

V. CONCLUSION AND SUGGESTION

This chapter discusses the conclusion of the research and the suggestion from the researcher to further research. In addition, the researcher also provides English teachers some suggestions related to the correlation between metacognitive learning strategies and students' reading comprehension.

5.1 Conclusion

Based on the data analysis, the researcher would like to conclude that:

1. By analyzing the mean scores of four strategies under metacognitive learning strategies in reading, it can be said that the students applied the arranging and evaluating strategies frequently and they applied the centering and planning strategies less frequently. Based on the data analysis arranging strategy was the most frequent used ($M = 4.88$; $SD = 5.45$), evaluating strategy was the second most frequently used ($M = 3.48$; $SD = 4.14$), centering strategy was the third most frequently used ($M = 3.45$; $SD = 4.22$), and planning strategy was the least frequently used ($M = 3.05$; $SD = 4.43$),
2. The data showed that the coefficient of centering, arranging, planning and evaluating are $r = .730$, $r = .920$, $r = .847$, $r = .846$ respectively with the significant value $p < 0.01$. It implies the more the students apply metacognitive learning strategies in reading, the better reading achievement they have.

3. Having analyzed metacognitive learning strategies and students' reading comprehension test, the result showed that those two variables correlated significantly. It means that metacognitive learning strategies in reading employed by the learners influence their reading achievement in comprehending reading text.
4. Based on the result, students applied arranging strategies more frequently because they have well prepared and well organized in the learning process. Take for example students can read their material before they come to the class so that they have something in their mind before the coming lesson is given.
5. Metacognitive learning strategies play an important role in students' reading comprehension. Because the learners who are metacognitively aware know what to do when they don't know what to do; that is, they have strategies for finding out or figuring out what they need to do.

5.2 Suggestion

The researcher would like to suggest some points

1. The teacher are recommended to introduce metacognitive learning strategies to their students by incorporating the strategies into their teaching techniques since the students need to coordinate, organize, evaluate their learning. These process help students to gain better achievement.
2. Since this research was conducted with limited number of students, other research about metacognitive learning strategies should be conducted with bigger samples and covers all proficiency level in order to get more valid data.

it may be more valuable if the instruments used are not only a questionnaire. Researcher can use interviews, observations, etc. Those techniques might strengthen the evidence that metacognitive learning strategies can influence students' achievement. Moreover, the achievement test should measure all the skills, so we can get clear insight of the research.

3. Teachers are recommended to give more attention and time to increase their interest to read the books, to give a continuous guidance and attention to the students when they are learning or reading English text. so the students realize that reading is very essential to improve their knowledge.
4. Teachers are recommended to introduce arranging strategy in order to make the students have preparation well before they get the material. Teachers should ask students to read the material first before they start to study. And evaluating strategy in order to make students realize how well they are doing against their own standards. The student can ask questions to themselves such as "How well did I do?", or they can write a diary or journal to reflect their learning process
5. Centering and planning strategies are also very important to eliminate distraction students' find in learning process, for example they have to redouble their concentration when something bother them during the learning process. And teachers are suggested to use attractive teaching aid to get students attention on the lesson.
6. Other researcher are suggested to find out how far the strategies influence the students' reading achievement.