

CHAPTER V

CLOSING

A. Conclusion

In this chapter, the writer would like to discuss the findings of the research. The total of sample is 24 students SMP Islam Nurul Ihsan. The total score of Vocabulary test (Variable X) = 127337 and the total score of Writing test (Variable Y) = 128710 and the calculation of two variables is 127540. It was calculated by using Pearson product moment and the result the data of analysis the data shows that the correlation coefficient between variable X and variable Y is 0.646 while the significance standard 5% is $r_{table} = 0.404$, so $r_{xy} < r_{table}$ ($0.646 > 0.404$). the significance standard 1% is $r_{table} = 0.515$, so $r_{xy} > r_{table}$ ($0.646 > 0.515$). The criteria of correlation between two variables is 3.96, there is average correlation. It is also can be known from scatter plot correlation between vocabulary mastery and writing ability. The data points make a straight line going from the origin out to high X and Y values. It can be concluded that there is average correlation. Then, the score of KP (determinat coefficient score) or contribution of variable X and Variable Y is 41.73%. It can be concluded that vocabulary mastery gives contributes 41.73% to writing ability produced by students of the eighth grade students SMP Islam Nurul Ihsan Palangka Raya.

In order to know there is correlation or there is no between vocabulary mastery and writing ability. The writer had collected the data by using test. From

the result, the writer knows that the score of vocabulary mastery gives effect to score of writing ability. So, when students have many vocabularies then their writing product is rich. The data shows that T_{value} is higher than r_{table} . So, it proves that H_a state there is correlation between variable X and variable Y (H_a is accepted) and H_o state there is no correlation between variable X and variable Y (H_o is rejected).

Based on the result of analysis and hypothesis test in chapter IV, it can be calculated that there was positive correlation between vocabulary mastery and writing ability of the eighth grade students SMP Islam Nurul Ihsan Palangkaraya. The coefficient correlation between vocabulary mastery and writing ability of the eighth grade students SMP Islam Nurul Ihsan Palangkaraya is 0.646. The interpretation of " r_{table} " = $df = N - nr = 24 - 2 = 22$. This is done by checking the value " r " product moment. Is shown as column 22, 0.404 is at significant level 5%, and 0.515 is at significant level 1%. As the result, $r_{xy} = 0.646$ is higher than r_{table} is in significance level 5%. So that, null hypothesis (H_o) is rejected and the alternative hypothesis (h_a) is accepted. The result belong to positive correlation between X variable and Y variable, it means that the increasing of vocabulary mastery will be followed by the increasing of writing ability. On the other hand, decreasing of vocabulary mastery will be followed by decreasing of writing ability.

B. Suggestion

In line with the conclusion, the writer would like to propose the following suggestion that hopefully would be great to use for the students, especially eighth graders of Smp Islam Nurul Ihsan Palangkaraya.

1. For the students

The student should improve their mastery in vocabulary because the mastery in vocabulary will improve their ability in writing and do not give up to learn especially in learning English.

2. For the teachers

The writer suggest for the English teacher, they should give more attention to students in English subject. The teacher could give explanation how to memorize of vocabulary, and give explanation kinds of vocabulary. For writing, English teachers are suggested to vary the way they teach particularly teaching English writing. The way they teach determines the way the students comprehend the aspect of writing. Automatically, the student's understanding of English words may increase. because there were students said'' we are not England people and then to learn English is very difficult.''

3. For the researchers

The present study may become the source of inspiration for the next researchers to improve their weaknesses and choose the other instruments, expansion, or evaluation.