# CHAPTER V

## CONCLUSIONS AND IMPLICATIONS SUGGESTIONS

### 5.1 Conclusions

Based on the research findings and the discussion, the conclusion can be drawn as follows:

1. Students' achievement in reading comprehension that taught by Metacognitive strategy is higher than taught by Strategic instruction Model.

2. There is a significant effect of self-efficacy on students' reading comprehension achievement. Showing that students' achievement that have high self-efficacy is higher than low self-efficacy students.

3. There is a significant interaction between teaching strategies and self-efficacy on students' reading comprehension achievement. Students' achievement on reading comprehension is influenced by teaching strategies and self-efficacy. High self-efficacy students showed significant effect on their reading comprehension achievement if they were taught by using Metacognitive Strategy than that taught by using Strategic Instruction Model. In addition, low self-efficacy students showed a

significant effect on their reading comprehension achievement if they were taught by using Strategic Instruction Model.

## 5.2 Implications

Based on study found that the findings give implication to English teachers and students in upgrading their achievement in reading comprehension. There are two teaching strategies were done in this study, they are metacognitive strategy and strategic instruction model. They were applied on students' high and low self-efficacy in order to know which teaching strategies are suitable for them in improving reading comprehension.

The first result of this study showed that students' achievement taught by using Metacognitive strategy is higher than students taught by using strategic instruction model because in metacognitive strategy students know what to do when they don't know what to do, moreover, metacognitive strategies are ordered processes used to control one's own cognitive activities to ensure that a cognitive goal has been met.

The second result of this study showed that students' achievement of high self-efficacy is higher than low self-efficacy. It gives implication to English teachers in giving the students to utilize develops their expertise as reader which helps them develop a sense of efficacy for reading. The students with high self-efficacy do better on different achievement activities, choose more difficult activities to try, and persist at them even if they are having trouble completing them because of self-efficacy's influence on motivation and performance, it is

essential that students develop a strong sense of their efficacy for reading for them to be engaged in reading.

The third result of this study showed that there is a significant interaction between teaching strategies and students' self-efficacy on students' achievement in reading comprehension. It gives implication that teaching strategies applied by teachers should relate to students' self-efficacy. Metacognitive provides high and low self-efficacy with the tools they need to become good readers. On one hand, the high self-efficacy students will have a challenge and get better skills in terms of reading comprehension. On the other hand, the low self-efficacy will improve their self-efficacy in terms of accomplishing the task and participating in the class by using metacognitive strategy.

In addition Strategic Instruction Model (SIM) can help high and low self-efficacy students by acquiring, using, integrating, storing, and retrieving information across time, setting, and situation. The high self-efficacy students will use the strategies easily and have better ability in terms of reading comprehension, meanwhile the low one will get help in comprehend the reading materials and improve their self-efficacy by using SIM. Students' achievement on reading comprehension is influenced by teaching strategies and self-efficacy. High self-efficacy students showed significant effect on their reading comprehension achievement if they were taught by using Metacognitive Strategy than that taught by using Strategic Instruction Model. In addition, low self-efficacy students showed a significant effect on their reading comprehension achievement if they were taught by using Strategic Instruction Model.

**5.3 Suggestion**

In line with conclusion, there are four suggestions as follows:

1. To the teachers:

   a. English teachers are recommended using Metacognitive Strategy and Strategic Instruction Model since these two teaching strategies can improve students' achievement on reading comprehension.

   b. English teachers are recommended using Metacognitive Strategy in the class of which is dominated by low self-efficacy students.

   c. English teachers are recommended using Strategic Instruction Model in the class of which by low self-efficacy.

   d. English teachers should encourage low self-efficacy students to participate in studying English in term of getting better achievement on reading comprehension.

2. Other researchers:

   Other researcher can develop further study in the area of Metacognitive Strategy and Strategic instruction Model that improve students achievement on reading comprehension.