

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

In this chapter, conclusions of the findings of this study are drawn, and both implications and suggestions for future research are proposed.

A. Conclusions

Based on the data, the phenomenon of the better situation for enhancing reading comprehension for grade XI of Social Class 2 at senior high school SMA Muhammadiyah 1 Yogyakarta from Cycle 1 to Cycle 2 looked that the metacognitive strategy helped to enhance the students' reading comprehension and self-regulated learning.

We take the position that the students succeeded in carrying out the metacognitive strategy for enhancing their reading comprehension from the first meeting to the fourth meeting of Cycle 1 as they were given some detailed information about the metacognitive strategy and the procedure to apply it in the class appropriately. Next, students were likely able to identify their needs, regulations, and learning objectives. Third, students also commonly decided their needs on the reading comprehension learning, their self-regulation, and learning objectives of reading comprehension. The teacher usually tried to help students to write their own regulations before doing next step as well, and they sometimes had to guide the students to write their self-regulation in the planning or pre-

reading phase. Besides, classroom management and the strategy to engage the students in using cued pictures, videos, questioning, or other texts that they have known are apparently needed to enhance the students' reading comprehension.

In Cycle 2, I observed some better results were somewhat found in the students' response when the pair and group work applied. To assess their learning achievement, I gave the students some instruction to make a group of four, and they might have a discussion to do the exercises, but they had to answer the worksheet individually.

B. Implications

Based on my findings, this action research results in the positive effects on students, the teacher, and the teaching and learning process. There are many implications to offer for teachers on their planning in order to enhance the students' metacognition and reading comprehension. One of the social effects of using the metacognitive strategy is that students may help each other to guide their own self-regulation, share their self-regulation in a group, and control each other to enhance their reading comprehension. This condition showed that the learning process can run well and is conducive enough because the teacher always remind students to keep on their own self-regulation. The effort to raise the learning achievement apparently cannot not be separated from how the teacher guides the students' self-regulation, how teacher gives the instruction and guidance to do the tasks based on their self-regulation, and how the teacher

manages the class and materials for enhancing the students' reading comprehension.

However, time was likely the biggest problem in this study. In this case, the teacher could not manage good time arrangement in the teaching and learning process because the students might not finish each activity punctually.

C. Suggestion

As seen in the results of this study, that the metacognitive strategy seemed to succeed in enhancing the students' reading comprehension, I therefore suggest that the teacher, students, and the collaborator should be optimally involve learning activities set in a group work to enhance the students' reading comprehension. This is because I found the difference between Cycle 1 and Cycle 2 in which I used to continue the materials from the individual work to group work, and the students' result from this latter reading enhancement strategy progressed significantly. Regarding the Social Class XI 2 students who mostly had low motivation in reading comprehension, these kind of students need to help themselves with the teacher's guidance. If the social relationship among students is very good, but they force the teacher to silent teaching and focused learning, they might not have a good self-awareness. Thus, to build their own awareness, the teacher's guidance on the metacognitive strategy is needed to help the students' self- regulation.