

CHAPTER V

CONCLUSION

EFL students often face difficulties in comprehending a text. They may encounter words they do not understand in the text, leading them to become frustrated and stop reading. The present study seeks to accommodate teachers and students with a pedagogical procedure of teaching and learning the metacognitive strategies and culturally familiar text. By using metacognitive strategies and culturally familiar text, the students can develop their mastery of reading strategies and enhance their reading comprehension ability.

In this final chapter, the researcher presents the conclusions, limitations, pedagogical implications, and further recommendations for the teachers, students, and teaching material designers on teaching reading comprehension using metacognitive strategies and culturally familiar text. There is also a closing paragraph at the end of the chapter.

5.1. Conclusions of the study

The study delivers findings about teaching metacognitive strategies and culturally familiar text, focusing on four research questions. The description of the research questions, the findings, and their conclusions are summarized in detail in the following paragraphs.

The first research question measures how metacognitive strategies and culturally familiar text improve the students' reading comprehension. Firstly, the finding revealed that students treated with metacognitive strategies and culturally familiar text outperformed those treated with general strategies and culturally unfamiliar text. Their average reading comprehension score is 3.39 compared to the group with general strategy and culturally unfamiliar text, with only 1.42. This finding suggests that combining metacognitive strategy and culturally familiar text improves

students' reading comprehension. The study also revealed that novice pre-service teachers who participated improved their reading comprehension after being taught the combination of metacognitive strategies and culturally familiar text. The study found that these participants benefitted the most from the treatment, with a higher post-test result than their pre-test. It was also known that though these lower-level students did not use all of the metacognitive strategies on their reading comprehension, they significantly improved their knowledge about the strategies and that the combination of metacognitive strategies and culturally familiar text utilized in the treatment of this present study has provided paired supports to the student's reading comprehension, both activating the students' background knowledge and assisting the learners' development of reading strategies and awareness. Secondly, from the interview findings, the teachers reported that the training in metacognitive strategies and culturally familiar text improved the students' reading comprehension in five ways, namely (1) the activation of the student's background knowledge, (2) the practices of reading strategies, (3) training in inferencing skills, (4) guiding the students to be critical readers, (5) setting a positive atmosphere of learning. The teachers also pointed out that improving students' reading comprehension through metacognitive strategies and culturally familiar text is not an instant process. It may take some time to practice, and the improvement occurs in the long run.

The second research question measures how the training of metacognitive strategies impacts the students' application of reading strategies. The finding revealed that the training highly impacted the students' utilization of reading strategies, with most of the strategies (global, support, and problem-solving) being used more frequently by the students after the training. The supporting reading strategies were utilized highly among the sub-scales of metacognitive strategies. Next, the result of this study revealed that the students could learn and apply most reading strategies they need to comprehend their reading. Specifically, from the treatment and the questionnaire result, it was found that the students who are low-level learners utilized more support strategies like using a dictionary to translate and understand the words they read; and taking notes to help them understand what they read.

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From research question 3, the researcher examines whether the students are more interested in reading culturally familiar or unfamiliar texts. The finding revealed that all students who participated in this study were interested in the texts, with a higher interest in the group reading culturally familiar texts. Another interesting finding suggests a correlation between the student's interest in the text and their achievement in reading comprehension. The study revealed that the group with culturally familiar texts had a higher interest and a higher reading comprehension score. In contrast, the group with culturally unfamiliar text had a lower interest and slightly lower reading comprehension scores.

Research question 4 was analysed qualitatively to present findings regarding cultural responses and reasons the students have towards liking culturally familiar and unfamiliar text. The analysis of the exercise and interview results yielded some interesting information. The study found differences in the students' responses to culturally familiar and unfamiliar texts. First, it was revealed that the students with culturally familiar text produced abundant responses with excellent diversity of opinions showing that they connected with the text. In contrast, the students with unfamiliar culture text yielded fewer responses with rather general and shorter answers. Second, it was revealed from the written responses made by the students of both groups (treated with culturally familiar and foreign contexts) that the way they approached the text was different depending on the cultural context of the text. When the text was culturally familiar, students were more emotionally involved. They tended to respond to the text more personally and make a reflection on the topic in their own lives. Third, the finding suggested that culturally familiar contexts might positively impact the students' language learning development. The exercise answers, in particular, suggest that the students were more engaged with the text's cultural context and fulfilled their need to gain more vocabulary and specific terms on the local words, improving their mastery of the English language. Next, mainly from the interview results, the study revealed the needs of the students regarding the immersion of culture in their English class, particularly in reading comprehension class. There is a need to connect to their local culture. English text should describe their familiar culture to remind them of their

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identity and help to build their strong appreciation towards their heritage. The students also support culturally foreign content, particularly native speakers' culture. They suggest they enjoy and feel closer to the text since they started learning English. So, their attachment to the English culture makes exploring and reading on their reading comprehension exciting. The students also claimed the importance of English culture texts to support their English test preparation. This finding showed that their English assessment was still mainly focused on the native speakers' culture of the USA or UK, though the test claimed to be testing of English for speakers of English as an international or foreign language.

