CHAPTER V
CONCLUSION, IMPLICATION AND SUGGESTION

The contents in this chapter are: conclusion, implication, and suggestion of the research.

A. Conclusion

In this point, the researcher concludes the research. This conclusion is dealing with the answer of the research question.

1. There is a positive and significant contribution of student’s motivation toward student’s English reading achievement in X MIA 1 and X MIA 3 at tenth grade of SMA Science Plus Baitul Quran Sambirejo value is 26,2%. It means that student’s motivation in learning English will make them get higher achievement in English reading. Otherwise, if the students do not have enough have motivation to learn English, their achievement in English reading will not be higher.

2. There is a positive and significant contribution of student’s vocabulary mastery toward student’s English reading achievement in MIA 1 and MIA 3 at tenth grade of SMA Science Plus Baitul Quran Sambirejo value is 14,9%. It means that the maximum student’s vocabulary mastery in learning also gives the higher contribution in learning English to make students get higher achievement in English reading. Otherwise, if the students do not have maximum in vocabulary mastery, the effect is that the student’s English reading achievement is not higher or maximum.

3. There is a positive and significant contribution of Qur’anic memorization toward student’s English reading achievement in MIA 1 and MIA 3 at tenth grade of SMA Science Plus Baitul Quran Sambirejo value is 20,7%. It means students that accustomed to memorize the material including memorizing the Qur’an, they often use the brain to repeat, it will make them get higher achievement in English, also English reading. Otherwise, when the students do not accustomed to use their memory to memorize, include
Qur’anic memorization. Their English reading achievement will not high or maximum.

4. There is a positive and significant contribution of student’s motivation, student’s vocabulary mastery, and student’s Qur’anic memorization towards student’s English reading achievement in MIA 1 and MIA 3 at tenth grade of SMA Science Plus Baitul Quran Sambirejo value is 61.8%. It means that the students will get higher achievement in English reading if the increase their motivation, mastering vocabulary, and keeping in the Qur’anic memorization.

B. Implication

There are two points in result of this research are theoretical implications and practical implications. The theoretical implications deal with the contributions toward the developments of education theory about student’s motivation, vocabulary mastery, Qur’anic memorization, and student’s English reading achievement. The practical implications deal with the contributions of the reseacrh toward the student’s English reading achievement in MIA 1 and MIA 3 at tenth grade of SMA Science Plus Baitul Quran Sambirejo.

1. Theoretical Implications

The theoretical implications of this research is explained below as follows:

a. From the result above, the researcher concluded that the all independent variables are partially contributed to dependent variable. The result of this research is consistent with the previous research conducted by Rugutt and Caroline (2009: 306) which concluded that overall model variable significantly predicts motivation. This study also conclude that the importance of teacher, administrators and counselors of institution of higher learning to be the cognizant of the contribution. The variables discussed in this study make to teaching and learning environment so they are fully involved in providing the kinds of educational experiences that can enhance the development of these correlates and predictors of motivation in their learner. The other research also give the same result
conducted by Trinova and Salmi (2016: 69) which concluded that the current study seeks to uncover the contribution of Quranic Tahfidz to mental health. The findings revealed among other things that 62.5 percent of the respondents were the huffadz for 1 to 5 juz. The huffazh in 6 to 10 Juz constituted 7.5 percent.

b. The result of the research in student’s motivation toward student’s English reading achievement is consistent with the previous research conducted by Gillet, et.al, (2011: 44) which concluded that conclusion from the present findings is that motivation does vary as one goes through the elementary and high school curriculum. This conclusion is based on a number of important findings. A first one is that intrinsic motivation toward school does decrease from age 9 to 15 years solutions regarding the factors that affect student’s achievement motivation, namely their ability to achieve greater educational success throughout study. The other research also give the same result conducted by Kopershoek (2014: 48) which concluded that the main contribution of this study is that it elaborates on the idea that students can have multiple goal orientations when they enter the classroom by the inclusion of extrinsic and social goal orientations next to the more commonly used mastery and performance goal orientations, using a cluster analytic procedure. That being said, the relevance of students’ motivation profiles regarding relevant educational outcomes still needs further attention in educational studies, that is, to investigate in which educational contexts particular motivation profiles would be more advantageous than others.

