CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and recommendations based on the results of data analysis from the previous chapter. This chapter is divided into two parts, namely conclusions and recommendations.

5.1 Conclusions

Considering the results of data analysis, some points can be concluded. First, students' perceptions on their reading comprehension are quite good. It can be seen from the average of students' answers to the questionnaires which was 3.19. While students' perceptions on their translating ability are also good. It can be seen from the average of students' answers to the questionnaires which was 3.22.

Second, the students' average mastery of English reading comprehension is classified into "elementary" level (130-200). The mean of students' reading comprehension scores is 146.25, which also falls into the "elementary" category. In other words, the 3rd year students of Accounting Department of SMKN 2 Kuningan have "elementary" level of English reading comprehension.

Third, the students' translating ability is considered to be in "good" category. The mean of students' translation scores is 65.67, which falls into the "good" category. In other words, the third year students of Accounting

Department of SMKN 2 Kuningan have "good" level of English-Indonesian translating ability.

Fourth, data calculation result using Pearson Product Moment Correlation Coefficient shows that there is a correlation between students' reading comprehension and their translating ability. It is proven by the observed coefficient correlation (r), which is 0.752, indicating that the correlation is high and positive. Meanwhile, the determination coefficient (r^2) of the correlation is 0.57, meaning that the students' English reading comprehension contributes to 57 % of their translating ability. In addition, the coefficient correlation (r) is found to be statistically significant at $p = 0.05$. Therefore, H_o is rejected and H_a is accepted: there is a correlation between the students' reading comprehension and their translating ability. The result then implies that there is a tendency that the higher the score of English reading comprehension is, the higher their translating ability will be.

5.2 Recommendations

Based on the result of the research, which states that there is a high and positive correlation between students' reading comprehension and their translating ability, there are some recommendations the writer would like to propose.

First, it is suggested for the teachers to give special treatment addressing translation or reading, e.g. improving students' reading mastery level to help them master translation.

Second, it is better for students of accounting department to improve their reading mastery level, as it is one of key factors in producing good translation quality.

And finally, it is suggested that everyone who is interested in doing further research in translation can creatively expand the scope of the research.