The results of research question 4 above also confirm some theories in English language learning. Firstly, it supports the theory of schemata, particularly cultural schemata, which contends that cultural familiarity activates the reader's background knowledge and facilitates comprehension. In this case, the culture to which the reader feels an attachment, either local or native speaker's culture, would bring past experiences and background knowledge and enhance the reader's understanding of the text's message. Secondly, the results of the interview agree with the nativization theory. The interview data of this study specifically showed that students urged incorporating their local culture into their English studies, especially in the area of reading comprehension, to strengthen their connection to their culture and their ability to discuss and write about it fluently in English. Thirdly, the interview results revealed the students' needs for localized English. This idea affirms the theory of glocalization in the EFL context. Finally, the findings from the interview also agree with the theory of post-millennial readers, which suggests that these readers are significantly different from other readers due to their digital familiarity in their learning.

5.2. Limitation of the Study

This study has certain limitations, which should be addressed in future investigations.

First, the populations from which the experimental sample was selected limit the generalizability of the findings. Therefore, replications utilizing more participants

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are necessary, for example, from other universities in some regions in Indonesia. The replications would provide more robust data and richer detail to describe the effectiveness of using metacognitive strategies and familiar cultural text in improving the reading comprehension achievement of students in Indonesia.

The second limitation relates to using SORS (Survey of Reading Strategies) in the study. An important guideline is to ensure that the survey is not the only instrument to measure the students' application of reading strategies or their awareness of their reading strategies mastery. Teachers should see SORS as an additional measure to examine students' reading strategies and awareness. The teacher can get more detailed information by having several other measurement instruments.

The third limitation is related to the SORS feature as a "self-report measure" that the assessment results are solely based on the students' judgment of their ability. This judgment may not be the objective assessment of the ability and does not tell much about applying the strategies to reading comprehension practices. Since the awareness of the strategies does not always reflect the students' actual implementation, it is suggested that future studies could have teacher assessments to provide supplementary information to enrich the SORS's results. Furthermore, additional instruments such as participant observation, field notes, and interviews will work like a triangulation process to improve the measurement results. In turn, the combination will yield better judgment on the student's abilities in utilizing the strategies.

The fourth limitation is the nativization of the text. The study found that nativization cannot be applied to every text. Particular text describing public figures or specific factual things that only exist in certain cultures of the native or foreign countries could not be nativized equivalently with familiar local culture words. Thus, the nativization of such texts is not recommended. Future studies using nativization for culturally familiar texts can address this issue further and explore the text types that are equivalently possible for nativization and those that are not. This study will be beneficial as it will provide resourceful materials for the teachers to teach reading comprehension in the local cultural context.

Finally, the study limitation related to the qualitative data collection instrument. The study collected the students' reading exercise results and interviews. Although the data sufficiently help the researcher answer the research question completely, future research can explore this issue more thoroughly with multiple data collections supporting the evidence and providing more prosperous data gathering.

5.3. Pedagogical Implications

This study offers some implications for classroom reading comprehension practices. Firstly, the study provided the teachers with insightful thoughts about how metacognitive strategies and culturally familiar text improve the students' reading comprehension. Secondly, the study gives a suitable procedure for teaching metacognitive strategies with culturally familiar text in reading comprehension class. Teachers and researchers can use the procedure provided in the study's results in Chapter 4. Thirdly, the study affirms that metacognitive strategies and culturally familiar text positively improve the students' utilization of reading strategies. The study also showed that the student's interest in using culturally familiar text in their reading was also high. The qualitative results of the study also confirm that the students respond positively and actively when reading culturally familiar texts.

The results of this study also reinforce those of previous research, implying that teachers must provide explicit modelling and step-by-step procedures of metacognitive strategies to the students during formal classroom meetings. The more modelling the teacher provides, the more likely the students to utilize the procedure. After the modelling, the teacher monitors the student's progress in utilizing the strategies. Then, the teacher guides the students to do several practices using the strategies. To support the students, the teacher can also create a video model for them to watch on their own time after the class. The teacher should also provide discussion sessions for the students when needed. In this phase, the teacher can provide complete guidance and slowly reduce the guidance once the students can utilize the strategies independently.

Additionally, the study implies a great deal of patience and the teacher's awareness of the time required by the students to master the metacognitive strategies

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successfully. Some students may take it slower, while others master the strategies quickly. The teacher must be supportive and patiently guide the students throughout the process. The teacher must be ready to give positive feedback and encourage the students.

Through the implementation of metacognitive strategies and culturally familiar text in this present study, there is also an implication to the teacher that grammatical errors are not a big problem. The teacher can guide the students to stop worrying about error-free responses to keep them motivated and focus on their comprehension.

