

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

This chapter consists of two parts. The first part is the summary and the conclusion of this study. The second part deals with the suggestions from this study.

#### **5.1 Conclusion**

To learn English as a foreign language, students need to master the four skills: listening, speaking, reading and writing. Those four skills are closely related to each other, but on this study, the writer focused in the relationship between reading skill and writing skill. The experts found out that the more students read the better they write. Therefore, the writer conducts this study to prove the relationship between reading and writing.

The purpose of this study is to find out whether there is a positive correlation between students' reading comprehension achievement and writing achievement in senior high school students. The writer involved two classes as the samples of the study, XIIA2 and XIIS1 class. The form of this study was a correlational study, and there were two variables used in this study: reading comprehension achievement and writing achievement. The scores of reading comprehension and writing were calculated using Pearson's Product-Moment Correlation Coefficient formula.

The result showed that the correlation coefficients between students' reading comprehension achievement and writing achievement are 0.56 and

0.60. The result of the critical value of r Product-Moment is 0.263. Since the correlation coefficient ( $r$ ) is higher than the critical value ( $r^t$ ), the writer concluded that there is a positive correlation between students' reading comprehension achievement and writing achievement. The correlation coefficients are considered a moderately significant relationship.

The result can be concluded that the increase in reading comprehension achievement is accompanied by the increase of writing achievement. If reading comprehension score is high, the writing score will be high too and vice versa. Out of the five components of writing: content, organization, vocabulary, language use, and mechanics, the students' reading achievement has the highest correlation with their writing content. It seems that from reading, students get a lot of ideas to develop their writing. Since reading comprehension correlates with the students' writing, the writer considers that it is important for students to possess good reading comprehension skill; therefore, they need to be encouraged to read a lot.

## **5.2 Suggestions**

Based on the result of this study, the writer gave the following suggestions:

### **5.2.1. Suggestions for the Teaching of Reading and Writing**

Many students do not like reading, especially reading English books. Therefore, the writer would like to suggest that the teachers encourage the students to read books more. Teachers can start to encourage the students by asking them to read a short story. By asking students to read

many short stories, students will establish their reading habit. To support this, teachers should provide interesting short stories to attract students' interest. However, the materials for the reading and writing should have the same topics, for example: if the teachers want to teach students how to write a narrative, the materials for reading should be a narrative too. By having the same topics of reading and writing, the students will have a better background knowledge of what is being taught and it will result in better reading and writing. When students write, they build and extend on the literacy learning that they need to be successful readers. They transfer their growing understandings from their reading to their writing and vice versa.

#### **5.2.2. Suggestions for Further Studies**

This study is a correlational study. According to Gay and Diehl (1992), the sample of a study should be as many as possible. The more samples are taken, the result would reflect the population. Therefore, the writer suggests the next researcher to have more samples to do this study.

It is also better to choose different grade levels and schools to take the data. Different subjects may give different data and result which will enrich the knowledge on the field.

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