

CHAPTER V

CONCLUSION AND SUGGESTION

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This chapter consists of two parts. The first part is the summary and the conclusion of this study and the second part deals with suggestions that may be useful for English teachers.

5.1 SUMMARY AND CONCLUSION

The four language skills and the language components are important in learning English. Those four skills are related to each other, however, the writer only focused on Reading and Writing. The experts found that the more students read the better their Writing skill is, the writer conducted this study to prove this finding.

After the writer took the final scores, she correlated them to find whether there is a correlation between the achievements in Reading and in Writing. The result is that there is a moderate relationship between the achievements in Reading and in Writing of the English Department Students of Widya Mandala Catholic University Surabaya of 1994-1995.

From that result, the writer concluded that the students improve their Writing skill through their Reading skill. However, the results of this study are mainly applied to the students under discussion. Since reading comprehension can give some contributions to the students, the writer considers it necessary for the students to possess the reading skill.

5.2 SUGGESTIONS

Based on the result of this study, that there is a strong correlation between the achievements in Reading and in Writing of the English Department Students of Widya Mandala Catholic University Surabaya of 1994-1995, the writer gives suggestions to make the students' writing skill improved by their reading skill.

5.2.1 RECOMMENDATION FOR TEACHING READING AND WRITING

For some students, Reading means trouble because they always feel reluctant to read the books in English. The writer would like to suggest that the teachers should make an attempt to encourage the students to read a lot of books in English outside the classroom and to write letters to native speakers as much as possible. In this way they are accustomed to think in English and that will make their writing skill better. The reading teachers can also give input to the students to improve their writing mastery by asking the students to retell or summarize the reading passage after or during their reading activities.

The teacher who teaches Reading should also teaches Writing so that he or she knows the improvement of the students' ability and achievement. If it is not possible, the teachers who teach Reading and Writing should cooperate in monitoring the students' ability and achievement.

For the teaching strategy, the teacher of Reading should encourage the students always to summarize and comprehend the passage by finding the main idea so that they will not get bored of spending too much time in reading one passage. The teacher who teaches Writing should always ask the students to write down the outline of what they are going to write before they made the composition.

The materials for Reading and Writing should be the same in the topics, for example: Reading I and Writing I are talking about narrative, Reading II and Writing II are descriptive, Reading III and Writing III are illustrative, Reading IV and Writing IV are argumentative, and Reading V and Writing V are persuasive. By having the same topics of Reading and Writing, the students are able to understand deeper about the topic given and they will find better result in both subjects that are Reading and Writing.

5.2.1 RECOMMENDATION FOR FURTHER STUDY

The Reading and Writing achievements would be more validly measured through the tests constructed by the researcher, therefore the writer recommends other researchers to find out the correlation between their Reading and Writing achievements. From this further study we will know whether the correlation is higher than the correlation found in this study by constructing their own Reading and Writing tests.

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