

V. CONCLUSION AND SUGGESTIONS

In this chapter, the writer presents conclusion and suggestions. The suggestions are proposed for students, for teacher, and the last for other researcher who are going to conduct any similar researches.

5.1. Conclusion

Based on the results of data analysis and discussion, the researcher draws the conclusion as follow:

There is a significant correlation between students' morphological awareness and their reading comprehension ability at second grade of SMAN 15 Bandar Lampung. The hypothesis testing shows that the coefficient correlation is very high, 0.729 at significant level of 0.01. The coefficient correlation is higher than the critical value of r table ($0.729 > 0.449$). Therefore, the null hypothesis was rejected and the research hypothesis was accepted, which states that if the students obtained high score in morphological awareness, they tended to get high score in reading comprehension. The result of sample regression showed that the coefficient determination was 0.515. This implied that, morphological awareness contributes 51.5% to their reading comprehension ability and 48.5% was influenced by the other factors. It means that morphological awareness can be applied at reading classes to improve their ability to read.

5.2. Suggestions

Based on the conclusion of the research, the writer proposes suggestions as follows:

1. For the students, the significant correlation of morphological awareness and reading comprehension suggest the need to apply their understanding of morphology to increase the reading comprehension ability.
2. For the teachers, they should introduce aspects of morphological awareness to the students, or in the other words teacher should give explicit instructions and materials in relation to morphology and word formation even morphology is not yet being one of main part of learning English in Senior High School. The research showed that teaching morphological units implicitly is effective in deriving the learners to unlock the meaning of complex word.

Teaching morphological information can be done with various ways such as, morphological analysis and posters of affixes and related word pictures. Before deciding whether the learners need an explicit morphological analysis to boost their reading comprehension, the learners' morphological awareness and their vocabulary size should be investigated.

3. Future study should be focused on making better morphological awareness test and finding other language skills correlate to morphological awareness as well (speaking, writing, grammar, or vocabulary). The future study also could make a separation on morphological awareness test (separations in the sections covering root words, inflected words, derived words, literal compound, and idioms). This separation will show whether participants

can perform equally for each part and hopefully these modification will give the truer result from the relationship between morphological awareness and reading comprehension.