

## CHAPTER V

### CLOSURE

#### A. Conclusion

In this chapter, the researcher concluded all the study which answered the problem statements. According to the finding of the research about metacognitive reading strategies in reading comprehension in Islamic Higher Education, there are some important conclusion that can be presented by the researcher, The first is the fifth semester students are used overall Metacognitive reading strategies such as Global reading strategies, Problem Solving reading strategies, and Support reading strategies. The highest frequency of sub-category strategy use showed that students often used *doing self-reflection to increase understanding* in Global reading strategies, students also often used *attempting to focus on reading* in Problem Solving reading strategies, and sometimes, students *using English and mother tongue to understand* in Support reading strategies.

The researcher also found that the level use of metacognitive reading strategies, it showed that students mostly used Problem Solving reading strategies with the highest mean score of 3.62. Followed by moderate level strategy use, global reading strategies with the mean score of 3.28, and support reading strategies with the mean score of 3.21. It was indicated that the fifth-semester students of the English Education Department were interested to use the strategy that was helpful to solve problems they faced

while they read. They did not tend to have less mechanical strategy as the result of support reading strategies were a less used by the students. Therefore, the overall mean scores from each categorize showed a relatively moderate overall usage with the mean score of 3.37. In other words, the study revealed that the level of students in using metacognitive reading strategies when facing reading comprehension has been reported at a moderate usage level.

## **B. Suggestion**

Based on the research and explanation above, the researcher will present some suggestion related to the analysis in this study as follow:

### 1. For the students of the English Education Department

For the students, it is hoped that they can use metacognitive reading strategies in reading comprehension to increase their reading skills in English. They also can learn more about how to find the appropriate strategies to comprehend the text.

### 2. For next researchers

For the next researchers, in this thesis, the researcher has a perception that the design of the study was imperfect. There are many weaknesses that could be seen. Therefore, for further study is expected that other researchers can improve this study with a better design and find different aspects of metacognitive reading strategies.