V. CONCLUSIONS AND SUGGESTIONS

This chapter deals with two major points: conclusions and suggestions based on the result and discussion on Chapter 4 as elaborated in the following section.

5.1. Conclusions

In line with the results of the data analysis and discussions, the researcher draws the following conclusions:

1. There is a correlation between students' learning strategies and text types in students' reading comprehension at the second grade of SMPN 1 Batanghari. The values of correlations are 0.416 (on descriptive text) and 0.403 (on recount text). It means that the three learning strategies contributed 17.3% to the students' reading comprehension on descriptive text; and 16.24% to the students' reading comprehension on recount text which are categorized as moderate correlation. Furthermore, the correlation revealed at the result of correlation analysis is 95% acceptable for its truth with 5% error possibility. It can be seen from Table 4 that $r_{xy} > r_{table}$ with N = 30 and $\alpha = 0.05$. Therefore, the research hypothesis (H_1) "There is a correlation between students' learning strategies and text types in students' reading comprehension" is accepted.

2. From three kinds of learning strategies: cognitive, metacognitive, and socio-affective, metacognitive strategies are the most applied by students in reading. The result can be seen on the graph of learning strategies which shows that the mean of cognitive learning strategies is 32.1; metacognitive strategies is 32.33; and socio-affective strategies is 28.5. So based on the second research question in Chapter 1, metacognitive strategy is the most applied by students to develop the students' reading comprehension.

5.2. Suggestions

Referring to the conclusion above, some suggestions can be listed as follows:

1. Readers

    In order to be successful in learning English reading text, the second year students should be trained to apply the executive function. It requires to plan for learning, think about the learning process as it is taking place, monitor one's production or comprehension, and evaluate learning after an activity is completed. However, the students should not disregard other factors such as linguistic factors: vocabulary, sentence structure, and rhetorical features; and non linguistic factors: background knowledge, attitude, and motivation.

2. Teachers

    The English teachers are recommended to introduce and teach learning strategies, especially metacognitive strategies. This strategy is one of

alternative strategies especially because it has been found that the strategy can make them successful in learning reading.

3. Further Research

For further research the researcher suggests as follows:

a. Further researcher should use more instruments to measure the correlation between students' learning strategies and text types in students' reading comprehension, for example, interview, protocol analysis, and learners' diary. Gaining the data of the learning strategies which is mostly applied by students in reading also can be done by combining questionnaire and those other instruments.

b. The research is limited by the use of the text types on descriptive and recount text. Therefore, further researchers should try to investigate the correlation between students' learning strategies in other text types such as, narrative, procedure, report, spoof, anecdote, newsitems, etc in students' reading comprehension.

c. Further research could focus on the correlation between the students' learning strategies and any language skills: writing, speaking, and listening. Moreover, it is also suggested to add more than two variables, like motivation, attitude, vocabulary, sentence structure, etc.