

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

CHAPTER V

Conclusions and Suggestions

This chapter summarized the conclusions drawn from the previous chapters of this research, findings and discussion and some suggestions to improve the existing teaching and learning condition, particularly the learning of metacognitive strategies and the more frequently and the appropriately used metacognitive strategies on reading comprehension.

5.1 Conclusions

After a thorough study on the metacognitive strategies used by ITS students on reading comprehension, the following points can be concluded.

This study is a descriptive study, therefore, there is no control of treatment as is found in an experimental study.

Based on Oxford's (199a:277) SILL theory, several instruments were made up to elicit data from both the students and lecturers.

Forty five students were chosen as the subjects of this study using an opportunistic sample, since the limitation of time, unfavorable situation, and condition the students were facing when the survey was done. In gathering the data, a multiple choice questionnaire was used, while written interview was used for triangulation.

The metacognitive strategies are often used by successful students. Therefore, they have an important role on the students' reading comprehension in order to improve their reading abilities.

Metacognitive knowledge of reading strategies makes a bigger contribution to reading abilities at higher proficiency levels L2 students than it does at lower proficiency levels L2 students. Accordingly, the successful students used many types of metacognitive strategies and used them more frequently and appropriately.

The successful students or the higher proficiency level L2 students used many types of metacognitive strategies and used them more frequently and appropriately than less successful students or low proficiency L2 level students did. Therefore, there is a strong relationship between metacognitive strategies, English proficiency, and reading comprehension.

The questionnaire and interview were firstly tried-out before it was administrated in the real research. The interview was used to cross check the data from the questionnaires.

From the results of the study, several points are inferred:

- (1) Metacognitive strategies marked the highest usage by the successful students
- (2) The students who can select and use metacognitive knowledge of reading strategies, reading goals and text characteristics, are not guaranteed to be a good reader in reading comprehension if they lack specific knowledge of TL.
- (3) The successful students tended to be more global, used both top-down and bottom-up or metacognitive strategies and less mental translation overall in their reading activities unless to monitor their reading comprehension., while the unsuccessful students used only bottom-up strategy and tended to use more mental translation in their reading activities.
- (4) The successful students or more proficiency level L2 students often used metacognitive strategies more frequently and appropriately and used many types of metacognitive strategies than unsuccessful students or less proficiency level L2 students.
- (5) The successful students read different subjects much more and were exposed to many more words and guess their meaning from the contexts, however, the unsuccessful students were worried about the meaning of words in context, and they found it difficult to guess word meaning. Besides, their reading of texts is limited. In other words, they do not read a lot.

- (6) From the interviews with the students it was revealed that metacognitive knowledge or awareness about knowledge of he or herself in the area of reading, many knows that familiar-topic material is easier to understand than unfamiliar material, explicit sentences assist them in task that require reduction of texts to their gist.

These points imply that the metacognitive strategies have prominent roles in the reading comprehension. Since the factors like age, gender, personality, motivation, self concept, life experience, learning style, etc affect the way in which language learners learn the target language, it is not reasonable to assume that most language learners use the same good language learning strategies or should be trained in using and developing the same strategies to become successful learners.

5.2 Suggestions

The findings and pedagogical implications of this study should be viewed in light of its limitations. First, although the think-aloud protocol techniques widely used method to describe the metacognitive strategies used and the types of metacognitive strategies use on reading comprehension, sometimes students do not report all the strategies they employ. Therefore, the researcher must be aware and if possible interview the students and the lecturers. Second, the limitation of times, unexpected fund, and unfavorable condition and situation should be anticipated long ahead of time. Third, the researcher acknowledges that these findings were not completely satisfactory, due to the limited number of students. However, the results of this study give ITS students, English learners, the lecturers, and especially the less successful students a valuable information about the more frequently and appropriately used of metacognitive strategies on reading comprehension.

The following suggestions are intended for the attention of the lectures.

- (1) The lecturers need to give to the students an opportunity to employ an extensive reading in class i.e. employed sustained silent reading, can lead to major gains in reading abilities.
- (2) As a result of the discussions with the students, it was found that the selection of the texts should be based on students' interest and background knowledge, since familiar topic material is easier to understand than unfamiliar material.
- (3) Both students and lecturers need to become aware of the learning styles and strategies through strategy instruction. Attempts to teach students to use learning strategies (called strategy training or learner training) have produced good results (Rubin & Thompson, 1994: 12). The main objective of such attempts is to allow students to become more aware of their preferred learning strategies and to help them become more responsible for meeting their own objectives. Such objectives can only be achieved when students are trained in strategy use so that they become more independent and effective.

5.3 Recommendation for Further Studies

Lastly, the researcher would like to encourage other researchers to develop a further study that is not covered in this study.

This study focused on the frequent and appropriate use of metacognitive strategies, used, whether by successful students or less successful students, in reading comprehension, therefore, the writer suggests to the next researcher to find out another technique on reading comprehension, since there are many strategies influencing reading comprehension.

Besides, strategy instruction research is important in assessing learners metacognitive strategies, therefore, there is a need for conducting research that will pave the way for building the theory of metacognitive strategies relevant to current English teaching practice.

