

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is the last chapter which dealing with the conclusion of the whole research result and elaborates some suggestions relating to the relationship between students' grammar mastery and students' reading comprehension.

5.1 Conclusion

Based on the result of the study, after presenting the findings of this research in chapter IV, researcher has some conclusions. First, there is positive and weak correlation between students' grammar mastery and students' reading comprehension. It means that students' grammar mastery has little contribution to their reading comprehension. Students' grammar mastery cannot affect better to achieve their reading comprehension based on the statistical calculation, it shows that students' grammar mastery is not significantly correlated with their reading comprehension at 5% level (2-tailed).

Second, After analyzing students' grammar mastery which is applied with grammar test for ninth grade of SMP Muhammadiyah 1 Gresik, it is able to be concluded that their mastery in grammar was high based on the average score of grammar mastery was 78,54 From the table above, the lowest score is 45 and the highest score is 100. Moreover in students' reading comprehension is able to be concluded that their reading based on the average score of reading comprehension test was 73,95 from the table above, the lowest score is 55 and the highest score is

90. The other words we can conclude if they have good mastery in grammar, it cannot guaranty that their reading comprehension is well.

This finding research can also consider and clarify the previous research such as Grabe & Stoller (2002) stated that the idea of reading is also to do with purposes, experiences, strategies, skills, and even attitude towards reading. It means that reading facilitates a writer to share knowledge, ideas and feelings with reader, where both of them have their own language patterns and experiences.

5.2 Suggestion

From the conclusions above, some suggestions are offered to improve the reading comprehension unless grammar mastery. They are:

- a. To get a good mastery in reading comprehension, the students have to master vocabulary, strategies, attitude, and purpose because those ideas contribute to the mastery of reading comprehension, as seen from the conclusions and suggestions.

- b. To get a good achievement in reading comprehension, the students have to master vocabulary very well. Because vocabulary lesson is not explicitly specified in the curriculum, the teachers have a duty to help their students in improving their vocabulary.

- c. The English teacher at SMP should get informed of the finding so that they can take necessary steps to address the situation.

d. Further research of similar types should be done with greater population in order to gain a wider generalization.