On the other hand, when the students getting motivation, their will do something to get achievement in learning. One of the way to get good achievement in the learning is studying. There are some factors that have a significant contribution to student’s motivation, the one of the factors is intrinsic motivation and extrinsic motivation. In the intrinsic motivation, the students will do something to reach good achievement with some support factors such as challenge, curiosity, and independent mastery.
Then in extrinsic motivation, the students also get the support factors such as easy work, pleasing teacher, and dependence on teacher. So, it is good for having both motivations because the students will always spirit to reach good achievement in learning.

c. The result of the research in student’s vocabulary mastery toward student’s English reading achievement is consistent with the previous research conducted by Hazrat and Gholamreza (2013: 33) which the results of analyses indicated that vocabulary learning through oral pushed output is more effective than vocabulary learning through written pushed output in promoting listening comprehension ability and active vocabulary learning. Furthermore, vocabulary learning through pushed output had a statistically significant effect on vocabulary learning strategy use. The other research also give the same result conducted by Lawrence (2011: 22) which concluded that the finding is that higher self-reports of reading during the summer and school year predict improved student vocabulary. It can be said that by mastering English vocabulary the student will be easy in reach the reading achievement. The students often repeat and repeat the vocabulary that teacher or the program give in learning process.

d. The result of the research in student’s Qur’anic Memorization toward student’s English reading achievement is consistent with the previous research conducted by Babamohamadi et.al, (2015: 54) which concluded that listening to the recitation of the Holy Qur’an had a positive effect on lowering the level of anxiety in patients undergoing hemodialysis in Tabriz, Iran. Qur’anic. The other research also give the same result conducted by Mahjoob et.al (2014: 41) which concluded according to the results, broadcasting of voice Quran reader through the offices building’s speakers at the beginning of work time can be suggested for betterment of personnel’s mental health. Hence, the students can be easy to mastering English reading, when they often read many passages. They also often use their brain to memorize the Qur’an. On the other hand, the
students will be able to easy in study because they often read and repeat. Meanwhile, it is possible that the student’s Qur’anic Memorization have high contribution to improve the student’s achievement.

2. Practical Implications

The practical implications of this research is explained below as follows:

a. Student’s motivation is very important for the students. In learning, students needs motivation to study. If the students not motivated to study, the impact is the students is not interesting with learning. So, students feels confused, bored and irritated when learning process. Then, students also not easy to understand about the material.

b. Vocabulary mastery is one of part in mastering English. To make the student easy new situations in each learning, the teacher must give different method to help when explains the materials. When the teacher use teaching method in learning to make students more easy understand material. The students feels also confident, interesting, and spirit in learning process.

c. Qur’anic memorization is one of the student’s ability to understand the materials. When studying, students always have the own way to understand the materials. The teacher should give assignments to students which cover almost all learning styles of students, not only the dominant learning style but also less dominant learning style of students in the class. So, the students will have many references about types of learning styles.
C. Suggestion

Based on the analysis result and discussion in the previous chapter, the researcher gives the suggestions as follows:

1. **To the English Teacher**
   
   a. To maintain the student motivation the teacher should give an example of success person in the future is people that read more, so the student will keep their motivation in learning and the reading achievement is also keep high.
   
   b. The suggestion to improve vocabulary mastery to the teacher is not to give the difficult reading text.
   
   c. For Qur’anic memorization the teacher should support to the students to maintain the good Qur’anic memorization.

2. **To the Principal**

   To maintain the student English reading achievement the principal should provide reading text or reading material in the library, so the students encourage reading more.

3. **To the Future Research**

   Because this research is only limited in the three independent variable that affected the English reading achievement the researcher suggest to the future researcher to find the other variable that also give strong contribution. For example the other variable is student’s parent’s role and many more.