

## **CHAPTER 5**

### **CONCLUSION AND SUGGESTION**

This chapter will summarize the data and the major findings briefly, tentative pedagogical implication and suggestions for the future research and/or developments.

#### **5.1 Conclusion**

Derived from the findings and data analysis it can be concluded that there is a high correlation between the students' vocabulary size and their reading comprehension achievement. The present study found a high correlation between the students' vocabulary size and their reading comprehension achievement which can be seen from the value of probability (sig) is 0.000 which is smaller than the significance value 0.05.

Moreover, from the three vocabulary tests conducted, all of them showed high/significant correlation. The first coefficient of the

vocabulary test is 0.943, the second coefficient of the vocabulary test is 0.833, and the third coefficient of the vocabulary test is 0.944.

## **5.2 Pedagogical Implications**

It was found that vocabulary size owned by students gave high contribution to the students' reading comprehension ability. This may imply that when it comes to teaching, teachers should pay more attention to the students' vocabulary knowledge. The students' vocabulary knowledge might be low as they are not exposed to extensive reading.

In order to know the students' vocabulary knowledge, teachers should diagnose it first then they should also test the students' ability in reading comprehension. Both are important as each student may have different level and proficiencies and developmental rates.

The present study is not intentionally dedicated to investigate the efficiency of teaching particular vocabulary in reading lessons;

therefore, it still needs further investigations. It is still unknown if the change of vocabulary knowledge will affect its contribution to other language skills.

### **5.3 Suggestions**

There are several areas that need to be investigated regarding the learners' background and its effect on their vocabulary knowledge such as the information about home language, and experience in English speaking countries are reviewed in relation with their vocabulary size. In addition, individual factors that dominantly affect their vocabulary knowledge also need to be examined.

Reading comprehension ability is not only determined by vocabulary but other aspects. Several experimental studies are still needed to determine the other aspects that have significant contribution to reading comprehension ability.

Furthermore, in order to increase the students' vocabulary knowledge, teachers must be able to select the most appropriate strategies and materials in teaching vocabulary and reading comprehension. Some of the strategies which can be used are introducing a word and determine a definition or description, drawing picture of the word or what the word represents, having extensive reading, using dictionary, etc

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