

Likewise, based on the graduate year has a different coefficient correlation increasingly of Credit and the higher of coefficient correlation. Repose from identification the problem about knowledge, the correlation among different semester, students who have taken more credit automatically they taken more subject and they often use reading strategies to help them studying. Besides that, students take more subject they have more knowledge and they use of reading strategies their studying in academic material thus make strong correlation between reading strategies and their academic achievement.

Strategy use in reading and reading ability, most of students in academic years 2013 more in a subject related reading material such as journals and articles related to academic materials for their needs get the academic achievement, so as to make them get used to learn how to understand the content of the text by using their reading strategies.



## CHAPTER V

### CONCLUSION AND RECOMMENDATION

This chapter describes the summary of the research based-on research findings in previous chapter and recommendation for further research.

#### 5.1 Conclusion

##### 1. Type and frequency of reading strategies use

This research concludes that learners are aware of some reading strategies which they use when reading academic materials. The current study shows PBI students with a high metacognitive awareness of reading process when involved with the task of academic material in English. This is no surprise as they are students of English who are normally more aware of the features of language, language learning and use. Their preference to certain strategy is due to their ability to read and understand the materials and to know the purpose of doing so. The students used mainly problem-solving strategies that involve using their concentration while reading and monitoring one's comprehension. This shows that learners are more concerned about the text comprehension because this may somehow, helps them answering the reading comprehension questions better.

## **2. Correlation between reading strategies and academic achievement**

The finding of the research show that  $H_a$  is accepted and  $H_o$  is rejected, which means that there is correlation between reading strategies and Academic Achievement (BRAW and GPA). There is different coefficient correlation between BRAW and GPA, coefficient correlation between reading strategies and BRAW (0,309) lower than reading strategies and GPA (0,525). Data indicate that a lower level of awareness and strategy use would be related to the low academic achievement. Contrastively would be the high-ability readers who can easily identify themselves with a variety reading strategies. With these findings, the awareness of reading strategies (SORS) should be instilled or rather inculcated in students as the advantages of realizing and putting them into actual use when reading academic materials far outweigh the disadvantages and the lack of awareness on these selected strategies.

Based on identification the problem there are several factor that correlated between reading strategies and academic achievement. First, reading ability have influence for correlation between reading strategies and academic achievement. Many students better in reading ability they have high score in reading strategies and have high academic achievement. Second Knowledge, not only reading ability but also knowledge, interest in reading and strategy use influence to reading strategies use, that students learn to read best by reading. This implies that a lot of reading assignment must be sent for in our class work. This means students automatically recognition and comprehension skill develop: while their world, vocabulary

and structural knowledge stores and also expanded, which enhances linguistic proficiency. The last is strategies use by the students, most students mastered to use reading strategies then they will easily to understand the material from the text and help them to good in academic achievement.

## **5.2. Recommendation**

In general, recommendations provided in this research are divided into two parts. The first part is suggestion for improvement of reading strategies among PBI students and the second part is recommendation for further studies.

The first part is suggestion for improvement of reading strategies among PBI students, researcher suggestion for lecture give knowledge use reading strategies to students often use a strategy in their reading in learning a journal article etc. Reading strategies will help them to understand the material and make easy to understand the material. This would also enable them to acknowledge the needs and importance of reading comprehension skills. The realization on the relevance of this skill for the learners is basically for their daily academic tasks and for the performance and achievement in it. This may result in becoming active readers and thinkers.

The second part is recommendation for further studies, In future research, it is recommended that the number of the participants be increased. In future research recommended finding of cause different correlation between reading strategies and academic achievement, how to improve students in lack reading strategies, if students use reading strategies effective make students good in academic achievement. Consequently, for further research, not only using SORS but also think-aloud protocols are suggested as a good methodology in spite of being time-consuming and difficult to analyze since they allow the objective observation of both ongoing behavior and the mental pictures of the participants.