

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter consists of two parts. The first part provides some conclusions which are taken from research findings and the second part provides some suggestions for teachers and further study.

#### 5.1 Conclusions

The aim of the research is to find out the effectiveness of cognitive learning strategies in improving students reading comprehension. The answer of the question is searched by comparing the result of achievement between the experimental group and the control group. Moreover, based on the result of data analysis shows those students who were taught cognitive learning strategies in reading show some improvement.

There are some conclusions that can be drawn from the present study. First, the cognitive learning strategies are effective in improving reading comprehension. The improvement can be seen by the result of t-test on students score. The independent t-test shows that there is a significant difference between the mean of students' scores in the experimental group and the control group. The significant difference is also supported by the result of *t-test* which is larger than  $t_{critical}$  and the probability which is lower than the level of significances. The result of effect size

also shows that there is a large effect of independent variable upon dependent variable. Therefore, it indicates that cognitive learning strategies have major effect in improving students reading comprehension.

Second, the cognitive learning strategies help students to improve their reading comprehension by themselves both inside and outside the classroom, with or without the teacher assistance. Since there are some implementations of cognitive learning strategies in reading students can choose which strategy is more suitable for them.

Third, the cognitive learning strategies provide students with interesting, challenging, and enjoyable classroom activity. It also contributes to help students to comprehend the material more easily.

As a result, based on the research findings it can be concluded that cognitive learning strategies are effective in improving students reading comprehension and it can be applied by both the teacher and the students inside or outside the classroom.

## **5.2 Suggestions**

Having finished conducting the study, the researcher has some suggestions that might be useful for teachers and further study.

For English teacher, it is important to be well prepared before conducting the learning process. Since there are several kinds of implementation of cognitive learning strategies in reading the teacher should verify that everything needed has

been prepared. Furthermore, the teacher has to understand the difference of each strategy and how to teach each strategy to the students.

For the next researcher who is interested in conducting a research about cognitive learning strategies, it would be better if there is more time allocated in conducting the research. It is assumed that the more time allocated in teaching cognitive strategies in reading to students, the more students accustomed with the strategy therefore, it will help students improving their reading comprehension.

Moreover, since there are many kinds of language learning strategies the further research are suggested to investigate the effectiveness of other strategies upon other skill such as writing, listening, or speaking. It is also suggested to investigate this kind of research in other grade or level of school such as in senior high school or junior high school.

At last, this research paper can be a reference to make the next researcher easier in conducting their research. It is better to find more theories that support the effectiveness of cognitive learning strategies in reading comprehension.