

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Based on the discussion in previous chapter, this chapter will present conclusion and recommendations in this study.

5.1 Conclusions

Data obtained in this study support the previous study conducted by Ozek&Cievelek (2006) in which three similar strategies were used by the students at high frequency level. The findings of the study shows that the students use four strategies at high frequency level such as using the title to predict the content of the text, guessing the meaning of a word from context, using a dictionary for important points and considering other sentences to figure out the meaning of a sentence. This result answers the first research question about cognitive reading strategies which are frequently used by the students to enhance their reading comprehension.

In addition, this study also supports previous study in that there were several strategies need to be developed by the students since these strategies were rarely used in their daily reading activity. These strategies are reading the first line of every paragraph to understand what the text is about, guessing the meaning of a word from grammatical categories, taking notes on the important points of the text, classifying the words according to their grammatical categories, skipping

some of the unknown words, recognizing organization, summarizing the main ideas, re-reading the text to remedy comprehension failures, reading for meaning and concentrating on meaning, and last but not least, the strategy of paraphrasing.

Nevertheless, the present study which used the data from self-reported questionnaire can be bias in case of the participants tried to make them look competent by giving the score as high as possible. In order to anticipate such situation, the participants were not obliged to write their names on the questionnaire form. Therefore, the questionnaire used in the present study contains not only good reading strategies but also some other poor reading strategies to avoid bias.

Meanwhile, regarding the second research question about the most helpful cognitive reading strategies to be developed by the students especially when they answer questions in reading comprehension test successfully, it was found that the students who successfully answered questions in reading comprehension test, used six cognitive reading strategies such as deduction, summarizing the main ideas, guessing the meaning from context, elaboration, guessing the meaning from grammatical category, and considering the other sentences in the paragraph to figure out the meaning of a sentence.

Among those strategies used by the students as mentioned above, there are three cognitive reading strategies considered the most helpful to be developed by the university students especially in answering questions in reading comprehension test successfully. First, elaboration strategy is the most helpful strategy to use

dealing with reading comprehension, understanding what implies in the text or inferring from the text, identifying the tone of the passage and analyzing the author's purpose. Second, deduction strategy is the most helpful strategy to use dealing with identifying the topic or the main idea of the passage, and predicting the preceding paragraph. Third, guessing the meaning from context, which belongs to elaboration strategy indeed, is the most helpful strategy to use dealing with guessing the unknown word.

This is consistent with what the previous study suggested that the students have to use some cognitive reading strategies which will help them to solve the problems when they read a text. Ozek&Civelek (2006) referred to what stated by Carrell (1989) who includes guessing the meaning of the unknown words from context and considering background knowledge to the text as one of strategies which can help readers to improve their reading ability significantly.

5.2 Recommendations

This section provides the recommendation for further studies. Under consideration, that the present study was conducted to give contribution to the field of teaching reading comprehension in university, further study on the same topic of area is suggested. This kind of procedures might be carried out further by using large group of participants in order to have a wider perspective.

It is important to note that cognitive reading strategies should be taught to students especially students belong to poor readers who do not use cognitive

reading strategies. In other words, the lecturers need to teach the students types of cognitive reading strategies and explain the function of each cognitive reading. However, the lecturers should not only teach cognitive reading strategies but also metacognitive reading strategies and other strategies considered good reading strategies because those good reading strategies can help students to grasp the understanding of the text they read.

Besides, the students need to know in what circumstance they should use the strategies. For example, they should know what strategy to use when they want to know the meaning of the unknown word without looking up in the dictionary. Certainly, they are supposed to practice using those good strategies in reading. Therefore, the lecturers are suggested not only to teach those good reading strategies but also to encourage the students to use the strategies.

Since the study 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 the sake of the student's success in continuing their academic studies especially in the reading comprehension program.

Furthermore, for further study, it is suggested to have more items in the self-reported questionnaire consisting good reading and poor reading strategies to make it balance and to avoid bias in the result of the study. Finally, TAPs procedure can be used as a good methodology in spite of time-consuming and

difficult to analyze since they tolerate the objective observation on the students' behavior and the mental pictures of the participants. In addition, this kind of procedure can figure out the strategies considered the most helpful to be developed by the students to grasp the understanding of the text they read in their academic studies.

