

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

The researcher presented the study's conclusion as well as some recommendations for students, teachers, and future researchers in this chapter.

#### 5.1 Conclusions

After the experiment, the researcher came into conclusion that Vocabulary Mastery and Reading Comprehension of the Eleventh Class in SMA N 11 Jambi City is related to each other. This study investigated the correlation between students' vocabulary mastery and their reading comprehension abilities among XI F9 students at SMA N 11 Jambi City. The research involved a questionnaire to measure the progress in these two areas following instructional interventions.

Based on the findings and analysis, it can be concluded that vocabulary mastery plays a crucial role in students' reading comprehension abilities. The study revealed a strong positive correlation between these two variables, demonstrating that students who have a higher vocabulary mastery tend to perform better in reading comprehension assessments. The results of this study have important implications for language education, particularly in English as a Foreign Language (EFL) settings. Teachers should emphasize vocabulary-building activities to enhance students' reading skills. Incorporating vocabulary exercises, contextual learning, and extensive reading programs could be beneficial in improving students' overall language proficiency.

## 5.2 Suggestions

After the end of the study and this thesis, the researcher has some recommendations, including:

### 1. For Students

Students are encouraged to dedicate time daily to learning new words through tools like flashcards, vocabulary apps, or personal word lists. Engaging in activities such as reading books, articles, or magazines in English can expose them to varied vocabulary. Additionally, practicing the use of new words in sentences, conversations, and writing tasks reinforces retention.

### 2. For Teacher

Implement explicit vocabulary instruction strategies and integrate them into regular reading activities. Use individualized and group-based interventions to support students with lower vocabulary and comprehension skills. Incorporate diverse reading materials to cater to varying student interests and abilities.

### 3. For Future Research

Conduct studies with larger and more diverse populations to validate and expand upon these findings. Explore the impact of other variables, such as motivation, background knowledge, and instructional methods, on reading comprehension.

