

CHAPTER V

CONCLUSION AND SUGGESTION

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CONCLUSION

The last chapter of this study, is divided into two parts : the summary and conclusion of the discussion presented in the previous chapters and the suggestions on the finding of this study.

5.1 Summary

Most student of Senior High School often get a big problem in studying English especially in reading comprehension at school. It is because a lack of vocabulary. They find that reading comprehension text is difficult because they have too many unknown words. That problem influences the students' comprehension forward the text. To avoid the problem, the students must achieve the objective of English teaching that is the ability to comprehend the meaning of words in reading passage. The mastery of vocabulary is important in developing the student's ability. In this case, vocabulary much influences the success in one's reading. It is said that a sizeable vocabulary is crucial to success. In reading learning, reading skill cannot be achieved without the knowing the vocabulary.

To analyze how far the relationship between the

mastery of vocabulary and reading comprehension achievement is a correlation study was made. The samples were taken from the second year students of SMU Stella Maris in academic year of 1996/1997. Two kinds of test were used for collecting the data. The first test was vocabulary test which was used to test the students' mastery in vocabulary. The second test, reading comprehension test was used to analyze the students' comprehension of the text.

Arikunto (1983:157) Formula 21 was used to analyze the reliability of the test and content validity was used to calculate the validity of the tests. The result showed that the vocabulary test and the reading comprehension test have been valid and reliable to be tested.

The Pearson Product Moment Correlation Coefficient was used to analyze the correlation between the vocabulary test and reading comprehension test. It shows the correlation coefficient of this study is .689, which is a moderate, significant and positive correlation between the vocabulary and reading comprehension. The statistical calculation has proved that there is 47.47% influence of the mastery vocabulary on the reading comprehension achievement, while the rest (52,53%) is the influence of the other factor forward the reading comprehension

achievement.

Based on the findings above, the following conclusion can be drawn. It is proved that there is a linear positive correlation between the mastery of vocabulary and the reading comprehension achievement. It is concluded that : if the students' mastery the vocabulary is high, their reading comprehension achievement will also be high. If their mastery of vocabulary is low, their reading comprehension will also be low. In other words the better students achieve the vocabulary, the better their reading comprehension will be. These findings are in line with the theory of Dobson , Krashen, and others which had been stated in chapter II. From their theories, we learn that a person who has a good experience in vocabulary will have good reading comprehension achievement. The data analysis in chapter IV supports this conclusion. Therefore, it can be said the mastery of vocabularies supports the students' comprehension of the text.

5.2 Suggestion

The writer has conducted this study just in one school, with limited time, limited sample and limited testing material. This study would, therefore, be more complete and satisfactory if the the following factors were also taken into consideration:

First, to improve SMU students' reading ability, the teacher has trained the students to develop the vocabulary skills to read for meaning. Teaching vocabulary in a meaningful way such as through reading passages will facilitate students' long term vocabulary retention. The vocabulary and reading material chosen should be within the students' comprehension.

Second, it would be better if there is a cooperation between vocabulary and reading in presenting the material. The vocabulary and the reading are the same topic. The subjects are given vocabulary words that concern the same topic with reading passage.

Third, giving the material, the teacher should not stick only on one book used in class, it will be better if he also picks up passages from the other sources as long as the passages which have relationship with the lesson which will be discussed are suitable with the students' level, age, needs, interest and background knowledge. After selecting a passage, the teacher can begin to present it. Then in order to know whether the students have really understood the passage or not, the teacher asks questions as an evaluation.

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