

## CHAPTER IV

### CONCLUSION AND SUGGESTION

#### IV.1 CONCLUSION

English is the first foreign language for the students in elementary school in Indonesia. Most of them get English for the first time. English is one of lesson materials learned by the students in elementary school. One of the skills which have to be mastered in learning English is reading. In the teaching of English, reading is the one mostly learned by the students. Therefore, most of the students can have high competence in doing English reading tasks at school, although they take several minutes to read, translate each word, then do the passage. Based on those phenomena, the writer has an idea to give the students reading tests - known as the reading performance tests - which have different patterns from the usual reading tasks given by the teacher, then the writer make a correlation between the students' competence in doing reading tasks at school and their performance in reading English. The reading performance tests consist of comprehension, vocabulary knowledge, and rate of reading. Furthermore, the competence of the students in doing English reading tasks at school and their performance in reading English are correlated by using Product Moment Correlation devised by Pearson.

The statistical computation shows that the  $r$  (the correlation coefficient value between two variables) is equal to 0.632. This means that there is a sufficient correlation between the competence in doing English reading tasks at

school and the performance in reading English. Meanwhile, with  $r$  value equals 0.632, the writer can draw a straight line in Figure of the plot of regression line. The figure of the regression line reinforces the assumption of the correlation and shows that the positive correlation coefficient ( $r$ ) is present and the correlation is a rather strong one. Therefore, some of the students who have high competence in doing English reading tasks at school also have high performance in reading English, although the correlation coefficient is still a strong one which means that the number of the standard error of estimate (deviation) from the general trend is small. Furthermore, if the score of the competence test is still higher than the average score of the performance test, it may be the influence of the dominant factor. The dominant factor is the knowledge of the foreign language - that is English. The knowledge of the foreign language here means the meanings of words and subject knowledge. Other factors which support the dominant factor are reading resources, competence of the teacher, language environment, and the internal conditions of the students during the tests, include their health conditions, their classroom situation when the tests are conducted, and the limited time available to do the tests.

Those factors may not influence the students who have both high competence in doing English reading tasks at school and high performance in reading English, because they probably practice and improve their English by themselves or joining an English course, or they have been brilliant since the day they were born.

The writer concludes that the students' performance in reading English in particular, and the mastery of reading English in general, will enhance if their ability to comprehend passages and their knowledge of vocabulary are not only limited to their English book from school. Also, they should not have a strong dependency to their teacher. Furthermore, the language environment of the students should also support them in their performance in reading English and in their English reading mastery.

## **IV.2 SUGGESTION**

The value of the positive correlation coefficient which is still sufficient and a rather strong one - not a perfect correlation - shows that nowadays the conditions which are contrary to those mentioned above are still faced by most elementary school students, not just the observed students. Some efforts can be offered as suggestions to overcome those conditions. The availability and use of other relevant English books and reading materials are really important in order to enrich their reading ability. But the availability of other relevant reading resources will not be very useful without the help of a highly competent teacher. The more qualified and experienced teachers make use of a greater variety of techniques involving individualized instruction, group work, independent reading, practice in faster reading, and the reading of materials such as newspapers and magazines in order to supplement and enrich the reading program. At last, the students should practice their reading and speaking in English more often. The family, the

teachers, and friends as their language environment should support their efforts by being their counterpart in trying to improve their English.

At last, the writer also suggests other researchers to observe further about teaching reading strategies because this study is only limited in the correlation between reading competence and reading performance in English. The writer tends to give a chance for those who are interested in doing a study further especially about teaching reading strategies.

# BIBLIOGRAPHY

*Muthi Jase*