CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The purpose of this study was to find out if the reading comprehension and vocabulary mastery of Brawijaya Islamic High School, Mojokerto City, class XI pupils significantly correlated or not. The researcher draws the following conclusions from the material covered in the previous chapters:

1. Class XI students at the Brawijaya Islamic High School in Mojokerto City have an average vocabulary mastery score of 76.66. It falls within the "Good" category. Obtained by dividing the overall score by the number of pupils.

2. The average reading comprehension score for class XI students at the Brawijaya Islamic High School, Mojokerto City is 84.66. It falls within the "Good" category.

3. There is a positive correlation between vocabulary knowledge and reading comprehension of XI students at the Brawijaya Islamic High School, Mojokerto City. The data shows that the tcount value (0.786) is greater than t-table (0.3494). It has been demonstrated that the claim that there is no link between vocabulary knowledge and reading comprehension (Ho) and the assertion that Ha is true is rejected in favor of the correlation. The correlation coefficient between reading comprehension and vocabulary knowledge indicates a slight positive relationship between the two variables. This suggests that improving vocabulary will lead to an improvement in reading comprehension. On the other hand, reading comprehension of narrative texts will decrease along with decreasing vocabulary knowledge.

5.2 Suggestion

5.2.1 For student

Students should increase the depth of their vocabulary learning. The foundation of language abilities, particularly reading comprehension abilities, is vocabulary knowledge. The likelihood that a student will be proficient in a language increases with the amount of vocabulary they have learned.

5.2.2 For Teachers

Students should take vocabulary mastery examinations from their teachers. The teacher will be able to determine each student's level of vocabulary mastery with the use of this test. If a student still has a limited vocabulary, the teacher can help them become more proficient in it. Instructors should also expand vocabulary beyond that. This is so because language skills are built on a foundation of vocabulary mastery.

5.2.3 For Further Researchers

Future studies should look more closely at the variables other than language mastery that affect pupils' reading comprehension skills. It is also recommended that future researchers include additional variables, such as reading interest. In this way, we can determine what factors are closely related to and influence students' reading comprehension abilities.

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