

CHAPTER V

CONCLUSION AND SUGGESTIONS

By examining the results of the conclusion for this study, the writer concludes that there is a positive and significant correlation between the Reading test results and the Writing test results of the sixth semesters students of 1984-1985 and 1985-1986 of the English Department of Widya Mandala University.

Based on these findings, the writer would like to suggest that the teachers of the English Department who teach Reading and Writing pay more attention to the students' needs, such as more practice in writing and reading. Therefore, there should be a good cooperation between the Reading and Writing teachers. For example, if the Reading teacher discusses about the topic of Population in Indonesia, the Writing teacher could also ask the students to write an essay on the same topic. This means that between the Reading and Writing teachers there should be frequent meetings, so that they can discuss the subject together. If it is possible, one person can teach the two subjects, both Reading and Writing lessons, or choose two or more teachers who could meet each other frequently.

Since the Writing lesson is only given until semester six, and the Reading lesson until semester eight, the

Reading teacher in semester seven and eight should ask for written assignments based on the topics discussed in the Reading class. In this way the students can still practice their writing ability although there is no specific writing class.

As Reading and Writing are part of the important skills in studying English as a second language, the students should get a lot of exercises to improve their Reading and Writing skills. Both of them are indispensable, because they will help the students to enrich not only their vocabulary but also their structure. Therefore, the teachers have to make an attempt to encourage the students to read more books on their own outside the classroom and to write to native speakers as much as possible. For example by writing letters to friends abroad or something like that.

In so doing, the students will not only get more knowledge but also develop their vocabulary and their structure so that they will not have a lot of problems anymore in their Reading and Writing lessons.

At last the writer would like to suggest the English Department to put special emphasis on Extensive Reading (book report). Until now there have been oral tests on the books whose results are included in the Reading scores. The writer would like to propose a writing test, for example in the form of questions about the main points of the book,

which the students have to answer in writing. And the results will be included in the Writing scores. Consequently, the students will really read the books by themselves and practice what they have read in writing.

It would be better if this cooperation is done starting from the first semester teachers. It means the Reading teacher in semester one should build a good cooperations and have frequent meetings with the Writing teacher since the first time he plans the lesson for the students. And it cannot be denied that it is important for the Reading and Writing teachers of English to improve their professional ability in the future. It means that the teachers have to think more what the better ways are to improve the English language teaching especially in Reading and Writing.

TABLE I
THE FINAL READING AND WRITING SCORES OF
1984-1985

SAMPLES	READING FINAL SCORES (X)	WRITING FINAL SCORES (Y)
1.	2,8	3,3
2.	2,1	1,5
3.	2,4	2,5
4.	2,0	1,6
5.	1,8	2,0
6.	1,6	1,6
7.	2,1	1,6
8.	1,5	1,5
9.	2,7	3,2
10.	3,1	2,6
11.	3,4	2,2
12.	3,3	2,4
13.	2,9	3,2
14.	2,3	2,7
15.	2,7	2,6
16.	2,4	2,4

TABLE II
THE FINAL READING AND WRITING SCORES OF
1985-1986

SAMPLES	READING FINAL SCORES (X)	WRITING FINAL SCORES (Y)
1.	1,56	2
2.	3,15	4
3.	2,68	2,5
4.	1,74	1,9
5.	1,79	2,1
6.	2,58	2,3
7.	3,05	2,4
8.	1,38	2
9.	2,27	2
10.	2,8	2,1
11.	3,25	2,5
12.	0,94	1,4
13.	1,49	2
14.	3,22	2,1
15.	2,79	1,6
16.	1,59	1,6

TABLE III
THE FINAL READING AND WRITING SCORES OF 1984-1985 ALONG
WITH THEIR MULTIPLICATION

SAMPLES	READING FINAL SCORES (X)	WRITING FINAL SCORES (Y)	X ²	Y ²	XY
1.	2,8	3,3	7,84	10,89	9,24
2.	2,1	1,5	4,41	2,25	3,15
3.	2,4	2,5	5,76	6,25	6
4.	2,0	1,6	4	2,56	3,2
5.	1,8	2,0	3,24	4	3,6
6.	1,6	1,6	2,56	2,56	2,56
7.	2,1	1,6	4,41	2,56	3,36
8.	1,5	1,5	2,25	2,25	2,25
9.	2,7	3,2	7,29	10,24	8,64
10.	3,1	2,6	9,61	6,76	8,06
11.	3,4	2,2	11,56	4,84	7,48
12.	3,3	2,4	10,89	5,76	7,92
13.	2,9	3,2	8,41	10,24	9,28
14.	2,3	2,7	5,29	7,29	6,21
15.	2,7	2,6	7,29	6,76	7,02
16.	2,4	2,4	5,76	5,76	5,76
	39,1	36,9	100,57	90,97	93,73

$$\bar{X} = \frac{\sum X}{n} = \frac{39,1}{16} = 2,443$$

$$\bar{Y} = \frac{\sum Y}{n} = \frac{36,9}{16} = 2,306$$

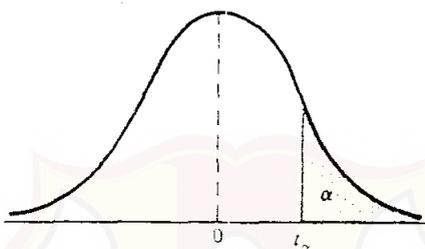
TABLE IV
THE FINAL READING AND WRITING SCORES OF 1985-1986 ALONG
WITH THEIR MULTIPLICATION

