

V. CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the result of the data analysis and discussions, it could be concluded that:

1. There was positive significant correlation between students' schemata and their reading comprehension ability. The coefficient correlation between students' schemata and their reading comprehension ability was found to be very high with index correlation 0.814. It was higher than critical value taken from the table ($r_{table} = 0.4238$) where degree of freedom (df) was 34 at the level significant 0.01. They were categorized as very high correlation. It indicates that hypothesis (H_1) was accepted and null hypothesis (H_0) of the hypothesis were rejected.
2. The type of schemata mostly used by students was content schemata was found by researcher when they answered the schemata test. The students were not only good at formal schemata but also good at finding information and identifying the main idea in reading comprehension test. This was because

finding information and identifying main idea were related to the content of the story.

3. Besides the researcher found that there was correlation between students' schemata and reading comprehension, the researcher had the result of schemata test and reading comprehension test. The researcher found that students who had good score in schemata test also could get good score in reading comprehension test.

5.2 Suggestions

Based on the conclusions previously presented, the researcher would like to give some suggestions as follow:

1. For English teacher

- They were recommended to activate students' schemata by giving some information before giving them some test.

2. For Students

- The students were suggested to use their schemata to answer reading comprehension test.
- Besides that, the students were suggested to improve their reading ability by doing a lot of practice of reading English text, story, essay, etc. because a

schemata was obtained by many activities, one of the activities was reading, so that it could improve a person's schemata.

3. For Further Researchers

- They were suggested to investigate correlation between schemata to other skills, such as writing, speaking, or listening skills.
- Furthermore, they were suggested to compare schemata with other techniques to teach English.