

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

In this study, t_{observed} (4.43) is higher than t_{table} (1.67) at the level of significance 0.05 of two tailed test and degree of freedom (df) is 82. It means that Metacognitive strategies significantly affect students' reading comprehension. Thus, null hypothesis (H_0) is rejected and the alternative hypothesis is accepted (H_a).

B. Suggestion

Regarded to the conclusion above, it is suggested that:

1. The English teachers use metacognitive strategies in teaching reading in order to improve students' reading comprehension
2. The students apply the metacognitive strategies on reading. metacognitive strategies help students to be aware on their thinking processes while reading by guiding them to plan, monitor, and evaluate their thinking processes.
3. The readers who are interested in doing related study to find more information about metacognitive strategies.