CHAPTER V
CONCLUSIONS AND SUGGESTIONS

In this chapter, conclusions of the findings of this study are drawn together. Also, some suggestions for future research are provided.

5.1 Conclusions

This study was intended to find out how metacognitive strategy improves students' reading comprehension of narrative texts. Also, students' responses toward the use of metacognitive strategy to help them improving their reading comprehension of narrative texts in descriptive text were investigated in this study.

The research findings had found that the implementation of metacognitive strategy gave various effects to students' reading comprehension especially in inferring main ideas, comparison, sequences, and figurative language (inferential comprehension), in organizing, analyzing and synthesizing ideas or information explicitly stated (reorganization comprehension), in giving personal emotion (appreciation comprehension) and getting moral lesson (evaluation comprehension). Students' reading comprehension of narrative texts improved with average score of tests 79.5 (when they read a narrative text individually in cycle two) and with average score of tests 87.77 (when they read a narrative text in the small group). In other words, students in this class could achieve reading comprehension of a narrative text better when they read the text metacognitively together with their friends.

The implementation of metacognitive strategy also had shown that the implementation of metacognitive strategy administrated some advantages for students in understanding the text as whole such as the strategy helps students to activate their prior knowledge and experience related to the text and connect it to the text; the

strategy helps students to skim the text before they read; the strategy helps students to make prediction; the strategy helps students to become more motivated to read and understand the text; the strategy helps students to realize particular part that they still do not understand it and helps students to work hard to be able to understand it; the strategy helps students to become activate in discussing about the text; the strategy helps students to recheck and to repair their own progress of understanding the text as whole. Furthermore, after students had been explicitly introduced and explained reading strategies in cycle 1, their metacognitive knowledge was achieved. So they could follow the steps of metacognitive regulation; planning, monitoring, evaluating better. On the other hand, after action in cycle 2 had been conducted, students in this class had practiced the strategy well; students were more capable to select and use reading strategies when they faced difficulties in reading a story.

Moreover, students also had expressed some positive responses toward the implementation of metacognitive strategy in improving their reading comprehension of narrative texts. They admitted that the strategy was helpful. Students perceived that their awareness to use some reading strategies in getting comprehension improved. As the result, students not only used dictionary to translate or asked their friend or teacher. In addition, students' knowledge of the effective reading strategies was developing. Even though several students considered that this strategy was quite difficult to be understood, but students agreed that the strategy could more motivate themselves to comprehend what they read and their ability to comprehend the meaning of text as whole was increasing

This study had also found unintentional findings about the use of metacognitive strategy that had been conducted in the class. Some obstacles in utilizing metacognitive strategy as media in teaching reading comprehension were the long explanation (too much teacher talks) and time consuming. Despite the advantages of the use of metacognitive strategy that had been proven by findings and

also supported by theories, in fact the disadvantages of the use of metacognitive strategy also appeared. Noise and slow responses especially from lowest achievers that had been realized during the lessons. Teacher's voice which less loud was also major issues in using metacognitive strategy in class particularly in the big class.

5.2 Suggestions

Considering the findings of this study that had been articulated earlier, then several suggestions are provided. This is an effort to provide some options of solutions to tackle similar situations in classroom and further to offer opportunity to conduct research that will concern different areas of this study.

There are some suggestions for teachers who employ metacognitive strategy as media in teaching reading comprehension. First, it is necessary to think more about how to reduce noise and chaos in classroom when students lost concentration and start getting bored. One of the efforts can be used is designing interesting reading activities to attract student's attention back. Second, teachers need to concern how to make students own some effective reading strategies as the metacognitive knowledge before they apply the strategy in reading process. Third, it is considered important for teachers to explain and model the strategy explicitly before asking students to implement the strategy individually. The fourth, it is necessary for teachers to apply ETR approach in using metacognitive strategy in reading class activities. And the last, make sure that teacher has to understand the definition, goal, procedure and the important concept of metacognitive strategy before teacher uses the strategy in the class.