

CHAPTER V

CONCLUSIONS, LIMITATIONS OF THE STUDY, AND SUGGESTIONS

The four previous chapters have provided the detailed information of the research, including the background of the study, the related literature, the methodology, and the research findings. Meanwhile, this chapter supplies the main summary of this research. It covers the conclusions, limitations of the study, and the suggestions or the recommendations.

5.1 Conclusions

This study was based on the belief that better readers tend to be better writers stated by Stotsky (1983 cited in Kroll, 1991). According to this view, reading and writing have a strong relationship. Besides, this study was also based on the other belief that first language promotes to second or foreign language. In other word, this study was about combination of both issues. It was stated in the correlation between students' reading comprehension of Indonesian fiction and their writing ability of English narrative texts.

This study describes that the students are able to comprehend Indonesian fiction. It can be found that their average score of reading comprehension test were high (81.833). Most students could answer all questions, read between the lines, analyze punctuations, and summarize the story in the test. The ability of the students in reading comprehension of Indonesian fiction provides for schemata to write narrative texts.

Furthermore, this study also concludes that second grade students of SMA N 2 Bandung are able to write English narrative text. The ability of the students are analyzed based on the content, organization, vocabulary, language use and mechanics of the text proposed by Jacob (1981). Their average score of writing test is 65.905.

Moreover, the main finding of the research concludes that there is a positive correlation between students' reading comprehension of Indonesian fiction and their writing ability of English narrative texts. With the correlation coefficient of 0.8665 higher than r table 0.3044 with the level of significance 5%. It also means there is a positive and significant correlation between first language ability and foreign language ability. It means there is a positive and significant correlation between students' reading comprehension and their writing ability as well. Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted.

Then, the ability of comprehending Indonesian fiction is considered as one of the factors that promote their writing ability in English narrative texts. In addition, the habit of reading Indonesian fiction could contribute the ability of writing narrative texts.

Last, the mean score of science class students is better than social class students, both in reading Indonesian fiction and in writing English narrative text.

5.2 Limitations of the Study

There are several limitations of this study. First, this study does not produce causal-effect relationship since correlational study only shows the

tendency result between two or more variables. The only study involves causal-effect relationship is experimental study (Gay, 1987). Second, students' writing ability of English narrative texts is tested once by the researcher. It means that writing here is regarded as a product instead of a process.

Third, the analysis of students' writing ability cannot be explained more since it is not needed in answering the research problem. The appropriate method of the study to analyze more about students' writing ability in English narrative texts is using a qualitative research.

5.3 Suggestions

After having some conclusions, the writer then comes to some significant suggestions. First, this study suggests to English teachers to use Indonesian fiction such as Indonesian novel, Indonesian folk's story, and so on as a media in learning English as the foreign language. This suggestion is also supported by Mansyur (2002) who states, "It is better for lecturers or teachers to start the teaching writing by using Indonesian context, then in English". Moreover, to build writing habit, students should be taught first to devote their emotional feeling after reading a story.

Second, students are suggested to build reading habit through reading Indonesian fiction and pay attention to the new terms, sentence structure, punctuation, and moral value of the story. Students will not be able to write well without having the schemata as a result of reading. Moreover, many researchers (such as Smith, 1983; Bereiter and Scardamalia, 1984; McGinley and Tierney,

1989; and others quoted in Kroll, 1991) suggest, “Students can learn much about writing from reading”.

Third, it is better for further researchers who interested in this problem to take more samples in different setting. Different method such as experiment study could be better to obtain another horizon about the effect of reading Indonesian fiction on English writing ability. Further research may extend the scope of the problem. Hence it may motivate people to read and write more in order to develop their knowledge.

Fourth, headmaster or stakeholder of schools is also suggested to provide Indonesian novel and other kinds of fiction in the library as the sources of learning reading and writing. Fifth, it is suggested to whoever interested in this problem to develop reading and writing skill in any language. Since most of languages has the same language form and structure.

Sixth, it is suggested that “teaching reading should become an integral part of teaching writing, and reading for pleasure should be encouraged and incorporated into the writing syllabus design. The more the students read, the more they acquire the language of writing, and ultimately the more likely they will become good writers. Indeed, good writers often start from good readers (Sugiharto, 2007).

Last, simply knowing that reading and writing are intimately connected processes isn't enough. In order to help students develop these two essential skills, parents and teachers need to apply this knowledge when working with them (<http://www.k12reader.com/the-relationship-between-reading-and-writing/>).