

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter focuses on conclusion and suggestion. In the conclusion, the writer tells about the result of the study. The writer gives her suggestion for the other researcher in the suggestion.

5.1 Conclusion

This study is conducted to know whether there is a significant positive correlation between reading achievement and writing achievement of the English Department students. The major reason of conducting this study is the fact that reading ability which is belonged to receptive skills and writing ability which is one of productive skills in which they are said to be different to each other as it is said that “Reading is a receptive skill, whereas writing is expressive in nature” (Heller, 1991, p. 4). Moreover, as the BBC British Council stated that “The receptive skills are listening and reading, because learners do not need to produce language to do these, they receive and understand it. These skills are sometimes known as passive skills. They can be contrasted with the productive or active skills of speaking and writing.” (BBC World Service, (n.d.)).

Reacting to the statement above, the writer tried to find the answer of this study through the data in which the data are collected from the reading

achievement and writing achievement of the sixty English Department students in the academic year of 2007. From the calculation by using Pearson-Product Moment formula, the writer wanted to reaffirm that the result of the value of the correlation between Reading achievement and Writing achievement of the students is 0,384 which can be said that there is a positive correlation but it is not very high. As it has been said in the forth chapter, the writer computed the correlation in three classes with the highest value of 0,574 showed in class C and the lowest value of the correlation, 0,207 in class A.

Measured at the level of the significance 5%, the level of the value of the correlation is higher than the level of the value of the correlation which is settled at 0,254. It proved that the correlation between reading achievement and writing achievement is significant.

From the explanation above, the writer concludes that there is a positive significant correlation between reading achievement and writing achievement of the English Department students of Widya Mandala Catholic University.

The result of this study is expected to persuade the English Department students of Widya Mandala Catholic University to read a lot and make them enjoy reading. Trough this study, it is proved that both reading and writing need the knowledge in the mind. Moreover, trough reading, the students get used to the correct word structures and get more vocabularies as the second language learners. These capabilities can be used to comprehend the text better when they read the reading materials. They are also needed in writing a well-organized composition as well. By using various vocabularies on the composition, they can

flower the composition. It makes the readers enjoy the composition without a feeling of getting bored. By doing this, they can make the readers to both comprehend what they are trying to tell about as the authors and enjoy reading the writing because these two factors are the most important goal for an author.

5.2 Suggestions

The study made by the writer is about the correlation between reading and writing. The writer found out that there is a positive significant correlation between reading and writing. It shows that there a correlation between receptive skills in which reading ability is involved and productive skills in which writing ability is apart of it. In other words, in their processes, reading a lot and writing a composition share the needed abilities.

The writer has some suggestions related to this study. First, the writer suggests the English Department of Widya Mandala Surabaya Catholic University that reading and writing can be taught by the same lecturer so that the reading and writing skills can be totally learned by the students.

The writer suggests the other researchers to find out whether there is any correlation between reading achievement and speaking achievement. They can figure out whether mastering reading ability has also followed by the students' improvement in speaking.

Then, the other researchers can also think whether the students with reading disabilities can make any success in writing. They can mention what makes the

students to have any possibilities in reading disabilities, whether it influences the writing ability or not, and how it influence the writing ability or how it does not influence the writing ability.

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