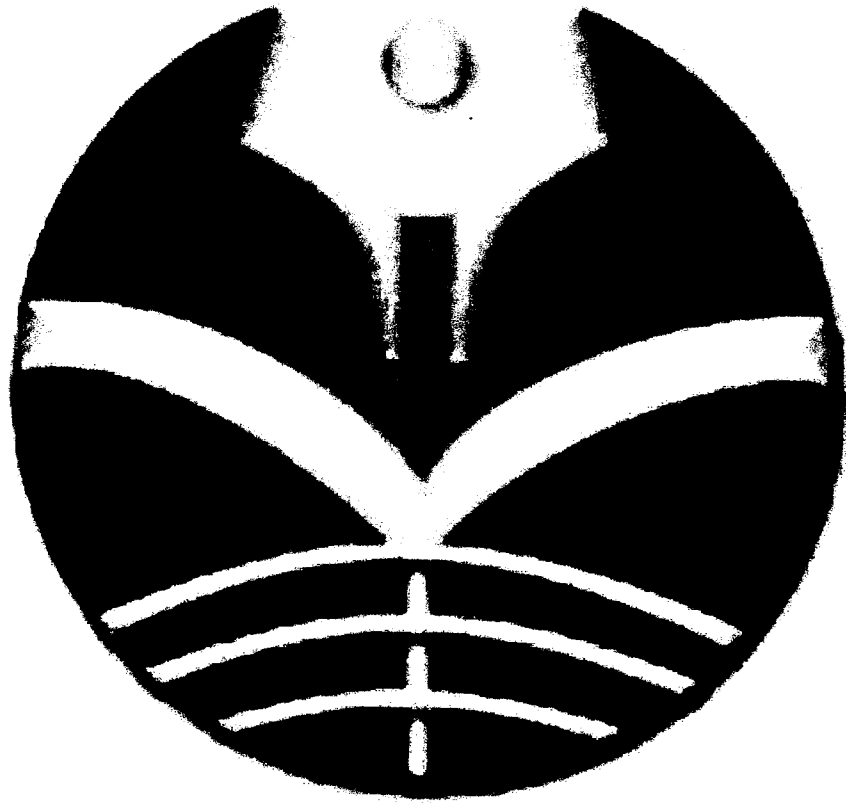


Taught man that he knew not.



(Qur'an, 96:5)



## **CHAPTER FIVE CONCLUSIONS AND SUGGESTIONS**

This chapter presents the conclusions of the research and suggestions for language learners to improve frequency of reading, for both language teachers and learners to improve reading and listening teaching and learning as well, and for other researchers to conduct further study concerning the topic.

### **5.1 Conclusions**

This research investigates the correlation between the students' frequency of reading English materials and their listening achievement, and to describe additional information needed in supporting this study.

The study employs quantitative approach with descriptive and correlational methods, to describe the data attained from the questionnaire and the listening score administered by the English department, and to investigate the level of the correlation between students' frequency of reading English materials and their listening achievement, using Pearson Product Moment Correlation Coefficient, through SPSS.

The data from the questionnaire indicate that the participants' frequency of reading English materials is mostly in average level of reading in accordance with the distribution of the data. If it is compared to the minimum frequency of reading proposed by Sofsian (2006), in which he recommends learners to have at least to read 30 minutes a day, many of them do not exceed it.

The students' listening achievements are mostly far from the total score expected by the English department, which is 90. None of the participants gained it; the highest score attained is 64 and the lowest one is 2. Most participants admitted that listening to spoken language is difficult, so they did not achieve the expected-total score or even was close to it. Data from the questionnaire revealed that there are many factors which caused the difficulty in recognizing spoken language, such as the lack of vocabulary, the meaning, idiomatic expressions, slang words, and the aspect of the speaker, especially, native speaker in accordance with the accent, clarity, dialect, pronunciation, and speech tempo.

The result of the calculation shows that there is a relationship between frequency of reading English materials and listening achievement amongst the fifth semester students of English Department of Indonesia University of Education (Correlation Coefficient of 0.242 which is significant at the 0.05 level (1-tailed)). Although the correlation between both variables is low, however, the alternative hypothesis still can be retained.

Finally, since, the correlation between both is low, therefore, the correlation between the students' frequency of reading English materials and listening achievement can be interpreted as follows: by having a high frequency of reading English materials students can probably have a good listening achievement. Moreover, since the advantages of reading English materials is beneficial in improving students' English learning; enriching them with the variety of linguistic signals (vocabularies, idioms, etc.), knowledge, information, etc. which later can be useful in listening activity, as shown by the participants

opinion and experience, the writer foresees the possibility of further analysis concerning the topic.

## **5.2 Suggestions**

Based on the conclusions of the research, the writer puts forward some suggestions, they are:

1. The teachers of English should motivate their students to read lots of English materials to enrich them with the variety of linguistic signals (vocabularies, idioms, etc.), knowledge, information, etc., and to make them ready when confronting the spoken language; by native or native like speakers of English.
2. The teaching of reading should be done based on the purpose of reading itself. This means that teachers must realize that the purpose of reading is to provide students with the variety of linguistic signals (vocabularies, idioms, etc.), knowledge, information, etc.
3. Students should expose themselves to reading English materials to make them familiar with certain linguistic signals (vocabularies, idioms, etc.), full of information and knowledge that can help them in confronting the spoken language.
4. For future researchers, the research should be done (if using the same research method) with some improvements, such as types of the questionnaire, numbers of the sample, previous studies etc. or through the experimental one. This is expected to see more clearly and comprehensibly on the influence of the frequency of reading English materials on listening achievement.