V. CONCLUSION AND SUGGESTIONS

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

In line with 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 ability in reading comprehension at the second grade of SMAN 1 Sidomulyo. 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} (.989 > .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 reading comprehension ability. It means that the higher of vocabulary mastery, the higher in reading comprehension ability.

2. Specifically, vocabulary has correlation with the following elements:

   a. Identifying specific information up because the percentage was up to 67.8 %, It means that students were able to identify specific information that supported detail or specific information and developed the topic sentence.

   b. The percentage of reference was up to 58,2 %, because the students could determine which one was object designates, or acts as a means by which to connect to or link to, another object.

   c. The percentage of reference was up to 57,6 %, because the students could identify which one was about educational guess or prediction about something unknown based on available facts and information.

   d. The percentage of translation was up to 70,1 %, This also means that students were able to differentiate, understand and analyze which one was noun, adjective, adverb by their own language and between the answer of students and the purpose of the text reading looks seem and it is god enough.

5.2. Suggestions

The relevant suggestions, some points of conclusions can be seen as follow:

1. The English teacher should give more explanation and attention to the students about the aspects of reading comprehension. The teacher may give more practice of reading by giving exercises on those aspects for example, teachers can read the text and write the main idea of the text and the difficult words.

2. In order to increase the students' vocabulary mastery, the teacher should give more attention and explanation about groups of words. The teacher may give some interesting game of vocabulary to the students, e.g. scrabble game and guess the words used in the game.

3. The teacher should give students motivation to make students happy and more understand about learning vocabulary and reading. The teacher may give some interesting stories that correlated to the vocab and reading subjects, for example, telling the interesting story about famous figures.

Furthermore, for next research linguistic aspects in reading are not only vocabulary but there are many others. Therefore, the researcher suggests for further researchers to find another aspects in reading such as guessing the main idea by schemata.