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BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

The aim of this research was to find out whether there is a significant correlation between students' metacognitive awareness and their reading comprehension of recount text at the first grade of Islamic Senior High School Model 2 Pekanbaru or not. The research has been conducted and proved by the data provided and supported by the data analysis in the chapter IV, the researcher concluded that there was a significant correlation between students' metacognitive awareness and their reading comprehension of recount text at the first grade of Islamic Senior High School Model 2 Pekanbaru. It can be seen from the previous explanation that sig. (2-tailed) value was 0.000. It can be stated that $0.000 < 0.05$. if sig. (2-tailed) value is smaller than 0.05, it means that null hypothesis (H_0) is rejected while the alternative hypothesis (H_a) is accepted. The value of correlation coefficient (r) was 0.385.

Moreover, the students' reading comprehension at the first grade of State Islamic Senior High School Model 2 pekanbaru were categorized into very good level while there were 11 students from total number of students who got range 80-100, yet there was slightly difference with the total number of the total students who got poor level that there were 10 students. The data can be seen from the result of multiple choice test and it was found that mean score of students' reading was 63. Furthermore,

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there were 3 students who failed and 2 students categorized into enough level. So, it could be concluded that 19 students got score below 80.

On the other hand, the students' metacognitive awareness at the first grade of Islamic Senior High School Model 2 Pekanbaru was categorized into low level which was assessed by the questionnaire. It is shown from the result of students' Metacognitive Awareness score with sample, 30 students, there were 20 students who got score below 68.95 on Metacognitive Awareness score and the percentage was 67%. Meanwhile, there were just 10 students who were categorized into medium level (33%).

In brief, the researcher concludes that there is a correlation between students' metacognitive awareness and their reading comprehension, eventhough the highest number from the total number of the students is categorized into very good level in reading comprehension and students' metacognitive awareness is categorized into low level, which should be stated that there is no correlation as the assumption stated at the first chapter. But, the Pearson product moment test show that there is a correlation with the corelation coeficient =0.385. So, it is proved that there is a correlation. Then, another reason according to the researcher was because there were 19 students who got score below 80 meanwhile there were 11 students who got higher than 80.

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B. Suggestion

Based on the conclusion stated above, the researcher would like to propose several suggestions, for the students it is expected to practice English more in order to increase and improve the ability especially in reading. The English club can conduct an event to build an English atmosphere for every students not only related to speaking program but also reading program. The reading program can be designed as well as possible such make a group of reading. There are so many kinds of strategies to teach reading which can be chosen by the teachers or English supervisor. The researcher suggests to choose recount or narrative text, since it will entertain them. Then, this program should meet fun ways and the environment should be different from the condition in the classroom for sure. They may learn it outdoor.

On the other hand, related to the curriculum at the school, English is taught twice a week 2 x 45. It is not enough, because in curriculum 2013, the students have to learn speaking, listening, writing and reading separately. So, the students need additional time for learning English indeed.

Moreover, for the English teachers, the researcher suggests to consider about metacognitive strategies, since through this research can be concluded that it is important and need to be considered to use metacognitive strategies while teaching and learning.

In addition, suggestion for further research, it can be investigated correlation between students' metacognitive awareness and other English skills such as speaking, and writing, since the researcher did not find yet any research about it.

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