V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

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

1. There is a significant difference in using learning strategies among the successful readers, mediocre readers and non successful readers on students' reading comprehension of narrative text. It could be seen from the result of the computation at the level of significant 0,05 is (.000) with F-value>F-table = 96,77>3,23. It can be concluded that there is a significant difference in using learning strategies among the successful readers, mediocre readers and non successful readers at class XI social 2 of SMAN 1 Natar Lampung Selatan.

2. The three learning strategies are employed by the three groups with different frequency. The successful readers mostly tend to use cognitive strategy (3,72) and metacognitive strategy (3,51) more frequently while social strategy (3,22) is used less frequently. Moreover, mediocre readers mostly tend to use cognitive strategy (3,07) and social strategy (3,00) more frequently while metacognitive strategy (2,89) is used less frequently. However, non successful readers mostly tend to use social strategy (3,41) and cognitive strategy (2,33) more frequently while metacognitive strategy (2,29) is used less frequently.

5.2 Suggestions

Based on the discussions above the researcher would like to suggest:

1. Since all the learning strategies are principally worthy and they could help students to be successful learners, the teachers are recommended to introduce learning strategies to their students in order to help students to gain better achievement.

2. Since Cognitive Strategy is more effective to use and lead the students to be more independent learners, the teacher should guide the students to use their cognitive strategy by using some activities that stimulate them using their cognitive strategy.

3. Since the research still have some weaknesses due to the limited number of sample and instrument, it is suggested for other researchers to do a research about learning strategies with bigger sample and more complete instruments such as interview, observation etc.