

CHAPTER VI

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents conclusion to answer the statements of the research problem as well as suggestion for English teacher, students and further researcher.

A. Conclusion

There are some conclusions in this research. They consist of the EFL learners' IQ score, reading comprehension achievement, writing achievement, correlation between IQ and reading comprehension, correlation between IQ and writing achievement, correlation between reading comprehension and writing achievement and the comparison between correlation of IQ with reading comprehension and writing achievement.

1. The EFL Learners' IQ Score

Intelligence Quotient, as we know, plays a main role in an individual's life. As students, they obviously need sufficient intelligence in order to study well. When students have good intelligence, they will be easier to absorb or understand the materials given to them rather than those who have average or even low intelligence. Many studies have proved that IQ has positive correlation to learning achievement. Zargham and Rabe'e found that IQ has the highest correlation to reading comprehension ($r=.362$) than any Emotional Quotient (EQ).²⁸

²⁸ Zargham Ghabanchi & Rabe'e Rastegar, The Correlation of IQ and Emotional Intelligence with Reading Comprehension, 140.

In this present study, the researcher found that almost half of students taking a part in this study have “High Average” IQ level. This level of IQ lies from 110 - 119 and there are 46.88% or 15 students who have this “High Average” IQ level. About 37.5% or 12 students whose IQ lie among 90 – 109. It means that they have “Average” intelligence while there are only five (5) students or 15.63% have “Superior” intelligence.

2. Reading Comprehension Achievement

From the result of reading comprehension test, it is known that the mean of reading comprehension is 72.28. It means that most students have good achievement in reading comprehension.

The students, whose score is higher than 72.28 are 16 students or about 50% while the students who get score lower than the mean are also 16 students or about 50%. It indicates that half of students have enough comprehension in reading hortatory exposition text and the others have had good enough comprehension in reading hortatory exposition text.

The researcher also found that 29 students (91%) are capable to pass in identifying the generic structure correctly. There are 63% or only 20 students who capable to identify the main idea correctly. As many as 22 students or 69% have been able to identify the language feature of the text correctly. While as for the other aspects, the number of students who pass or capable to identify the aspects asked in the text lies respectively from 23 students or 72% to 28 students or 88%.

3. Writing Achievement

The mean of the students' writing achievement is 79.14. The lowest score of students' writing achievement is 70 and the highest score is 88. The interval between the highest score and the lowest score is 18. It means that the gap between the student who has highest and lowest writing achievement score is close enough.

Most the students have been able to compose a hortatory exposition text with all three generic structures composed very well with the mean ($\bar{x} = 4.38$). The same case goes for developing idea. The mean is a little bit different with generic structure, which is 4.14. Most students have been able to develop their idea very well. As for the accuracy, most students are already good in arranging the sentence and choosing the appropriate word with the mean is 3.53. Most students also do it well in dealing with punctuation and capitalization and other writing mechanics verified by the mean equals to 3.78.

4. Correlation between IQ and Reading Comprehension

Intelligence Quotient (IQ) turns out to be moderately correlated with reading comprehension ($r = .484$). This finding suggests that IQ is not 100% contributes to reading comprehension.

IQ contributes as many as 23.42% to reading comprehension, while the rest is determined by other variables. Upon being knowledgeable of IQ contribution to reading comprehension, the students who have low or average IQ score should not worry too much since IQ is not the main factor to get good reading achievement.

5. Correlation between IQ and Writing Achievement

Based on the findings presented in the previous chapter the correlation coefficient of IQ and students' writing achievement is average with $r=.401$. It means that the IQ is not 100% contributes to the students' writing achievement.

IQ contributes as many as 16.08% to students' writing achievement, while the rest is determined by other variables. Upon being knowledgeable of IQ contribution to the writing achievement, the students who have low or average IQ score should not worry too much since IQ is not the main factor to get good writing achievement.

6. Correlation between Reading Comprehension and Students' Writing Achievement

Reading comprehension turns out to have average correlation to writing achievement with $r=0.587$. This findings is a little bit different with the findings of a study conducted by Abdullah. He found that the both male and female students nearly have the same correlation between reading and their writing; they are ($r= 0.73$) goes for the male students while ($r=0.89$) for female students.²⁹ It means that the reading and writing are highly correlated.

Reading comprehension contributes as much as 34.45% to students' writing achievement, while the rest is determined by other variables. Upon being knowledgeable of reading comprehension contribution to the writing achievement, the students who have low score in reading should not worry too much since reading comprehension is not the main factor to get

²⁹ Abdullah Ibrahim Al-Saadat, Investigating the Relationship of Reading and Writing Abilities in the English Language Program at King Faisal University, 221.

good writing achievement. Yet, they should keep honing their reading comprehension by reading a lot as well as practicing their writing to sharpen their writing skills.

7. Comparison between Correlation of IQ with Reading Comprehension and Writing Achievement

The correlation between IQ and reading comprehension is a little higher ($r=.484$) than correlation between IQ and EFL learners' writing achievement ($r=.401$). On the other words, Intelligence Quotient (IQ) tendency to affect EFL learners' reading comprehension achievement is higher than IQ does to EFL learners' writing achievement. While the correlation between reading comprehension and writing achievement shows that they are moderately correlated with the correlation coefficient value is 0.587 ($r=0.587$).

The contribution percentage of IQ to reading comprehension and writing can be used to determine which one reading comprehension or writing achievement that IQ contributes more to. Based on the calculation above the CD value of IQ to reading is 23.42% while the CD value of IQ to writing is 16.08%. It means that IQ obviously has more contribution to affect reading comprehension achievement rather than IQ does to writing achievement. Aside from that, reading comprehension turns out to contribute as many as 34.45 % to EFL learners' writing achievement

B. Suggestion

Based on the conclusion above, the researcher would like to give some suggestions to the English teachers, the students and further researchers.

1. For the English Teacher

IQ or intelligence Quotient indeed has positive correlation to students' reading and writing achievement. However, the correlation coefficient of IQ to writing ($r=.401$) is lower than the correlation coefficient of reading comprehension to students' writing achievement ($r=.587$).

From this point, teachers should encourage their students especially who have average or even low IQ to not worry too much since reading comprehension turns out to contribute more to writing achievement. That is why teacher also should have their children read a lot.

2. For the Students

The students should get used themselves to read a lot. By reading a lot, they will enhance their reading skill in comprehending the information. It also can add up the students' vocabulary.

Besides reading a lot, it is also important for students to practice their writing at home whenever they have leisure time. Since by practicing regularly it will help them write well.

3. For the Further Researchers

To the future study, particularly those who raise the same problems, the researcher suggests that they prepare all of things needed in their study, especially the instruments and as for taking the sample they had better take more than 10% of the total population.