

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

After conducting this research, the researcher would like to briefly present their conclusions regarding the correlation between reading and speaking skills using a reading and speaking ability test for eighth-grade students at SMP Negeri 6 Kupang Tengah. This study concluded that there was no significant relationship between reading and speaking skills of eighth-grade students at SMP Negeri 6 Kupang Tengah. This indicates that these two skills develop relatively separately within the learning context, and that more integrated teaching strategies are needed to effectively connect the two.

5.2 Suggestion

Based on the research findings, the researcher offers the following recommendations:

1. For English Teachers:

Teachers are advised to create more integrative learning methods, where reading activities focus not only on text comprehension but also on supporting students' speaking skills, such as through discussions, presentations, or storytelling based on the reading.

2. For Students:

Students are expected to be more active in developing their speaking skills independently, for example by attempting to retell the reading using spoken

language, both individually and in small groups, to ensure balanced development of reading and speaking skills.

3. For Schools:

Schools should provide more space and time for project-based or communication-based activities, such as English Day, debates, or drama, to encourage students to practice English orally based on the material they have read.

4. For Future Researchers:

Further research with a larger sample size or the addition of other variables such as learning motivation, interest in English, or frequency of speaking practice, which may influence the relationship between reading and speaking, is recommended.