

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the researcher provides a conclusion after explaining the findings and discussions in the previous chapter. The conclusion addresses the research questions raised by this study.

A. CONCLUSION

This research confirms that metacognitive strategies related to planning, monitoring, and evaluating play an important role in the development of reading skills among EFL students. During the planning phase, most students demonstrated an awareness of setting goals and preparing strategies before reading. However, some students read without any prior preparation. In terms of monitoring, there was considerable variation among students: some reviewed their progress and adjusted their reading speed, while others did not engage in any monitoring at all. The evaluation phase helps to build confidence and motivation among students, although not all students consistently engage in this process.

In general, metacognitive strategies influence reading skills in three areas: cognitive aspects (the ability to identify main ideas and details), behavioural aspects (re-reading, taking notes, managing time), and emotional aspects (self-confidence, motivation, and reading satisfaction). These findings are consistent with previous research that emphasizes the importance of metacognitive strategies in improving reading comprehension. However, this study also adds psychological dimensions, such as the impact of mood and motivation. Thus,

metacognitive strategies can be considered an important foundation for developing readers who are reflective, independent, and critical thinkers.

B. SUGGESTIONS

Based on the research findings, several recommendations can be made. For students, it's important to develop a habit of using metacognitive strategies consistently, especially in areas where monitoring and evaluation are still weak. For instructors and teachers, it's necessary to integrate metacognitive strategies into reading instruction, with an emphasis on maintaining a balance between planning, monitoring, and evaluation. Psychological support is also important, for example, by providing engaging texts and a conducive learning environment, thereby motivating students more effectively.

For curriculum developers, metacognitive strategies can be integrated into reading courses to help develop readers who are reflective and independent. For researchers, longitudinal studies and research involving larger populations are necessary to track how the use of metacognitive strategies evolves over time, while also examining other factors such as personality, intrinsic motivation, and cultural background.

In general, this research suggests that metacognitive strategies should not be viewed merely as reading techniques. Instead, they represent a framework for reflective thinking that can help students deal with both academic and non-academic texts. Additionally, these strategies can enhance students' confidence in developing their reading skills.