V. CONCLUSIONS AND SUGGESTIONS

This chapter describes the conclusion of the result of the research and also the suggestion from the researcher to the other researchers and English teachers who want to conduct the research relating to language learning strategies and students’ reading comprehension.

5.1 Conclusions

1. The present research leads the researcher to come to the final conclusion that there was no significant difference between successful and unsuccessful learners in using cognitive and social strategies. Meanwhile, the only strategy that had a significant difference between successful and unsuccessful was metacognitive strategies.

2. In this research, the researcher focused on three language learning strategies, they were: cognitive strategy, metacognitive strategy, and social strategy. Most of successful learners in learning reading comprehension applied cognitive learning strategy. It was probably caused by the sample of this research was the first grade high school students, i.e., they belong to intermediate learners. Therefore, most of them used cognitive strategies and the result was 3.46.
3. In terms of social strategy, it was found that the mean score of the learners who used social strategies in English reading skill in which the mean score of successful learners was 3.20 and the mean score of unsuccessful learners who used social strategy was 3.57.

4. In domain of metacognitive strategy, it was found that mean score of the learners who used metacognitive strategies in English reading ability was low if compared to cognitive and social strategies. The result showed that the mean score of successful learners who used metacognitive strategy was 3.19. Meanwhile, the mean score of unsuccessful learners was the highest among them with the score 3.63. However, metacognitive was the only strategy that had significant difference between successful and unsuccessful learners in reading ability.

5. There was a correlation between learning strategies, that is, cognitive strategies, metacognitive strategies, and social strategies and five reading comprehension aspects. Cognitive strategies had the highest correlation with inference aspect in reading comprehension. Meanwhile, metacognitive strategies had the highest correlation with determining main idea in reading comprehension. And then, social strategies had the highest influence toward one of reading comprehension aspects, that is, finding specific information.

6. There was an implication for the language learning strategies in reading comprehension because they include such activities as summarizing for each section from an expository passage, opening dictionary and note taking that could help students to overcome the problems in reading
comprehension. It was that the learners need to be informed about the language learning strategies in reading comprehension and in using appropriate language learning strategies in reading comprehension. That was because the learning strategies were considered to be one of the ways in improving the learners’ reading comprehension achievement.

5.2 Suggestions

According to the conclusions above, the researcher would like to give some suggestions the first year students of SMA Al-Kautsar Bandarlampung, teachers and the further researchers as follows:

1. Students

For the successful learners who use cognitive strategies, the researcher suggests that they have to apply them constantly in comprehending English texts in order to get a better result as time goes by. Moreover, it sounds good if they can simultaneously use both metacognitive and social strategies as frequent as in using cognitive strategies. It is expected that the learners can integrate them in a time until the learners can master reading comprehension.

For the unsuccessful learners, the researcher recommends how the successful ones manage their reading strategy in reading. They can observe what the successful learners do in the comprehending the text. From this point on, the successful learners used cognitive strategies frequently than the less successful ones. So, the researcher suggests the unsuccessful language learners to apply cognitive strategies in order to improve their skill in comprehending the text.
Moreover, the students need to give more attention to some reading comprehension aspects such as main idea, inference, and vocabulary. They are emphasized because they are the aspects that get low points.

2. Teachers

In order to help the successful language learners to be more successful learners, the teacher can motivate them to evaluate their weakness in reading comprehension. After that, the teacher may suggest the learners to overcome their problem by practicing or elaborating the strategies in learning. So, it would be better if the learners try to employ and elaborate those kinds of strategies to make them to be more successful learners.

3. Further researchers

The researcher suggests the further researchers as follows:

a) This research was limited by the use of two classes and short-time period. Therefore, further researchers concerning with learning strategies should try to investigate with randomized subjects and it should be conducted in a longer-time period to get more reliable on the result of the research.

b) It is also suggested to further researchers to use more instruments to measure the frequency and the correlation of learning strategies toward learners’ reading comprehension, such as observation, protocol analysis, and learners’ diary.

c) The researcher recommends further researchers of learning strategies in reading to conduct deep investigation on the process of learning strategies by adding more
than two variables, like motivation, linguistic components, and non-linguistic factors.