V.CONCLUSION AND SUGGESTION

This chapter describes the conclusion of the result of the research and also the suggestions from the researcher to the other researchers and English teachers who want to conduct the metacognitive learning strategies training in English reading comprehension.

5.1.Conclusion

1. The present metacognitive learning strategy training seems to have evidence in directly affecting the use of metacognitive strategies on the learners in reading. The training positively affected the four metacognitive learning strategies i.e. planning, managing, monitoring, and evaluating strategies. It resulted that the mean of the metacognitive strategies use on the learners was 2.18 before the training and it increased to 2.49 after the training. It means that the training directly and positively affected the use of metacognitive strategies on the learners since by the training, the learners frequently did the exercise related to the metacognitive strategies. Besides, they were also informed about how, when, and why they have to use the metacognitive strategies.

2. Planning strategies was the strategies mostly used by the learners after the training. It can be seen that there was difference between the use of learners using planning strategy before and after the training. Before the training was conducted, the mean score of the metacognitive strategies use was 0.59. Then after the training had been conducted, the mean score of the metacognitive strategies was positively affected and it increased to 0.71. It means that the training directly affected the use of planning strategies on the learners in reading with the increase 0.12.

3. On the other hand, it is suspected that the training indirectly resulted that there was significant difference between the learners' reading comprehension before and after the training. It was proved by the difference of the learners' mean score in the post-test which was higher than in the pre-test. Their post-test score increased from 57.33 to 61.5. Besides, the t-test revealed that the result was significant ($p=0.005$), in which the significance was determined by $p<0.05$. Specifically, the training of metacognitive learning strategies increased the learners' reading comprehension in all aspects of reading comprehension, such as determining main idea, finding detail information, inference, reference, and vocabulary.

Ultimately, the researcher emphasizes that integrating learning srategey training –in this case- metacognitive strategy training- into materials in the curriculum is applicable in our language learning process classroom. The

finding on this study has implication for learners, teachers, and teacher educators in the context of language classroom. Teachers can help learners using metacognitive learning strategies to facilitate their reading comprehension and the training also can be used by learners in accomplishing other tasks or skills.

5.2. Suggestion

The limited study of this research such as the use of small sample sizes and the one group pretest posttest design lead the researcher to give suggestion on the further research related on the metacognitive learning strategies training. The further research should try to investigate randomizes subjects with bigger sample sizes and there should be a control group in the research design.

Other suggestion from the researcher is that since this study only focused on the influence of the training to the use of metacognitive strategies on learners and learners' reading comprehension achievement, the researcher sturdily suggests that further study on metacognitive learning strategy training hopefully explore and investigate more about the process while the training was implemented.

At the end, the researcher strongly expects that this study can give a great contribution as a reference for further studies related on strategy training, especially in metacognitive learning strategies training and therefore the

importance on the strategy training hopefully will be more concerned by other researchers, teachers, and educators.