

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

This researcher was conducted to investigate whether there was a significant correlation between students' Reading Habit and Vocabulary Mastery among seventh-grade students of SMP Negeri 1 Sokan. The data were collected through a Reading Habit Questionnaire and a Vocabulary Mastery Test administered to 22 students. After the data had been collected, the researcher conducted several statistical analyses, including validity testing, reliability testing, normality testing, linearity testing, and correlation analysis.

The final analysis was carried out using Spearman's Rank Correlation because it was considered appropriate for analyzing the relationship between the two variables. The results of the analysis showed that the Spearman's Rank correlation coefficient (r_s) was 0.073, indicating a very weak positive correlation between Reading Habit and Vocabulary Mastery. This means that students who had higher reading habit scores tended to have slightly higher vocabulary mastery scores; however, the relationship was extremely weak.

Furthermore, the significance value (Sig. 2-tailed) obtained from the analysis was 0.746. Since the significance value was greater than the level of significance (0.05), the correlation between Reading Habit and Vocabulary Mastery was not statistically significant. Therefore, the null

hypothesis (H_0) was accepted, while the alternative hypothesis (H_a) was rejected.

The findings indicate that Reading Habit was not significantly associated with Vocabulary Mastery among the seventh-grade students of SMP Negeri 1 Sokan. Although reading is theoretically considered an important factor in vocabulary development, the results of this study suggest that students' vocabulary mastery may be influenced by other factors beyond reading habits. These factors may include learning motivation, classroom instruction, language exposure, learning strategies, and students' individual differences in acquiring vocabulary.

In conclusion, this researcher found that there was no significant correlation between Reading Habit and Vocabulary Mastery among seventh-grade students of SMP Negeri 1 Sokan. The correlation was positive but very weak and statistically insignificant. Therefore, Reading Habit could not be considered a determining factor of students' Vocabulary Mastery in this researcher.

B. Suggestions

Based on the findings and conclusions of this study, the researcher would like to propose the following suggestions:

1. For English Teachers

English teachers are encouraged to provide learning activities that support the development of students' vocabulary mastery through various instructional strategies. Teachers are also expected to encourage students

to read a wide range of English reading materials and integrate vocabulary learning into reading activities. In addition, teachers may provide meaningful reading tasks and vocabulary exercises that help students understand and use new words in different contexts.

2. For Students

Students are encouraged to develop consistent reading habits by reading English books, stories, articles, or other educational materials regularly. They should also actively learn new vocabulary by identifying unfamiliar words, understanding their meanings, and applying them in speaking and writing activities. Continuous practice may contribute to the improvement of their overall English language proficiency.

3. For the School

The school is encouraged to provide more English reading resources, such as books, magazines, and other reading materials, in order to create a supportive literacy environment. A school literacy program may also help students develop positive reading habits and improve their overall English competence.

4. For Future Researchers

Future researchers are recommended to conduct similar studies using a larger sample size and involving participants from different schools or educational levels to obtain findings that are more representative. In addition, future studies may examine other variables that potentially influence students' vocabulary mastery, such as reading

motivation, reading comprehension, vocabulary learning strategies, language exposure, parental support, learning environment, or the use of digital learning media.

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