

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

#### V.1 CONCLUSION

The main goal of the research was to find out the influence of students' mastery of writer's text organization and vocabulary toward their reading comprehension of spoof text at the second grade of Islamic Senior High School Al Islam Rumbio. There were six research questions in this research.

In order to answer those research questions about the influence of students' mastery of writer's text organization toward their their reading comprehension of spoof text and the influence of the students' mastery of vocabulary toward their reading comprehension of spoof text, simple regression is used. Then, multiple regression was used to determine the influence of students' mastery of writer's text organization and vocabulary toward their reading comprehension of spoof text.

The result of research findings, the first finding of the research indicated that there was a positive influence between students' mastery of writer's text organization toward students' reading comprehension of spoof text which was proved by interpreting the result of correlation where the value of simple regression was 0.511, the value of Sig. (2-tailed) was 0.000, and total number of students was 70. By looking at the value of Sig. (2-tailed), it

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can be said that there was a **significant correlation** between students' mastery of writer's text organization and students' reading comprehension of spoof text, and also the value of simple regression, it was higher than  $t_{table}$  by comparing it at significant level of 5% or  $0.511 > 0.147$ . The second finding, there was a positive influence between students' vocabulary mastery toward students' reading comprehension which showed that the value of simple regression was 0.441, the value of Sig. (2-tailed) was 0.000, and total number of students was 70. By looking at the value of Sig. (2-tailed), it can be said that there was a **significant correlation** between students' mastery of writer's text organization and students' reading comprehension of spoof text, and also the value of simple regression, it was higher than  $t_{table}$  by comparing it at significant level 5% or  $0.441 > 0.147$ . The last finding, there was a positive influence between students' mastery of writer's text organization and vocabulary toward their reading comprehension of spoof text was provided by seeing the score of "sig" was lower than 0.05,  $sig.0.000 < 0.05$  so, it means that there was an influence of students' mastery of writer's text organization and vocabulary toward their reading comprehension of spoof text

Thus, based on the result, finding, it can be concluded that the higher students' mastery of writer's text organization, the higher score of students' reading comprehension would be, while the lower of students' mastery of writer's text organization, the lower of the students' reading comprehension would be. Then, the students' reading comprehension was also influenced by students' vocabulary mastery. The higher the students' vocabulary mastery the

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higher the students' reading comprehension, while the lower the students' vocabulary mastery of the lower of students' reading comprehension. So, in other words, both students' mastery of writer's text organization and vocabulary mastery were positively affected students' reading comprehension.

## V.2 IMPLICATION OF THE RESEARCH

The finding of this study indicated that there was a significant influence of students' mastery of writer's text organization and vocabulary toward their reading comprehension of spoof text. This finding was also similar to **Toni Buzan's** theory (2003) states that the knowledge of text organization can be used to increase reading speed and comprehension. Moreover, Kathleen (2010) also stated that if you can see how a paragraph is organized, it is easier to understand and remember. Thus, students' mastery of writer's text organization could highly influence how students comprehend what they read. It is believed that students with high mastery of writer's text organization usually progress more rapidly in comprehending the text. The influence of students' vocabulary mastery toward students' reading comprehension, the finding was supported by **Nation (1990)** statements, he states that an important factor in the comprehension of language and the number of the words acquired by a learner is related to competent language use. It has got a positive impact on reading comprehension in each subject as well on overall academic text. Variance in reading comprehension is adequately explained by vocabulary mastery. **Back Mc Keown (2005)** also

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states that the students who have a limited vocabulary [s at risk of not becoming proficient in reading. mutual influence of vocabulary and reading comprehension is in such a way that on the one hand the vocabulary mastery of students causes to facilitate the process of learning and education.

### V.3 RECOMMENDATION

After carrying out the research, it seems very vital for the researcher to give suggestions pertinent to the research findings whether for the English teachers or students in order that they are successful in teaching and learning English as a foreign language especially for reading comprehension. With the mastery of writers' text organization and vocabulary, the students get easier in comprehending what they read. It is very influenced ability of the students. Therefore, giving the attention and motivation to the students can develop their comprehension about the writers' text organization and vocabulary. Therefore, it seems very important for the writer to give in such suggestion for the teachers and the students.

Based on the result of the research, the researcher offers some suggestions as follows:

1. English teachers should teach their students about text organization to improve their comprehension of reading a text.
2. The teacher should give motivation and attention to encourage the students' interest in reading the text and also memorizing the vocabulary.



3. The teacher should be creative in arranging and teaching subject material.
4. Schools should provide many English reading materials to increase their vocabulary and comprehension about text organization.
5. For further research, it is suggested to the next researchers to investigate whether reading mastery of text organization improve reading comprehension, speaking skill, and listening skill.

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