

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion. After knowing the result of this research in the previous chapter, the researcher tried to conclude the result in this chapter. Then, there are some suggestions to some people related to this research in order to make a better condition in the next research.

1.1 Conclusion

This research is conducted to know and measure the correlation between students' vocabulary mastery, reading anxiety and reading comprehension among EFL students at senior High school (SMAN 3 Kota Kediri). The researcher used quantitative research especially correlational by using SPSS ver. 26.00 for windows. For taking the data, it used a questionnaire and test. Questionnaire used to obtain the value of students' reading anxiety, while the test used to obtain the value of students' vocabulary mastery and reading comprehension.

Eleven- grade Students' of SMAN 3 Kota Kediri take as a sample of this study, which around 125 students from science class and social class. Before administered the instrument, researcher did a try out to measure the validity and reliability of the instrument.

By conducting a research, it found certainly some main points relevant to the result. The significant value of vocabulary (X1), reading anxiety (X2) and Reading Comprehension (Y) was got .000. The coefficient correlation value between vocabulary and reading comprehension was .708, that means there was a strong

significant positive correlation both of the variable. For reading anxiety and reading comprehension, the coefficient correlation got value $-.507$ means there was a strong significant negative correlation between both of variables. While for reading anxiety and vocabulary mastery, coefficient correlation got value $-.518$ that means there was a strong negative correlation both of the variables. By those explanations the Alternative Hypothesis (H_a) is accepted and Null Hypothesis (H_0) is rejected. It means students' vocabulary mastery and reading anxiety is affected to the students' reading comprehension. It conclude that the higher level of students' vocabulary mastery means the better ability of studnets' reading comprehension. In the other hand, the higher score of reading anxiety means the lower value or level of students' ability on vocabulary mastery and reading comprehension.

1.2 Suggestion

After knowing some result of this research, the researcher pointed some suggestions in order to make better condition to some related people, those are the students, the teachers, and the next researcher.

1. The Students

The students should get used themselves to believe and confident in their own potentials, every individual has their own capability to be improved. As a matter of fact, knowing them own level of anxiety might be useful for themselves. They that have a high-level reading anxiety should try to overcome anything that could trigger their anxiety. They should try to read and got the various new vocabularies, in order to help them in comprehend the English text.

2. The Teacher

For the English teachers should to realize that their students are experiencing anxiety in their class, because it might be affected to their vocabulary mastery and reading comprehension. So, the teacher must be able to help students to overcome their anxiety. Teacher can ask them and encourage the students to read a book as frequently as possible, to help then increase their ability in comprehend the reading text and got much of new vocabulary.

3. The Next Researcher

The researcher realizes that there are so many weaknesses in this research. Therefore, for the next researcher, particularly those who have the same problem and interested in this title, the researcher suggests that they would prepare everything as well as possible, moreover when collecting the data. Because it will affect the result of the research much. Therefore, ensure that you have the right instruments and analyze the data carefully.