

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Conclusions and suggestions are addressed in this chapter. Conclusions depict a summary of this research. In addition, the information and recommendation for future research in term of vocabulary knowledge as well as reading motivation and achievement are addressed in suggestions.

5.1 Conclusions

This research aims to find out the influence of vocabulary knowledge on reading achievement, the influence of reading motivation on reading achievement, and the influence of vocabulary knowledge and reading motivation on reading achievement. Based on the findings of data collection and processing as well as discussions, there are some conclusions that can be stated.

First, senior high school students' vocabulary knowledge has a positive and significant influence toward their reading achievement. Their achievement in reading depends on how many their vocabulary knowledge possessed. This suggests that the more their vocabulary knowledge possessed, the more their achievement in reading possessed.

Furthermore, senior high school students' reading motivation has a positive and significant influence toward their reading achievement. Their achievement in reading depends on how much they are motivated to read English. This suggests that the more the motivation to read English they have, the more the achievement in reading they have.

Lastly, vocabulary knowledge and reading motivation simultaneously have a positive and great influence toward their reading achievement. When they have vocabulary knowledge and reading motivation in English in the high level, as results they will achieve high reading achievement as well. These suggests that their reading achievement depends on the level of their vocabulary knowledge and motivation to read English.

It can be sum up that vocabulary knowledge is able to predict reading achievement and reading motivation is also able to predict reading achievement. In addition, vocabulary knowledge and reading motivation are able to predict

reading achievement. Or in other words, students' reading achievement is influenced by vocabulary knowledge and reading motivation at senior high school in Muaro Jambi.

5.2 Suggestions

This research is intended to contribute to follow-up research with specific adjustments despite its limitations. This research might make several suggestions which including a teacher and students should work together to expand students' vocabulary knowledge since this may improve their reading achievement as well as a teacher and students should collaborate to boost students' reading motivation since it also may increase students' reading achievement.

The researcher also gives a recommendation to the next researcher who wants to investigate related those three variables (vocabulary knowledge, reading motivation, and reading achievement). The next researcher is recommended to examine other factors that affect reading achievement, such as students' background knowledge and their situational interests factors. Afterward, future research is recommended to investigate in another kind of vocabulary knowledge such as depth of vocabulary knowledge. Furthermore, the next researcher is also recommended to investigate students' reading motivation by utilizing other theories or focus on a specific motivation. In addition, the next researcher can utilize other skills such as listening, speaking, and writing to investigate their achievement.