CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusions

Based on the data analysis and hypothesis testing, it is concluded:

1. Students' achievement in reading comprehension that was taught by Metacognitive strategy is significantly higher than that taught by Question answer relationship strategy. It means Metacognitive strategy affects reading comprehension better than Question answer relationship strategy.

2. Students' learning motivation significantly affects students' achievement in reading comprehension. The students' achievement in reading comprehension of the students who have high motivation better than that of the students who have low motivation.

3. There is an interaction between reading strategies and students' motivation to the students' achievement in reading comprehension. The interaction is the students with high motivation better to be taught with by using Metacognitive strategy and the students who have low motivation better to be taught by using Question answer relationship strategy in their achievement in reading comprehension.

5.2 Implications

The first finding of this research reveals that the students' achievement in reading comprehension taught by using Metacognitive strategy is significantly

higher than that of students taught by using Question answer relationship strategy. Thus, it implies English teacher should apply Metacognitive strategy.

The second finding of this research reveals that the achievement in reading comprehension of the students who have high motivation is significantly higher than that of the students who have low motivation. Therefore, the teacher should pay more attention to the students' motivation, so that the students can obtain better learning achievement.
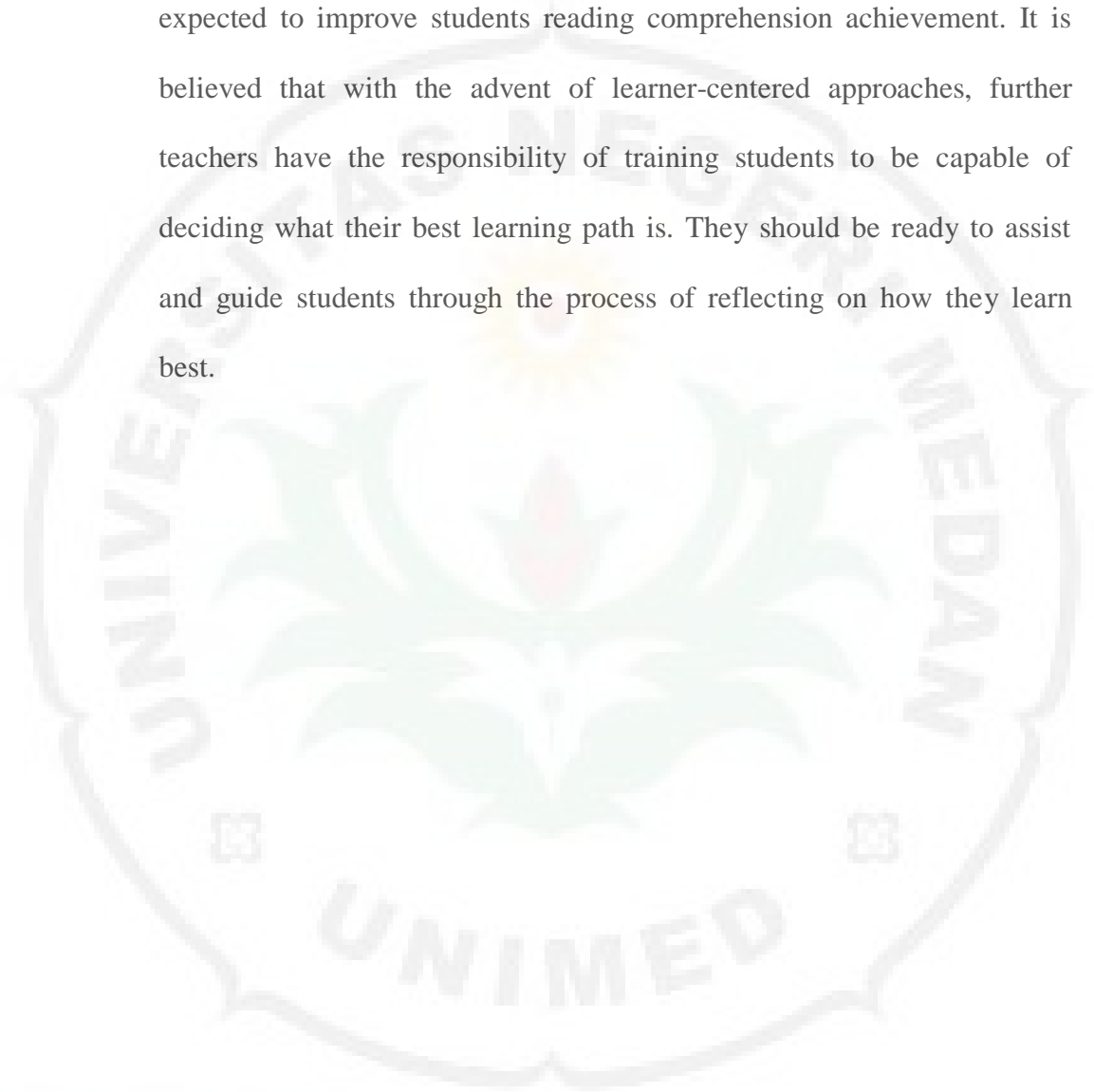
Finally, the third research finding of this study reveals that there is interaction between reading strategies and students' motivation to the students' achievement in reading comprehension. It implies that teachers should apply teaching strategy which are suitable with students' motivation so that the students can improve students' achievement in reading comprehension.

5.3 Suggestions

In connection with the conclusion, some suggested stated as follows:

1. English teachers are recommended to use Metacognitive strategy to improve students' achievement in reading narrative and analytical exposition text.

2. English teachers should pay more attention to the students' motivation for the success of their achievement in reading comprehension. For instance, English teacher should encourage low learning motivation's students to participate in study English in order to get better achievement in reading comprehension.

3. Teachers can develop further study in the area of reading strategies that expected to improve students reading comprehension achievement. It is believed that with the advent of learner-centered approaches, further teachers have the responsibility of training students to be capable of deciding what their best learning path is. They should be ready to assist and guide students through the process of reflecting on how they learn best.