CHAPTER V

CONCLUSION

5.1. Summary

This thesis is written in an attempt to find out whether there is a positive correlation between structure, vocabulary, and general knowledge achievements of the first year students of SMA Stella Maris and their reading comprehension achievement. There are three correlations in this study, namely:

1. the correlation between structure achievement and reading comprehension achievement

2. the correlation between vocabulary achievement and reading comprehension achievement

3. the correlation between general knowledge achievement and reading comprehension achievement

To measure the reliability of the test conducted in this study, I use the Kruder-Richardson Formula 21, which is also called KR21. This formula requires just three types of information: the number of items in the test, the mean, and the standard deviation. The formula is:

$$\text{Reliability Estimate (KR21)} = 1 - \frac{M(K - M)}{K(s^2)}$$

M is the mean of the test scores

K is the number of items in the test

s is the standard deviation of the test scores

After computing the entire test results using this formula, I found that:

1. the reliability coefficient of the structure test is 0.71

2. the reliability coefficient of the vocabulary test is 0.73

3. the reliability coefficient of the general knowledge test is 0.71

4. the reliability coefficient of the reading comprehension test is 0.74

To find out the degree of the relationship between the variables, I use the formula of Pearson-Product Moment Correlation. The result of data analysis using this formula shows:

1. the correlation coefficient between structure achievement and reading comprehension achievement is 0.81

2. the correlation coefficient between vocabulary achievement and reading comprehension achievement is 0.77

3. the correlation coefficient between general knowledge

achievement and reading comprehension achievement is 0.79

It means that there is a positive correlation between the students' achievements on structure, vocabulary, and general knowledge and their achievement on reading comprehension. The figures show that the highest correlation is between structure achievement and reading comprehension achievement; then comes the correlation between general knowledge achievement and reading comprehension achievement; the lowest correlation is between vocabulary achievement and reading comprehension achievement.

5.2. Suggestion

Realizing that there is a positive correlation between the structure, vocabulary and general knowledge achievements of the first year students of SMA Stella Maris and their reading comprehension achievement, I suggest that the English teachers of the first year students do not neglect the teaching of structure, vocabulary, and general knowledge as well. In teaching general knowledge the teachers can ask the students to watch movies which are related to their field of study. The teachers should also teach structure, vocabulary and reading comprehension in integrity. It means that the

teacher should discuss or explain briefly about the structure and the vocabulary in the reading passage while they are teaching reading comprehension. By doing so, it can be expected that the students' competence in reading comprehension will improve.

The data of this study was only taken once because the time was very limited and I did not have more chance to do the experiment. I hope that other students will make a further research on this topic more thoroughly in the future.
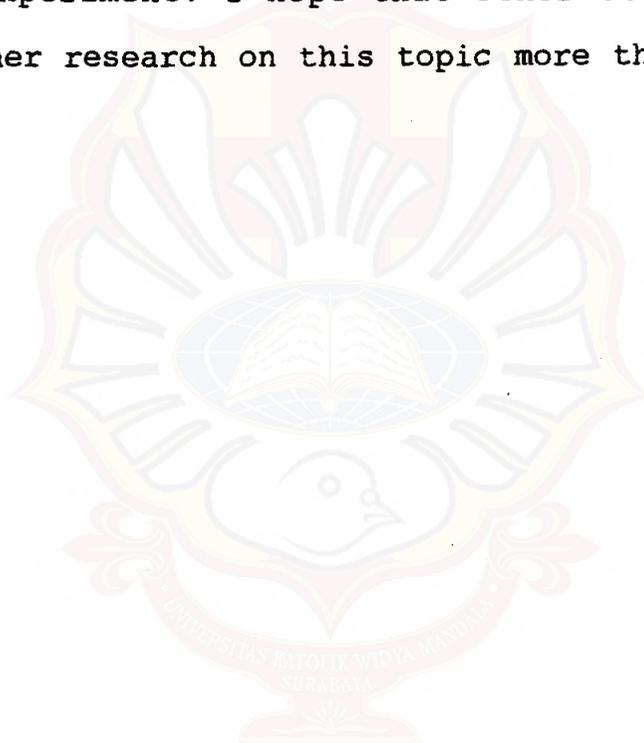
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This thesis was prepared electronically from
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The following software and hardware tools had
been used in the preparation process :

Software

- WordPerfect version 4.2
- Wordstar version 5.5
- Lotus 123 version 2.01
- Allways version 1.0

Hardware

- IBM PC XT
- PC Laser 6000