

V. CONCLUSIONS AND SUGGESTION

This chapter presents the conclusions of the research and suggestions based on the data presentation and analysis from the previous chapter. This chapter is divided into two parts, the first is conclusions and the second is suggestions.

5.1. Conclusions

Based on the result of the data analysis and discussion in chapter IV, the researcher concludes that:

1. There is a significant correlation between students' vocabulary mastery and their achievement in reading comprehension. It can be seen from the result of the hypothesis testing which showed that the coefficient correlation was higher than critical value of r_{table} (.839 > .32) at significance level .01. The null hypothesis is rejected and the alternative hypothesis is accepted, which shows that there is significant correlation between students' vocabulary mastery and their achievement in reading comprehension. It means that the higher of vocabulary mastery, the higher in reading comprehension.
2. There is significant correlation between students' grammar mastery and

their achievement in reading comprehension. The coefficient correlation between students' grammar mastery and their achievement in reading comprehension is found to be very high with index correlation ($.726 > .32$) at significance level .01. The null hypothesis is rejected and the alternative hypothesis is accepted, which shows that there is significant correlation between students' grammar mastery and their achievement in reading comprehension. It means that the higher grammar mastery, the higher in reading comprehension.

3. Both of students' vocabulary and grammar mastery has simultaneous correlation with their achievement in reading comprehension. It can be seen from the result of the hypothesis testing which shows that the coefficient correlation was higher than the critical value of r_{table} ($.870 > .32$) at the significance level .01. The null hypothesis is rejected and the alternative hypothesis is accepted, which shows that both of students' vocabulary and grammar mastery simultaneously correlate with their achievement in reading comprehension.

5.2. Suggestions

Based on the experience of the researcher, she puts forward some suggestions, they are:

1. The further researcher should make simple text of reading comprehension and make the question at least more than five question for one text in order to make the student does not bored to answer the reading comprehension test.
2. The further researcher should ask the English teacher to tell the students that the score of the test also takes for supporting English score, in order to make the students do the test seriously.