

CHAPTER V

CONCLUSION AND SUGGESTION

The last chapter of this research explains conclusion and suggestion. In conclusion, the researcher summarizes the explanation of the research briefly. While in suggestion it presents the weaknesses of this research that are presented to be enhanced.

A. Conclusion

Based on the results of data analysis and discussion in Chapter IV, it can be concluded that the data from both variables vocabulary mastery and descriptive text writing ability were not normally distributed. Therefore, the correlation analysis was carried out using the non-parametric technique of Spearman's rho. The result showed that there was a positive and significant correlation between vocabulary mastery and students' ability to write descriptive texts among seventh-grade students at SMPN 5 Kota Kediri, with a correlation coefficient of 0.700 and a significance value of < 0.001 . This value falls into the strong category, indicating that the higher the students' vocabulary mastery, the better their ability to write descriptive texts.

These results indicate that vocabulary mastery plays a significant role in shaping students' writing ability. This supports the statements of Nation (2001) and Alqahtani (2015), who assert that vocabulary is a fundamental component of language skills, particularly in writing. The results of this study are also consistent with previous research conducted by Yulistiani et al.

(2020), Maryamah (2021), and Sumaliyo et al. (2019), all of which found a positive and significant relationship between vocabulary mastery and writing ability. However, the distinction of this research lies in its focus on descriptive text, thus providing a new contribution by demonstrating that the strong relationship between vocabulary mastery and writing ability also applies to descriptive text writing at the junior high school level.

B. Suggestions

Based on the findings and conclusions of this study, several suggestions are proposed as follows:

1. For English Teachers

It is recommended that English teachers emphasize vocabulary learning in writing activities, especially in teaching descriptive texts. Teachers can explicitly introduce and practice relevant vocabulary before writing activities through techniques such as vocabulary lists, picture-based activities, and contextual examples. Teachers may also encourage students to memorize important vocabulary; however, this activity should be supported by contextual practice, such as using the vocabulary in sentences and descriptive paragraphs, as well as teacher guidance and feedback on students' word choices. A good command of vocabulary will help students develop their ideas and construct sentences more effectively and contextually.

2. For Students

Students are encouraged to practice and enrich their vocabulary through activities such as reading descriptive texts and practicing writing short paragraphs. Students are also advised to apply newly learned vocabulary in their writing practices, particularly when composing descriptive texts.

3. For Future Researchers

It is recommended that future researchers further investigate the relationship between vocabulary mastery and students' writing ability by involving different research contexts or educational levels. In addition, future studies may include other relevant variables, such as grammatical knowledge or learning motivation, to obtain a more comprehensive understanding of factors influencing students' writing ability.