CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 CONCLUSIONS

From the data analysis, I concluded that there were three conclusions drawn in this study based on the findings and interpretations. From the data analysis in chapter 4, the p-value was .778 which was higher than 0,05. As the result, it was found that there was no statistically correlation between students' English reading speed and their reading comprehension achievement.

Second, because of the correlation does not exist between student's English reading speed and their reading comprehension achievement, the researcher could not continue this study to the second research problem. So, it is worth saying that student's English reading speed does not give any influence to students' reading comprehension achievement.

Consequently, it can be inferred that students with bad reading speed do not guarantee that he/she is bad in reading comprehension achievement. In that case, it can be other factors had relation in pursuing students' English reading speed and reading comprehension achievement.

5.2 SUGGESTIONS

Based on the conclusions above, suggestions in this study were provided for the students, lecturers, and other researchers who are interested in the future research.

First, to the students, since reading ability of the students is important, they have to be aware and explore more on their own role so they can strengthen their strangeness in many aspects of their life.

Second, to the lecturers, especially in English Education Study Program, it is suggested that all the lecturers need to consider solution to develop of students reading comprehension achievement. This study may reveal the current conditions and teaching learning outcomes especially in reading subject at English Education Study Program.

Finally, for future researchers who have interest in this subject, reading speed is actually quite challenging research, since on the English Education Study Program of UIN Raden Fatah Palembang was the first project. the writer suggests other future researcher need to promote the local and target language cultural contents in reading text for students who learn English as a foreign language as like Indonesia.

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