

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents: (1) conclusions, and (2) suggestions based on the findings of the research.

5.1. Conclusion

From the findings and interpretations, it can be concluded that first, there was high correlation between internal locus of control and reading achievement of tenth grade students at MAN 2 Palembang since the correlation coefficient or r -obtained (-.989) was higher than r -table (.1614). Based on N-SLOC questionnaire orientation that high score means high external locus of control and low score means high internal locus of control, the result of r -obtained was negative, it is showed that students who got high score for their questionnaire, they got a low score for their reading test and students who got low score for their questionnaire, they got a high score for their reading test. Since the result of r -obtained was -.989 it can be said that students who have external locus of control had low reading achievement and in contrary students who have internal locus of control had better in reading achievement. So, students with high internal locus of control had better reading achievement will be.

Second, the finding showed that there was significant influence between locus of control and reading achievement since p (.000) was lower than .05. It also showed that locus of control gave influence 97.8% toward reading achievement.

So, it can be inferred that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

5.2. Suggestions

Based on the conclusion above, suggestions in this study are provided for the students, teachers and other researchers who are interested in further research.

1. For the English teacher, he/she should know the importance of locus of control toward reading achievement and teacher needs to support students to build high internal locus of control.
2. For the students, The students need to pay attention to their locus of control and enhance their internal locus of control. Because locus of control is one of the predictors that influences their reading achievement, high internal locus of control will make reading achievement better.
3. For other researchers, it is advisable for other researchers who are interested in conducting similar research about locus of control or reading achievement, they can use the result of this study as one of the references.

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