CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the results of the research that has been conducted, it was found that there was no significant relationship between vocabulary mastery and reading comprehension ability in class X students of SMAN 1 Indrapuri. The correlation coefficient value (rxy) of 0.02 indicates that the correlation level is in the "Very Low" category based on the Product Moment interpretation table. Thus, the null hypothesis (H0) is accepted, and the alternative hypothesis (H1) is rejected. This indicates that students' low vocabulary mastery is not directly correlated with their low reading comprehension. Factors such as teaching methods, student motivation, and learning environment can play a role in this result.

In addition, these results provide insight that students' reading comprehension is influenced by various other aspects that are not limited to vocabulary mastery. More comprehensive teaching strategies, such as context-based approaches and active learning, need to be implemented to support the development of students' reading skills more effectively. External factors such as the availability of interesting reading materials can also be an important contribution in improving student learning outcomes.

5.2 Suggestion

1. For Teachers

Teachers are expected to integrate vocabulary teaching with contextual reading activities. For example, providing reading exercises that are relevant to students' daily lives while emphasizing important vocabulary mastery. Using interesting learning methods, such as vocabulary games or interactive reading, to increase students' motivation in learning English. Providing constructive feedback to students to improve their vocabulary skills while connecting them to their ability to understand texts.

2. For Students

Students are expected to increase their interest in reading-by-reading various types of texts, such as short stories, articles, or books that are appropriate to their ability level. Developing independent learning habits by noting down new vocabulary found while reading and understanding its use in sentences. Actively participating in class activities, such as group discussions or presentations, to practice understanding and using vocabulary in real contexts.

3. For Researchers

Further research is expected to use a larger sample to obtain more representative and accurate results. Examine other factors that influence reading comprehension, such as motivation, reading interest, or learning strategies used by teachers. Using mixed methods research to gain a deeper understanding of the relationship between vocabulary and reading comprehension, both quantitatively and qualitatively.