

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. CONCLUSION

This study explored the perceptions of English major students at UNIPDA regarding the role of vocabulary mastery in reading comprehension. Through an in-depth interview with third-year students, the research sought to understand not only how vocabulary impacts reading comprehension but also what influences students' vocabulary development and what strategies they employ to improve it.

From the findings, it is evident that vocabulary mastery is perceived by students as an essential component of reading comprehension. The majority of subjects emphasized that without understanding the meaning of key words in a text, it is difficult to grasp the main ideas, arguments, and overall message. This perspective confirms the theoretical assumptions discussed in Chapter II, which describe vocabulary as the foundation for effective reading and language processing.

The students also acknowledged various factors that contributed to the improvement of their vocabulary mastery during their academic journey. University courses such as Vocabulary, Critical Reading, and Scientific Reading played a significant role in enhancing their lexical competence. Furthermore, many students actively engaged in independent vocabulary-building strategies, such as reading English materials, keeping vocabulary notebooks, watching English-language

media, and practicing new words in daily communication. These efforts support the notion that vocabulary acquisition is a combination of formal instruction and self-initiated learning.

The study also revealed that students understand vocabulary and reading comprehension as mutually reinforcing skills. Improved vocabulary leads to better reading comprehension, and extensive reading, in turn, introduces new vocabulary. This dynamic relationship illustrates the depth of student awareness and aligns with the broader theoretical frameworks in vocabulary acquisition and reading theory.

Additionally, while vocabulary was highlighted as central to reading comprehension, some students also recognized the importance of other linguistic and cognitive components such as grammar, reading strategies, and prior knowledge. This indicates that students hold a holistic view of reading, acknowledging that vocabulary is one of several critical skills needed for effective comprehension.

The research concludes that vocabulary plays a central and influential role in reading comprehension, as perceived by English major students at UNIPDA. Their academic experiences and personal learning efforts both contribute to their vocabulary growth, which in turn supports their overall reading development. These findings offer valuable insights for language educators, suggesting the need for balanced instruction that integrates vocabulary teaching with meaningful reading practice and strategy training to support students in becoming more proficient readers.

B. SUGGESTIONS

Based on the findings and conclusions of this study, several suggestions are proposed for students, lecturers, and future researchers to help enhance vocabulary mastery and improve reading comprehension among English students at UNIPDA.

1. For Students

Students are encouraged to actively expand their vocabulary by engaging in regular reading activities, such as reading English books, academic articles, news, and online texts. Keeping a vocabulary journal to record new words, along with their meanings and example sentences, can be a helpful strategy. In addition, students should practice using new vocabulary in writing and speaking to reinforce their understanding and retention. Building vocabulary is a continuous process, and consistency is key to achieving progress.

2. For Lecturers

Lecturers are suggested to continue integrating vocabulary-focused activities into reading courses. Teachers should highlight the importance of vocabulary for reading comprehension and provide varied and meaningful exposure to new words. Interactive techniques such as vocabulary games, context-based learning, and sentence construction tasks can be used to make vocabulary learning more effective and engaging. Furthermore, lecturers are encouraged to provide feedback on students' vocabulary use

and guide them in applying strategies to guess word meaning from context.

3. For the Institution (UNIPDA)

The university is encouraged to provide more support in the development of students' English proficiency, especially in vocabulary. This may include organizing English reading clubs, language workshops, or vocabulary-building programs. These initiatives can create a supportive environment for students to develop their language skills both academically and socially.

4. For Future Researchers

Future researchers who are interested in a similar topic may consider involving a larger number of subjects or comparing different groups of students, such as students from other departments or institutions. Additionally, further research can explore the relationship between vocabulary and other aspects of English proficiency, such as writing or listening. Using mixed methods (qualitative and quantitative) may also provide deeper insights into how vocabulary impacts overall language development.

Vocabulary plays a vital role in reading comprehension, and all stakeholders involved in English education should work collaboratively to support students in developing strong vocabulary skills. Continuous effort, awareness, and effective strategies are needed to ensure that vocabulary learning becomes a natural and integral part of students' academic journey.