The implication, in particular, is presented by using culturally familiar text. The study urges the teacher to use nativization to produce culturally familiar text in reading comprehension class. In the nativization process, the teacher must ensure that sufficient familiar words are found in the text. Having too many familiar words will decrease students' interest in reading because there are no new things to keep them interested to read more. Having only a few familiar words is also not recommended because it will not provide much support for the student's comprehension.

Finally, the study implied that the students were interested in using cultural materials in their reading comprehension. To support the students, the teacher should show equal excitement towards teaching the materials loaded with familiar cultures and unfamiliar cultural contexts. This treatment will create a positive attitude in the students to enjoy all cultural contexts. In turn, the students will become tolerant of cross-cultural understanding.

5.4. Further Recommendations

There are some recommendations the researcher wants to present for future study efforts. These recommendations will support researchers, teachers, and book designers use metacognitive strategies and culturally familiar text in reading comprehension studies.

The first recommendations are for future researchers interested in further research using metacognitive strategies and culturally familiar text in reading comprehension. First, future researchers can address which of the two independent

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variables, metacognitive or culturally familiar text, specifically improve reading comprehension. The investigation can group the participants into three (group A had metacognitive strategies and culturally familiar text; group B had metacognitive strategies absent and culturally familiar text; group C had metacognitive strategies and culturally familiar text absent) to measure the effects between the variables which one, either metacognitive strategies or culturally familiar texts that affect more on the student's reading comprehension. Additionally, as the present study focuses on novice pre-service teachers with low intermediate to intermediate levels of proficiency, it is recommended that for future studies to focus on sophomore students across proficiency levels (from low intermediate to advanced, for example). The replication of this current study with college participants from senior year in various proficiency levels can result in additional evidence and insightful information regarding appropriate metacognitive strategies and culturally familiar text topics for the students to improve their comprehension and utilization of the strategies. It is particularly interesting to compare the treatment results on the students across proficiency levels to see what strategies they utilize the most and what strategies they need more training. The study can further relate the theory of schemata and good language learners to find specific characteristics of the learners that enable them to master metacognitive reading strategies on their reading comprehension. Further study can also elaborate the analysis on groups of participants who like culturally familiar or culturally unfamiliar texts to see what makes these differences and what encourages them to enjoy reading such texts. It is also interesting to conduct a qualitative study with various data such as focus groups, note taking, and reflective journal data gathering in investigating the differences of perceptions of the students towards the use of metacognitive strategies and culturally familiar text a qualitative study with various data in intensive or extensive reading class. These qualitative data will provide teachers and future researchers with rich and detailed information about the responses to the strategies and the text. There is a need for future research on the student's motivation and engagement in learning with metacognitive strategies and culturally familiar text as a combination of methods and media to improve their reading comprehension and utilization of reading strategies.

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The second recommendations are for teachers. Examining how metacognitive strategies and culturally familiar text improve students' reading comprehension compared to other teaching strategies and foreign culture texts may provide insightful information for novice and experienced teachers about training the strategies and the text. A study may be designed to train novice teachers on teaching metacognitive strategies and culturally familiar text in reading comprehension class or other skill development (for example, speaking, listening, or writing). The training can also examine the teacher's perception of how metacognitive strategies and culturally familiar text support their teaching of reading comprehension. Additionally, a quantitative study can be conducted with experienced teachers as the participants to examine the advantages and disadvantages of metacognitive strategies and culturally familiar text in various reading class settings (for example, online classrooms with synchronous or asynchronous learning). Since the pandemic, this study will support millennial learners to learn metacognitive strategies and culturally familiar text with the technology of learning that is favorable for them. Furthermore, a study specifically addresses the aspects of reading comprehension and the strategies measured in the TOEFL reading comprehension test is recommended for the teacher concerning the use of metacognitive strategies and culturally familiar text. By specifying the aspects and the strategies in the TOEFL reading comprehension test, the teacher can see which aspects and the strategies improve after the treatments more specifically and can do follow-up research to treat particular aspects and strategies.

The last recommendation is for the book designer to produce rich, culturally familiar text through nativization. The process replaces the contextual cues (such as the description of religious activities, money, time, space, food, and drink) and textual cues (such as proper nouns about people's names, professions, and locations) in the text. There is a need for texts with various cultural contexts in Indonesia to support students from many local cultures to develop or improve their reading comprehension. Indonesia has rich local cultures all over the region that are unique and interesting for future study. In addition, EFL students in the global English era enjoy English learning that connects to their culture. Book designers must know this need to create better

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teaching material that enhances learning engagement. In addition, to create moderation in support of cultural context, it is also suggested that book designers will commit to providing other cultural contexts (national, Asian culture, and international culture) in developing text to read for the learners. Finally, it is critical to suggest that the development of culturally familiar text should go hand in hand with appropriate teaching technology that is primarily suitable for millennial and post-millennial learners who are the generation of learners at present. By creating technology-friendly, culturally familiar materials such as YouTube videos, Instagram stories, or Facebook pages using Canva, Kahoot, or other available education platforms, it is expected that these digital native learners will have more interest in their learning. Especially when learning reading comprehension and producing a positive involvement in the text they read and learn.