SAMPLES	READING FINAL SCORES (X)	WRITING FINAL SCORES (Y)	X ²	Y ²	XY
1.	1,56	2	2,43	4	3,12
2.	3,15	4	9,92	16	12,60
3.	2,68	2,5	7,18	6,25	6,70
4.	1,74	1,9	3,02	3,61	3,30
5.	1,79	2,1	3,20	4,41	3,75
6.	2,58	2,3	6,65	5,29	5,93
7.	3,05	2,4	9,30	5,76	7,32
8.	1,38	2	1,90	4	2,76
9.	2,27	2	5,15	4	4,54
10.	2,8	2,1	7,84	4,41	5,88
11.	3,25	2,5	10,56	6,25	8,12
12.	0,94	1,4	0,88	1,96	1,31
13.	1,49	2	2,22	4	2,98
14.	3,22	2,1	10,36	4,41	6,76
15.	2,79	1,6	7,78	2,56	4,46
16.	1,59	1,6	2,53	2,56	2,54
	36,28	34,5	90,92	77,47	82,07

$$\bar{X} = \frac{\sum X}{n} = \frac{36,28}{16} = 2,267$$

$$\bar{Y} = \frac{\sum Y}{n} = \frac{34,5}{16} = 2,156$$

TABLE V

Critical Values of the t Distribution

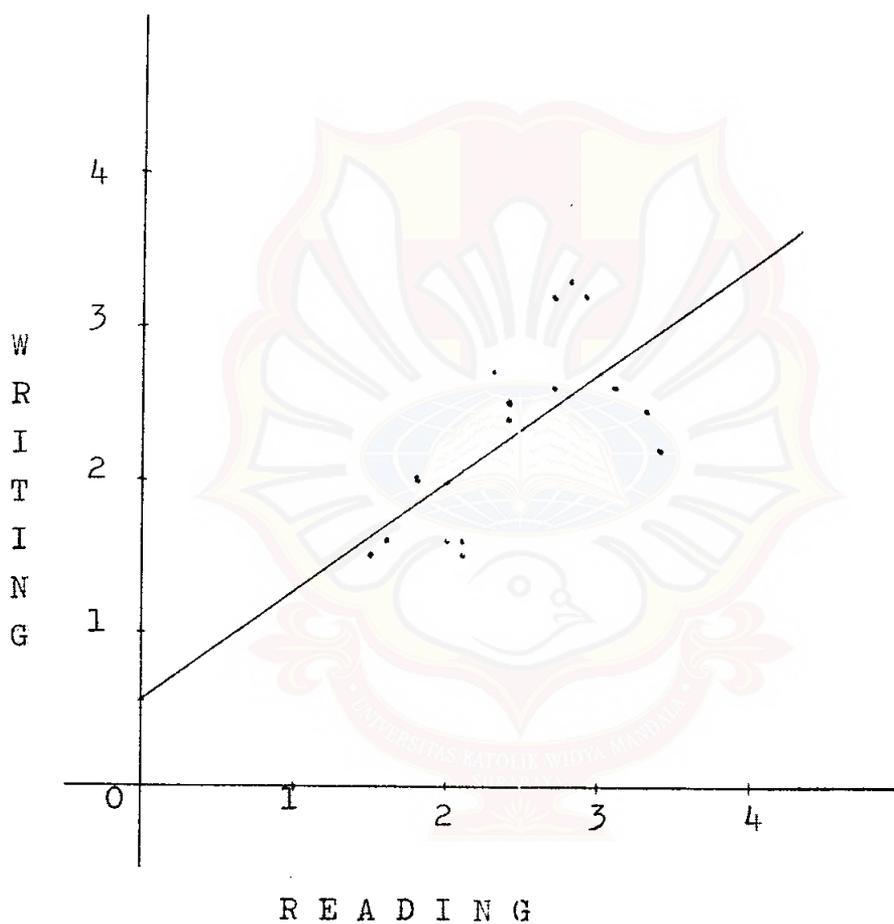
ν	α				
	0.10	0.05	0.025	0.01	0.005
1	3.078	6.314	12.706	31.821	63.657
2	1.886	2.920	4.303	6.965	9.925
3	1.638	2.353	3.182	4.541	5.841
4	1.533	2.132	2.776	3.747	4.604
5	1.476	2.015	2.571	3.365	4.032
6	1.440	1.943	2.447	3.143	3.707
7	1.415	1.895	2.365	2.998	3.499
8	1.397	1.860	2.306	2.896	3.355
9	1.383	1.833	2.262	2.821	3.250
10	1.372	1.812	2.228	2.764	3.169
11	1.363	1.796	2.201	2.718	3.106
12	1.356	1.782	2.179	2.681	3.055
13	1.350	1.771	2.160	2.650	3.012
14	1.345	1.761	2.145	2.624	2.977
15	1.341	1.753	2.131	2.602	2.947
16	1.337	1.746	2.120	2.583	2.921
17	1.333	1.740	2.110	2.567	2.898
18	1.329	1.734	2.101	2.552	2.878
19	1.328	1.729	2.093	2.539	2.861
20	1.325	1.725	2.086	2.528	2.845
21	1.323	1.721	2.080	2.518	2.831
22	1.321	1.717	2.074	2.508	2.819
23	1.319	1.714	2.069	2.500	2.807
24	1.318	1.711	2.064	2.492	2.797
25	1.316	1.708	2.060	2.485	2.787
26	1.315	1.706	2.056	2.479	2.779
27	1.314	1.703	2.052	2.473	2.771
28	1.313	1.701	2.048	2.467	2.763
29	1.311	1.699	2.045	2.462	2.756
inf.	1.282	1.645	1.960	2.326	2.576

