CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of this study. Based on the finding and result of the study on the previous study, in this chapter the researcher wrote down the conclusion of the cognitive reading strategies used by students. Also, the researcher propose suggestion to present for practitioner of this study. They are teacher, students, and the other researchers.

A. CONCLUSION

This study is mainly intended to know about cognitive reading strategies that used by students and find out the most frequently cognitive reading strategies used by students. It means that the researcher wants to know two things from this study, the first is to know about kind of cognitive reading strategies that used by students while reading in order to help them in understanding and comprehending the content of the text. The second is to find out the most frequently cognitive reading strategies used by students in different proficiency level students (low and intermediate).

1. For the first research question, the findings has shown that there are 10 kind of cognitive reading strategies used by students both low-proficiency level and intermediate proficiency level. Those are Resourcing Strategies (M=3.43), Repetition strategies (M=3.7), Grouping strategies (M=3.12), Deduction strategies (M=3.66), Imagery strategies (M=3.76), Getting the idea quickly strategies (M=3.44), Elaboration strategies (M=3.32), Inferencing strategies (M=3.35), Note-taking strategies (M=2.98), and summarizing strategies (M=3.06).

2. For the second research question, the findings has shown that there was no difference between the most frequently of cognitive reading strategies’ categories used by low-proficiency level and intermediate-proficiency level under the heading of pre-reading, while reading, and post-reading. In pre-reading is Imagery Strategies, in while-reading is Inferencing Strategies, and in post-reading is Repetition. In
contrast, the use of individual cognitive reading strategies, there are some differences between students in low-proficiency level and students in intermediate-proficiency. In *while-reading*, the students in low-proficiency level prefer to ‘guess the meaning of a word from the context’ while trying to understand the text completely while the students in intermediate-proficiency level prefer to ‘consider the other sentences in the paragraph to figure out the meaning of a sentence’. In *post-reading*, the students in low-proficiency level prefer to ‘reread the text to remember the important points’. While students in intermediate-proficiency level prefer to ‘reread the text to remedy comprehension failures’. Overall, the students’ mean frequencies calculation of using ten categories were also rated. The most frequently strategy used is Imagery Strategy.

B. SUGGESTION

Based on the conclusion above, there are some suggestions that can be provided:

1. Teacher
   By knowing kind of cognitive reading strategies that used by students while reading a text, the teacher should teach the appropriate strategies in order to help students achieving their goal of reading comprehension. Because sometimes the used of appropriate strategies can affect students in understanding reading material. It will be better if the teacher improve the students’ skill and performance in reading by explaining deeply and applying about the use of cognitive reading strategies while learning process.

2. The school
   This research can be made as the documentation at MBI Amanatul Ummah Pacet, Mojokerto as an example or the foundation for the next research.

3. Next researcher
   To make this researcher more complete, the researcher suggest to the next researcher if they
want to conduct such this research, they can use this research as the reference for their research. And the next researcher, this study needs further research on the correlation between the use of cognitive reading strategies and students’ level in learning process.