BIBLIOGRAPHY

REFERENCES

- Alderson, J.C and Urganhart, A.H. (1992). *Reading in A Foreign Language*. New York: Longman
- Alderson, J.C (2001). *Assessing Reading*. New York: Longman.
- Ary, D. Jacobs, L. C and Razavich, A. (1985) *Introduction to Research in Education*. 3rd ed. New York: Holt, Rinehart and Winston.
- Anderson, N.J. (1999). *Exploring Second Language Reading: Issues and Strategies*. Boston: Heinle & Heinle.
- Arens, K., Byrnes, H., and Swaffar, J. (1991). *Reading for Meaning*. New Jersey: Prentice Hall
- Bacon, S.M, and Finneman, M.D (1990) A Study of the Attitudes, Motives and Strategies of University Foreign Language Students and Their Disposition to Authentic Oral and Written Input. *The Modern Language Journal* 74;4, pp, 459-567
- Badib, A.A (2006) The application of Gestalt Psychology to Reading Comprehension: Process and Product. Surabaya: Widya Mandala Catholic University.
- Berg, B.L. (1989). *Qualitative Research Methods for The Social Sciences*. Boston: Pearson
- Bialystok (1981) The Role of Conscious Strategies in Second Language Proficiency. *Modern Language Journal* Spring 1981 :65, 24-35.
- Bond, K. (2002). *Identifying the Characteristic, Strategies and Techniques of Successful Language Learner*. New York: Longman.
- Brown, H.D. (2000). *Teaching by Principles – An Integrative Approach to Language Pedagogy*. San Francisco: Longman
- Brown, H.D. (2002). *A Practical Guide to Learning English*. London: Cambridge University Press.
- Brown, H.D. (2002), *Strategy for Success*. New York: Longman.
- Carroll, J.B (1997) Characteristics of Successful Second Language Learners, in Marina Burt, Heidi Dulay and Mary Finocchiaro (eds) *Viewpoints on English as a Second Language in honour of James E. Alatis*. New York ; Regent , pp1-7.
- Carroll, J.B (1981) *Twenty Five Years of Research on Foreign Language Aptitude*. In K.C. Diller (Ed). *Individual difference and universals in language learning aptitude* (pp 83-118). Rowley, Mass: Newbury House.
- Carver, D. (1984). *Plans Learner Strategies and Self Direction in Language Learning System*. London: Cambridge University Press.

- Carspecken, P.F. (1996). *Critical Ethnography in Educational Research*. New York: Routledge
- Chamot, A.U., Barnhardt, S, EL Dinary, P. B (1999). *The Learning Strategies Handbook*. New York: Longman
- Chamot, A.U and Kupper L. (1989) Learning strategies in foreign language instruction. *Foreign language Annuals*. 22:1 February 1989, pp 13-24.
- Chamot, A.U. and O'Malley, J.M. (1990). *Learning Strategies in Second Language Acquisition*. New York: Cambridge University Press.
- Chamot, A.U, and O'Malley, J.M (1987). The Cognitive Academic Language Learning Approach: A Bridge to The Mainstream, *TESOL Quarterly* 21 : 2 June 1987, pp 227-247.
- Cohen, A.D. (1998). *Strategies in Learning and Using A Second Language*. New York: Longman.
- Day, R.R. and Bamford, J. (1998). *Extensive Reading in the Second Language Classroom*. New York: Cambridge University Press.
- Zhenzui, R. (2001). Teaching Reading: Fitting a "Top-Down" Strategy into the Chinese Context. Guidelines December 2001 Volume 23 Number 2
- Grabe, W. and Stoller, F.L. (2002). *Teaching and Researching Reading*. New York: Longman.
- Larsen-Freeman, D & Long, M (1991) *An Introduction to Second Language Acquisition Research*. London: Longman.
- McWhorter, K.T. (2003). *Guide to College Reading*. New York: Longman.
- Norbert, P. and Kit, F. (1999). *Learner Independence*. New York.
- Nunan, D. (1996). *Research Methods in Language Learning*. New York: Cambridge University Press.
- Nunan, D. (1988). *The Learner Centered Curriculum*. Cambridge: Cambridge University Press.
- O'Malley, J.M. and Chamot, A.(1990). *Learning Strategies in Second Language Acquisition*. New York: Longman
- O'Malley, J.M, Chamot A.U, Manzaures, S, Russo G. & Kupper.L (1985) Learning Strategy Applications With Students of English as a Second Language *TESOL Quarterly*, 19, 557-584.
- Oxford, R.L (1990a). *Language Learning Strategies: What Every Teacher Should Know*. Boston: Heinle & Heinle.
- Oxford, R.L, (1993) Instructional implications of gender differences in language learning styles and strategies. *Applied Language Learning*, 4, 65-94.

- Oxford, R.L & Stock,B, Judith A, (1995). Assessing the use of language learning strategies worldwide with the ESL/EFL version of the *Strategy Inventory for Language Learning System*, 23(2) 153-175.
- Readence, J.E., Bean, T.W., and Baldwin, R.S. (2001). *Content Area Literacy: An Integrated Approach*. Las Vegas: Kendall/Hunt
- Sara, C. and Hayo, R. (2004). *Learners Strategies*. New York: Longman.
- Short, D.J. (1997). *Perspective on Integrating Language and Content*. Washington: Pearson Education.
- Sinclair, J. (2003). *Reading Concordance*. New York: Longman.
- Smith, F. (1993). *Reading*. New York: Cambridge University Press.
- Snow, M.A., Richard, P. and Amato. (2005). *Academic Success for English Language Learners*. Portsmouth: Heinemann/Boynton-Cook.
- Trask, R.L. (1999). *Key Concept in Language and Linguistics*. London: Routledge
- Weinstein, C. and Richard, E. M. (1999). *The Teaching of Learning Strategies*. New York: Longman.
- Winkler, A.C. and McCuen, J.R. (1988). *Rhetoric Made Plain*. Florida: Hartcourt Brace Jovanovich.