giving them access to a variety of engaging academic resources.

3. For Institutions

By planning reading campaigns, workshops, and contests that encourage a love of reading, educational institutions can build a positive academic atmosphere. Students will read more often if library facilities are improved and academic resources are made accessible.

4. For Future Researchers

It is advised that future studies investigate aspects other than reading motivation and habits that affect academic vocabulary mastering, such as the influence of various reading materials or the efficacy of specific digital technologies. Moreover, expanding research to include diverse student populations and disciplines will help generalize findings and develop more comprehensive vocabulary learning strategies.