CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter consists of some conclusions related to the research problem of the study. In addition, some suggestions are also stated in the following part. Here is the description of the chapter.

A. Conclusion

Based on the findings in chapter V, the researcher make conclusion as follows.

1. The Direct Contribution of Cognitive Resilience toward Metacognitive reading awareness

The result showed that the estimate value was .040 and the p-value was .026. Also, at a 5% significant level, the Critical Ration (C.R) was 2.231. Then it can be said that the contribution of cognitive resilience toward metacognitive reading awareness was very weak. However, it can be concluded that the higher students' cognitive resilience, the more their metacognitive reading awareness will be. Moreover, there was a direct contribution of cognitive resilience toward metacognitive reading awareness.

2. The Direct Contribution of Metacognitive reading awareness toward Reading Comprehension Skill

The result showed that the estimate value was .806 and the p-value was .***. Also, at a 5% significant level, the Critical Ration (C.R) was 9.793. Then it can be said that the contribution of metacognitive reading awareness toward reading comprehension skill was very strong. Besides, it can be concluded that the higher students' metacognitive reading awareness, the more their reading comprehension skill will be. Moreover, there was a direct contribution of metacognitive reading awareness toward reading comprehension skill.

3. The Direct Contribution of Cognitive Resilience toward Reading Comprehension Skill

The result showed that the estimate value was .058 and the p-value was .001. Also, at a 5% significant level, the Critical Ration (C.R) was 3.231. Then it can be said that the contribution of cognitive resilience toward reading comprehension skill was very weak. Besides, it can be concluded that the higher students' cognitive resilience, the more their reading comprehension skill will be. Moreover, there was a direct contribution of cognitive resilience toward reading comprehension skill.

4. The Indirect Contribution of Cognitive Resilience through Metacognitive reading awareness toward Reading Comprehension Skill

The result showed that .1136 (READING < --- MA X MA < --- CR; .614 X .185 = .1136) and the p-value that was .03. Based on the calculation, it could be said that the indirect contribution of cognitive resilience through metacognitive reading awareness toward reading comprehension skill was very weak. Besides, the Z-Sobel was 2.18. It means there was a significant indirect contribution of cognitive resilience through metacognitive reading awareness toward reading comprehension skill.

B.   Suggestion

There are still many weaknesses in this research. However, based on the conclusion above, the researcher would like to give some suggestion to improve students' skill in reading; hopefully it is useful for English teacher, students, and the next researcher who interested in reading comprehension project.

1. For the Learners

In English Language Teaching, learners should be actively involved in the teaching and learning process. They will confront a variety of difficulties in terms of speaking ability and psychology. It will, however, be resolved in due time. Because learning a language is a protracted process, kids will be accustomed to dealing with problems by the time they are able to solve them. Several solutions such as, keep motivated and be confident may be useful to learn reading comprehension.

2. For the Teacher or Lecturer

The process of teaching and learning is always challenging. Educators must create high-quality educational product. Those are derived only from two factors: knowledge and physiological factors. As a result, in addition to teaching speaking skills, educators should also provide insight into motivation and other psychological aspects that might help people achieve strong speaking skills.

3. For the Researcher

Developing research in an academic setting has become a remarkable breakthrough. There was an unforeseeable stumbling block, especially in this epidemic. The data gathering method, which should be done online, was one of the researcher's issues. Furthermore, many academics may continue this research on the same problem in different sectors to contribute to the study's findings. In this instance, future researchers must continue to try their best to complete the research in order to identify new contemporary difficulties in the field of education.