CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions of the research findings based on the questions proposed in chapter one and some recommendations. The discussions are divided into two parts. The first part concerns with conclusions and the second part deals with recommendations of the study.

5.1 Conclusions

This study investigated metacognitive reading strategies which were frequently employed by high and low achieving students in comprehending reading materials and the metacognitive reading strategies which were considered the most helpful to be used by the university students especially in answering questions in reading comprehension TOEFL test also the reasons why they used the strategies. The result of this study shows that high and low achieving students employed the same metacogntive reading strategies. They were repetition, problem solving, using prediction and contextual clues, skimming, background knowledge, and translation.

The result of the study also indicated that there were differences in term of the frequency and the way how the students used the strategies. As an illustration, in the use of repetition strategy, high achieving students do not read the whole text but only the important points in each paragraph and some confused parts while most of the low achieving students read the text from the beginning till the end. Then, in the use of skimming strategy, high achieving students focus more attention on comprehension of the overall text. In contrast, low achieving students relied on small units (e.g. phrase or single word, minor details and individual sentences). Moreover, in the use of

background knowledge strategy, low achieving students received the given information passively and decode the text in small units without making the effort to guess the unstated facts and implied meanings. While, most of the high achieving students were actively combine their relative background knowledge and their own experience with the text.

Further, most of the high achieving students said that they translated sentence by sentence. They read throughout a paragraph and summarized into Bahasa the overall meaning of what they had read. On the contrary, most of the low achieving students translated the text word by word. The results show that low achieving students could not use the strategy appropriately. Then, in term of difficulties of the text, the more difficult the text is, the more repetation, problem solving, and translation strategies the students used.

Then, there are three metacognitive reading strategies considered the most helpful to be used by the university students especially in answering questions in reading comprehension test successfully. First, skimming is the most helpful strategy to answer the questions about the idea of the pessage and overall review questions. Second, looking for specific purposes is the most helpful strategy to answer the questions dealing with directly answered questions. Finally, prediction & contextual clues is the most helpful strategy to answer the questions dealing with indirectly answered questions and vocabulary questions.

This finding supports Sheorey and Mokhtari (2001) who found that high reading ability students perceived their use of strategies more frequently than did low-reading ability students (cited in Oranpattanachai, 2010). Also, studies on learners' metacognitive aspects of reading-strategy use have discovered that successful readers generally display a higher degree of metacognitive awareness, which enables them to

use reading strategies more effectively and efficiently than their unsuccessful peers (Carrell, 1989; Carrell et al., 1998; Hudson, 1998; Sheorey & Mokhtari, 2001; Zhang, 2001; Zhang et al., 2008 in Zhang & Wu, 2009). Moreover, the findings of O'Malley, Chamot, Stewner-Manzanares, and Kupper & Russo in1985 indicate that "higher level students reported greater use of metacognitive strategies (that is strategies used by students to manage their own learning), leading the researchers to conclude that the more successful students are probably able to exercise greater metacognitive control over their learning" (cited in Torkamani, 2010: 48).

Finally, based on the data, there are some reasons why the students used the strategy. It indicates that the students employed metacognitive strategies because: (a) it helps them to clarify their understanding about the text, (b) it is easier to answer the questions, (c) it is easier to know the main idea of the text, and (d) it helps the students to solve their problems in reading.

5.2. Recommendations

Based on the findings of the study, the researcher gives some recommendations that can potentially increase the students' ability in comprehending reading materials. The recommendations are aimed for further research, English teacher and the university.

For English teacher, the use of metacognitive reading strategy is useful for students in increasing their reading comprehensions. When students reflect upon their learning strategies, they become better prepared to make conscious choices about what they can do to improve their own learning. In this case, the teachers are recommended to encourage the low achiever students to employ those reading strategies which were most frequently used by high achiever students.

Besides, it is also expected to develop the awareness of reading strategies to enhance university students reading comprehension, it is recommended to identify first students' awareness of good reading strategies and what strategies they have already employed. This can help to think further what treatment should be conducted for student's success in continuing their academic studies especially in the reading comprehension program.

Finally, since the present study just conducted the data from high and low achieving students, it is recommended for the next researcher to conduct the data from middle achieving students in order to have a wider perspective. Then, a replication of this study with different participants at high-school or university levels in Cimahi or other countries learning English as a foreign will be useful.