

V. CONCLUSIONS 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

Based on the result of the data analysis and discussion in chapter IV, the writer draws the following conclusions:

1. There is a significant positive correlation between students' grammar mastery and their reading ability at the first year of SMAN 1 Bandar Lampung. 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} ($0.6117259 > 0.393$) at significance level 0.01. The null hypothesis is rejected and the alternative hypothesis is accepted, which shows that there is significant correlation between students' grammar mastery and their reading ability.
2. There is significant correlation between students' vocabulary mastery and their reading ability. The coefficient correlation between students' vocabulary

mastery and their achievement on reading ability is found to be very high with index correlation ($0.728 > 0.393$) at significance level 0.01.

3. There is a shared correlation between students' grammar and vocabulary mastery and their reading ability at the first grade of SMAN 1 Bandar Lampung. 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} ($0.803 > 0.393$) at the significance level 0.01. the null hypothesis is rejected and the research hypothesis is accepted, which shows that there is a significant correlation between students' grammar and vocabulary mastery and their reading ability.

5.2 Suggestions

Based on the conclusions of the research, the writer puts forward some suggestions, they are:

1. The English teacher should give more explanation and attention to the students about the aspects of reading comprehension especially in the aspect of determining main idea. He teacher may give more practice of reading by giving exercises on finding the main idea.
2. The teacher should encourage the students to have and use dictionary as a tool to help them with difficult words.
3. In order to increase the students' reading comprehension, the teacher should give more practice by giving difference types and topics of the text.

4. 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.
5. The students should improve their reading ability by doing a lot of practice of reading English text not only at school but also at home. They are recommended to read some interesting topics to them so they will not feel bored.