CHAPTER VI

CONLUSION AND SUGGESTION

This chapter contains the conclusion and suggestions. After getting the investigation results from the previous chapter, the researcher attempted to conclude this chapter. Then there are some suggestions for specific people participating in this research to help improve the issue in the next study.

A. Conclusion

The purpose of this study is to determine and measure the relationship between self-regulated learning, vocabulary mastery, and reading comprehension at SMAN 1 Kota Kediri using SPSS version 26.00 for Windows. The researcher conducted quantitative study, focusing on correlations. To collect data, a test and a questionnaire were administered. The questionnaire was used to determine the value of students' self-regulated learning, while the test was used to assess students' vocabulary mastery and reading comprehension.

Tenth-grade students from SMAN 1 Kota Kediri served as a sample for this study, which included around 152 students. Before administering the instrument, the researcher conducted a trial to assess its validity and reliability.

By performing study, it discovered certain key points related to the outcome. The significant values for self-regulated learning (X1), vocabulary mastery (X2), and reading comprehension (Y) were all 0.000. The coefficient correlation value between self-regulated learning and reading comprehension was 0.750, indicating a very significant positive link between the two variables. For vocabulary mastery and reading comprehension, the coefficient correlation was 0.775, indicating a strong positive link between the two factors. While for self-

regulated learning and vocabulary mastery, the coefficient correlation was 0.730, indicating that both variables had a strong positive association, and the correlation between self-regulated learning, vocabulary mastery, and reading comprehension is r= 0.790. According to those explanations, despite the significant correlation, the degree of significance is adequate to reject the null hypothesis (Ho), implying that the hypothesis (Ha) is accepted. This suggests that self-regulated learning and vocabulary mastery have a coefficient of connection with students' reading comprehension. Students with high self-regulated learning and vocabulary mastery also have good reading comprehension.

B. Suggestion

After knowing some result of certain research findings, the investigator offered recommendations to relevant parties, including students, teachers, and future researchers, in an effort to improve conditions.

1. The Students

Students should engage in self-directed learning based on their own capacity; each individual has the opportunity to progress. In fact, knowing one's own level of self-regulated learning may benefit them. They should try to self-regulate their learning and acquire new vocabulary to help them understand the English text.

2. The Teacher

a. Students' self-directed learning should be strengthened. It can enjoy the complete teaching experience.

b. Increase the level of vocabulary mastery. It is possible to make it happen by encouraging students to read more books. Reading expands students'

vocabulary. The teacher then assigns the appropriate terminology to be utilized.

c. Improve students reading comprehension. It can be accomplished by providing a reading text to the students and then assigning them the task of determining the subject or theme from the text. It forces students to focus on specific tasks.

3. The Next Researcher

The researcher recognizes the study's numerous flaws. Therefore, the researcher advises the next researcher to make every effort to prepare, especially when gathering data, especially if they have the same issue and are interested in this subject. Thus it will drastically change the findings of the research. Therefore, ensure that you have the right instrument and carry out a comprehensive study.