V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the results of the research and the suggestions from the researcher to the other researchers and English teachers who want to conduct the research about the correlation of language learning strategies towards reading comprehension.

5.1. Conclusions

Based on the result of the research and the data analysis, the researcher would like to conclude that:

1. In this research, the researcher focused on three language learning strategies, they were: 1) cognitive strategy, 2) metacognitive strategy, and 3) social strategy. The result of the research showed that the students mostly tended to use cognitive strategy. It probably caused by the students' laziness to manage their own learning process by paying attention, self-evaluating, and self-monitoring. Then, the second strategy mostly used by the students was metacognitive strategy and social strategy was the third frequent language learning strategy used by the students.

2. There is significant correlation between language learning strategies towards reading comprehension. Having analyzed students’ language learning strategies and their reading comprehension test, the result showed that those two
variables correlated significantly. Then, the results of correlation between language learning strategies and each reading aspects are as follows:

2.1. In determining main idea, the students were able to determine what was the central of the text. This also mean that their comprehension skill could identify the most important ideas of the test instead of the less important ones and those that appear in only one section of the test. Therefore, the use of cognitive, metacognitive, and social strategies have significant correlation in learning how to determine the main idea of a text.

2.2. Then, when students learn identifying specific information questions, the students could identify the writer’s purpose or reason for writing and a particular information. The students were capable to comprehend the content of the text and able to connect it with the question. It means that the use of cognitive, metacognitive, and social strategies also have significant correlation in learning how to identify the specific information.

2.3. In learning inference skill, the students were capable to conclude the cause of the solution or the conclusion of a text. So, the use of cognitive and metacognitive strategies have significant correlation in learning how to inference the text. But then, the use of social strategy does not have significant correlation in learning how to inferencing the text.
2.4. When the students learn reference skill, they could understand what the common words refers to. Common words instead of using other words, are usually nouns. So, the students were able to understand the meaning of the common words comprehensively. Therefore, the use of metacognitive and social strategies have significant correlation in learning how to comprehend reference common words in a text. But, the use of cognitive strategy does not have significant correlation in learning how to comprehend reference common words.

2.5. The last, in developing vocabulary questions, the students could actively build and expand their knowledge of written and spoken words, what they meant and how they were used. Due to this fact, the use of cognitive, metacognitive, and social strategies have significant correlation in learning how to develop vocabulary items.

All the language learning strategies are principally worthy since they could help students to be successful learners. The problem is that how they will utilize those strategies in the effort of assisting themselves in learning English, especially in reading comprehension.

5.2. Suggestions

Related to the problems of this research and the information from the discussion of findings, the researcher would like to suggests:

1. Since all the language learning strategies are principally worthy and they could help language students to be successful students, the language teachers are recommended to introduce the types of language learning strategies to their
students in order to help them to get better achievement in comprehending the reading text. This is important for the students to know what language learning strategy they use in learning reading comprehension, whether they use cognitive, metacognitive or social strategy. The students have different ability in learning reading comprehension. So, with the guidance of language teachers they will be able to use appropriate language learning strategy in learning reading comprehension.

2. The results of this research indicate that there is significant correlation of language learning strategies towards students’ reading comprehension. Based on the result of the study, the researcher would like to suggest as follows:

2.1. Since this research was conducted with limited amount of students, it is suggested for the future researcher who intends to point out remaining issues to be explored by future research to conduct the research with bigger amount of sample which cover all proficiency level in order to get more valid data. The future researcher can use field activities such as interviews, observation, etc. We can look for more research sources to get more informations and data related to the correlation of language learning strategies towards reading comprehension.

2.2. In terms of cognitive learning strategy, in order to increase students reference and vocabulary skills, the teacher should enrich learning reference questions by giving more vocabulary and collocation. The teacher could give more exercises with more reference and vocabulary
skills questions than the other skill, such as more pronoun questions for reference skill and synonym or antonym questions for vocabulary skill.

2.3. Then, in terms of social learning strategy, in order to improve students skill in learning inference questions, the instructor needs to give some improvement toward learning inference skill in group activities. For example, the instructor could held some student groups and give a try out questions in reading and the students could discuss the answer each other. It may help the students who cannot anwer the questions if they could have a discussion about them.