

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The last chapter of this research is divided into two sub-chapters. In the first sub-chapter chapter, the researcher concludes the research findings. The second sub-chapter presents several suggestions for current practice of writing activity and future research.

A. Conclusions

In this section, the researcher presents the summary of the answers to the three research questions. The first research question is how the students' reading habits are. The students' reading habits are indicated by their preferences of the types of reading materials, their frequency or time allocation of reading and their reading techniques. The result shows that most of the respondents prefer to read materials related to the *reference materials*. For the frequency of reading, the questionnaire result reveals that the students prefer to spend more time for *general interest articles*. The last finding on the students' reading habits is about reading techniques. It was found that most of the students applied *quick reading* as the reading techniques.

The second research question is what the students' writing skill is. The descriptive analysis result shows that most of the students' score are in the good level. The range scale for the good level is from 16 to 25 points. Most of the students (19) get the 20 points for their essay production of the Academic Reading

and Writing score. It means that the students' writing ability of English Education Department academic year 2013/2014 is good.

The third research question is what the relation between students' reading habits and their writing ability is. In answering the third research question, the researcher correlated the students' reading habits and their writing ability. It is concluded that there is a correlation between students' reading habits and their writing ability ($r = 0.102$). The correlation between two variables is weak. Therefore, the hypothesis alternative (H_1) is accepted and the null hypothesis (H_0) is rejected.

Through the result of the open-ended questionnaire, it is revealed that reading gives several contributions toward students' writing ability. The supporting data of the third research question's answer mentions that reading improves students' *vocabulary, knowledge, ideas* and *grammar*. Besides, there are several findings emerged from the open-ended questionnaire result. The respondents admitted that reading provides *information* to write. It also serves *new topic* for writing. Furthermore, the respondents stated that reading can be a *reference* for them to write. Reading also gives them *motivation, inspiration* and *imagination* to write. The students' *critical thinking* and *creativity* are improved by the reading habits. Four respondents proposed that their language style is influenced by the writer language style. Hence, it can be concluded that the correlation between students' reading habits and their writing ability is reflected by the respondents' answer on the contributions of reading toward their writing ability.

B. Suggestions

Based on data analysis in Chapter IV and the conclusion above, there are several suggestions proposed for several parties namely the students, the teachers, the institution and future researchers in the similar field. To begin with, the students should realize that reading activity cannot be separated with learning activity especially writing. It is because reading can be one of the effective ways to improve the writing ability. Afterward, the students should have more practices for reading academic techniques. Thus, they will be more familiar with the organization in writing.

The teacher can lead the students to read both of reading materials for academic purpose and pleasure. In terms of reading techniques, the teacher can suggest the students to use quick reading strategy since it is more effective to read comprehensively. Moreover, the teacher can modify the teaching method which enables students to read and write more.

For the institution, it is suggested that the students of English Education Department in UMY should be supplied with a great exposure to reading habits of reading materials which are closely related to academic purpose. There should be good access for the students to get the sources to help them completing their assignment related to the writing activity. As the sources provided well, it can improve the students' exposure of reading activity. Therefore, the researcher suggests that there should be a good facility provided by the institution to improve their exposure to reading habits.

The researcher realizes that this research has several limitations. Therefore, this research also welcomes other researchers who are interested to conduct further research related to this issue. For future research, other factors which were not investigated in this research should be included to be examined in order to make a strong correlation between reading habits and writing ability.