TABLE VI
QUALIFICATIONS OF TEACHERS

SUBJECT	YEAR	TEACHER	DEGREE	TEACHING EXPERIENCE
READING	1984	1.	Dra; Msc.	10 years
		2.	Irs.	18 years
WRITING	1984	3.	Irs.	9 years
READING	1985	4.	Irs.; MA	12 years
		5.	Ira.	8 years

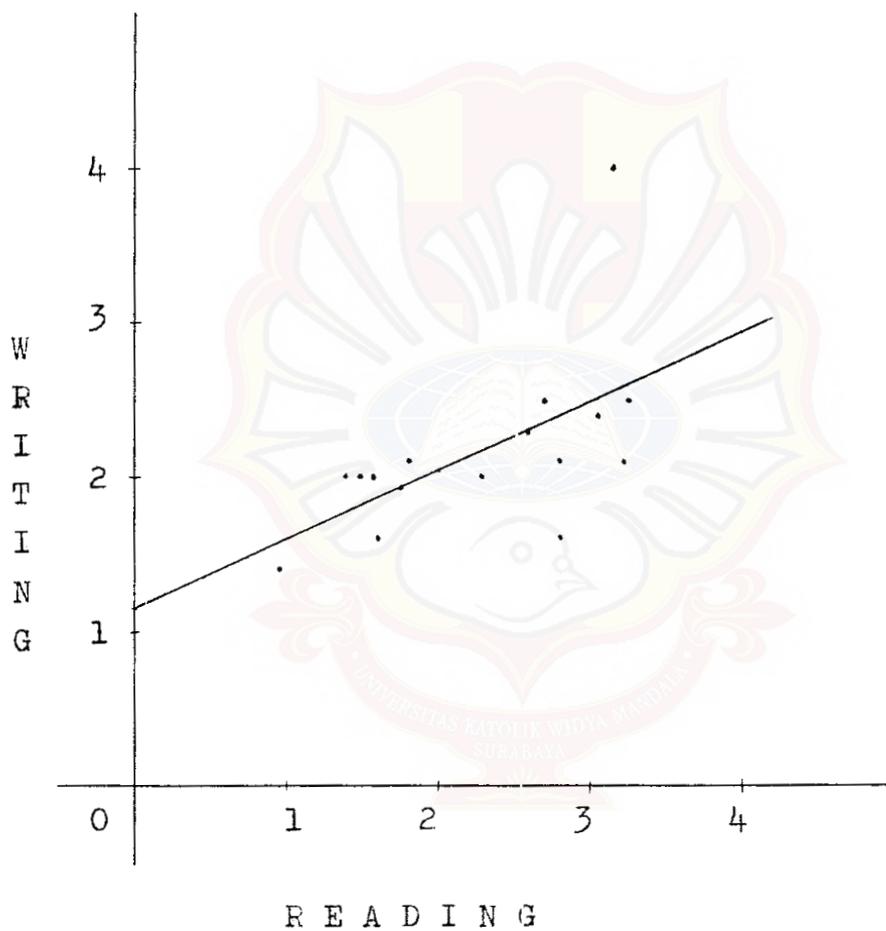


DIAGRAM I
SCATTER DIAGRAM OF 1984-1985



SEMESTER VI 1984 - 1985

DIAGRAM II
SCATTER DIAGRAM OF 1985-1986



SEMESTER VI 1985 - 1986

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