

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the researcher presents two sections. The first section is about the conclusion which contains the summary of the points that have been presented in the previous chapters. The second section is about suggestions for English teachers, readers, and further research.

#### **5.1 Conclusion**

Reading is a complex process in the teaching learning process. It means that it is not easy for readers to try to comprehend some meaning in the texts or passages that they have read. Sometimes they jump to another word when they are reading because they are not familiar with those words. As a result, if they are not familiar with many words through those kinds of printed materials, readers can combine their prior knowledge or schemata. Thus, vocabulary is very helpful for them to comprehend some meaning in the texts or passages they read.

There are many factors that can affect reading comprehension. One of them is vocabulary achievement. If readers' vocabulary is limited, they will have a lack of understanding in reading. In order to increase readers' vocabulary, readers should learn a lot of vocabularies by reading texts/passages. So, if they have mastered a lot, it is possible that they can comprehend the meaning of texts or passages better.

In this study, the researcher investigated whether there is a positive correlation between vocabulary achievement and reading comprehension achievement. The study was conducted in one of private junior high school in Surabaya. In addition, the researcher chose Grade VII students.

In this study, the researcher also calculated the result of the correlation between vocabulary achievement and reading comprehension achievement of Grade VII by using Pearson Product Moment formula. The result of calculating the data is 0,91. It showed that there is a positive, strong correlation between vocabulary achievement and reading comprehension achievement. So, it is implied that if readers have mastered a lot of vocabulary, it will help them to comprehend texts/passages very well.

## **5.2 Suggestions and Recommendations**

From the result of this study, the researcher would like to give some suggestions and recommendations that will be helpful and useful for English teachers, learners, and further studies.

### **5.2.1 Suggestions for English teachers**

For English teachers, the researcher suggested the teachers to be aware about the importance of vocabulary in comprehending a text. English teachers should use various ways to increase readers' vocabulary besides reading by giving them a chance to read as many interesting texts or passages as possible. Teachers can use vocabulary board game by writing down all of the new words in a long list on the left side of the

board. Another one is, teachers can assign learners by giving them one new word and look up the definition in their dictionaries. After looking up the definition in dictionaries, learners should write down the definition in their own words. It is possible to make a sentence by using the words given so that they will understand and achieve the higher level of comprehension. Thus, these ways can help readers' vocabulary to increase more.

### **5.2.2 Suggestions for readers**

For readers who learn English as a foreign language, they should realize that if they want to comprehend texts/passages, they should understand the meaning of words used in those materials.

### **5.2.3 Suggestions for further studies**

For further studies, the researcher hoped that future researchers conduct a further research about the correlation between vocabulary achievement and reading comprehension achievement with different levels of students, different designs or different materials.

## REFERENCES

- Achmad, Syarifuddin. (2013). Developing English Vocabulary Mastery through Meaningful Learning Approach: An Applied Linguistics Study at Competitive Class of Junior High Schools in Gorontalo City, Indonesia. *International Journal of Linguistics ISSN 1948-5425 2013, Vol. 5, No. 5*. Retrieved from <file:///C:/Users/Welli/Downloads/Developing-English-Vocabulary-Mastery-through-Meaningful-Learning-Approach-An-Applied-Linguistics-Study-at-Competitive-Class-of-Junior-High-Schools-in-Gorontalo-City-Indonesia.pdf> on March 28, 2017
- Ali, Irwan Ro'iyah. (2010). *The Correlation between Students' Vocabulary Mastery and Reading Comprehension*. Undergraduate thesis. Syarif Hidayatullah State Islamic University Jakarta.
- Alqahtani, Mofareh, (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education, Vol. III(3), pp. 21-34*
- Sun, Ron & Zhang, Xi. (2003). Top-Down Versus Bottom-Up Learning in Cognitive Skill Acquisition. *Cognitive Systems Research, Vol. V, pp. 63-89*
- Brown, J.D. (1996). *Testing in Language Programs*. Upper Saddle River, NJ: Prentice-Hall.
- Coady, J., & Huckin, T. (Eds.). (1997). *Second language vocabulary acquisition*. Cambridge: Cambridge University Press.
- Curtis, M. E. & Longo, A. M. (2001). *Teaching vocabulary to adolescents to improve comprehension*. Retrieved from <http://www.readingonline.org/articles/curtis/> on February 13, 2017
- Haryono. (2016). The Effects of Multimedia Learning and Vocabulary Mastery on Students' Japanese Reading Skills. *Lingua Cultura, 10(1), pp. 43-47*. Retrieved from <http://dx.doi.org/10.21512/lc.v10i1.922> on February 27, 2017
- Heilman, Arthur W., Blair Timothy R., Rupley William H. (1981). *Principles and Practice of Teaching Reading*. The United States of America: Charles E. Merrill Publishing Co.
- Indriastuty, Rina Dwi. (2016). *Interactive English*. Bogor: Yudhistira
- Graesser, A. C. (1981). *Prose comprehension beyond the word*. New York: Springer-Verlag.

