

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of all the research results that have been described in the previous chapter and contains researchers' suggestions for several parties so that this research can be put to good use.

A. Conclusion

This research is aimed to investigate the correlation among metacognitive awareness, reading strategy and reading comprehension skill of senior high school students. This research entitled “The Correlation among Metacognitive Awareness, Reading Strategy and Reading Comprehension Skill of the 10th graders of SMAN 1 Plemahan Kediri”. The results show that the correlation between students’ metacognitive awareness and reading strategy. The significant value (Sig.) is .000 which is less than .05. It means that the H_0 (null hypothesis) is rejected and H_a is accepted which it means that there is significant correlation between students’ metacognitive awareness and reading strategy of the 10th graders of SMAN 1 Plemahan Kediri. It means that the correlation between metacognitive awareness and reading strategies can have an impact on the more students are aware of their abilities and can evaluate how capable they are at reading, the better the students will be in choosing what reading strategies suit with their abilities.

The correlation between students’ metacognitive awareness and reading comprehension skill shows the significant value (Sig.) is .844 which is more than .05. It means that the H_0 (null hypothesis) is accepted and H_a is rejected which it means that

there is no significant correlation between students' metacognitive awareness and reading comprehension skill. The result of research that show no correlation between metacognitive awareness and reading comprehension skills can be said that the more students are aware of their abilities and can evaluate how capable they are at reading, it cannot be determinant students' success in comprehending reading skill, because if students only stuck to their awareness of knowing as much as they can, it will not make their abilities be better.

Then, the correlation between students' reading strategy and reading comprehension skill displays the significant value (Sig.) is .324 which is more than .05. It means that the H_0 (null hypothesis) is accepted and H_a is rejected which it means that there is no significant correlation between students' reading strategy and reading comprehension skill. The result of the correlation between reading strategy and reading comprehension skill presents that the better students become at mastering reading strategies, does not necessarily mean they will become better at reading comprehension skill. This is because the proficiency of reading is not solely determined by reading strategies alone.

Meanwhile the correlation between metacognitive awareness and reading strategy correlate with reading comprehension skill. It can be seen that significant value (Sig. F Change = .753) is more than .05. It means that the H_0 is accepted and H_a is rejected. It can be concluded that metacognitive awareness and reading strategy significantly do not correlate with reading comprehension simultaneously. It means that there is no significant correlation among metacognitive awareness and reading strategy with reading comprehension skill of the 10th graders of SMAN 1 Plemahan

Kediri. In the other word, the result of multiple correlation of metacognitive awareness and reading strategy with reading comprehension skill shows the more students are able to evaluate themselves, and realize how well they can determine the right strategy to improve their reading skills, it does not mean that their reading comprehension skills will increase. Because based on this study, metacognitive awareness and reading strategy only contribute slightly but have no correlation so that it can make students' abilities do not increase only with their metacognitive awareness ability and ability to determine the right strategy in reading. There are others factors that can contribute the level of students' reading comprehension skill despite the two variables that become point of this research.

B. Suggestion

Based on the conclusions described above, researcher would like to give some suggestions to some parties in the hope that this research can be useful and can be developed properly by these parties. These parties are students, teachers or lecturers, researchers and for contributions in the field of education in the future.

1. For Students

With this study, even though it shows no correlation, it is hoped that students can still master reading skills by taking the essence of this study. Students are expected to be able to master reading skills in their way and can compare them with the score results obtained in this study. So that they can judge whether in this way or with this understanding they can increasingly master this reading skill.

2. For Teachers/Lecturers

From this fair, it is hoped that teachers and lecturers can understand well what are the disadvantages and advantages of the two variables in their contribution to help students comprehend in reading skills. So that teachers or lecturers can provide other alternatives or other innovative and more creative learning so that students more easily master their reading skills. Metacognitive awareness and reading strategy can be used as a reference in learning because both play an important role in mastering reading skills even though this study shows no correlation between variables.

3. For Further Researchers

Researcher hopes that this research will be useful for future researchers. This research can also be used as a reference source by future researchers. So it is expected that researchers who want to research using the same variables can get better results with the results of this study as comparison material. Researcher also hopes that the next researchers will be more innovative and complex in working on his research.

4. For Pedagogy Contribution

Currently, Indonesia's literacy rate is very low, so with this research, it is hoped that it can be used as evaluation material to improve the literacy of Indonesian students, especially which is the main point in the ability to read English texts or sources. Although this research is a research based on reading skills in English, this can also be used as a guide in learning to read Indonesian because basically the strategies and metacognitive awareness discussed in this study can also be applied in Indonesian text reading skills.

Researcher also hopes that the results of this research can innovate educators in developing more creative systems and learning in order to create students who like to read, are able to apply their reading strategies well, and can independently evaluate how much they can understand something they learn.