- Gunning, Thomas G. (1996). *Creating Reading Instruction for All Children*. Boston: Allyn & Bacon.
- Jude, Wisdom L., Ajay, O.B., (2012). Literal Level of Student's Comprehension in Nigeria: A Means for Growing a New Generation African Scholars. *Journal of Education and Practice* Vol 3(7), pp. 120-130. Retrieved from <http://webcache.googleusercontent.com/search?q=cache:Su98vuFgONYJ:www.iste.org/Journals/index.php/JEP/article/download/1857/1812+&cd=1&hl=id&ct=clnk&gl=id> on March 5, 2017
- Khaldieh, S. A. (2001). The Relationship between Knowledge of Iqraab, Lexical Knowledge, and Reading Comprehension of Nonnative Readers of Arabic. *The Modern Language Journal*. Vol. 85 (3), pp. 416-431. Retrieved from <http://onlinelibrary.wiley.com/getIdentityKey?redirectTo=http%3A%2F%2Fonlinelibrary.wiley.com%2Fdoi%2F10.1111%2F0026-7902.00117%2Fabstract%3FwotURL%3D%2Fdoi%2F10.1111%2F0026-7902.00117%2Fabstract&userIp=120.188.76.77&doi=10.1111%2F0026-7902.00117> on March 11, 2017
- Lunzer, E., Waite, M., & Dolan, T. (1979). Comprehension and comprehension tests. In E. Lunzer, & K. Garner (Eds.), *The effective use of reading*. London: Heinemann Educational Books.
- Nihayah, Miskatum., Yukesty, Tetti., Pujiati, Hanip., (May, 2013) IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH FAN-N-PICK TECHNIQUE. Retrieved from [file:///C:/Users/Welli/Downloads/Journal%20\(Miskatunihayah%20031108194\)%20\(1\).pdf](file:///C:/Users/Welli/Downloads/Journal%20(Miskatunihayah%20031108194)%20(1).pdf) on April 16, 2017.
- Morrow, L.M, Gambrell, L.B, & Lesley, M. (2003). *Best Practices in Literacy Instruction*. New York London: The Guilford Press
- Zaida, Nur. (2014). *Bupena English*. Jakarta: Erlangga
- Richard, J. and Renadya, W. 2002. *Methodology in language teaching*. Cambridge: Cambridge University Press.
- Sedita, J. (2005). Effective Vocabulary Instruction. [Online]. Retrieved from <http://www.keystoliteracy.com/reading-comprehension/effective-vocabularyinstruction.pdf> on April 12, 2017
- Shepherd, David.L. (1973). *Comprehensive High School Reading Methods*. Columbus, Ohio: A Bell & Howell Company

- Torres, Nancy Gómez & Constain, Jhon Jairo Ávila. (2009, December). Reading Strategies Used by a Group of Foreign Language Learners: *HOW 16, A Colombian Journal for Teachers of English*, pp 55-70.
- Troyka, Lynn Quitman. (1978). *Structured Reading*. The United States of America: Prentice- Hall