

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

The research used a descriptive qualitative method to determine the metacognitive strategy used by English teacher in teaching reading comprehension at SMK Telkom 2 Medan. Based on the data analysis, it can be concluded that the teachers used identical metacognitive strategies in teaching reading comprehension at XII TB 1 and XII TKJ 2. Four metacognitive strategies found in the study was recorded once in observation. Further research in similar issue is suggested to be conducted to validate and to broaden the findings to particular extent. Teacher has limitation to implement metacognitive strategies in teaching reading comprehension, namely (1) the variety of students' academic level, (2) institutional learning goal, (3) the limitation of information exchange. These challenges also become more difficult when it comes to school latest policy for learning and teaching process at school. The current of school circumstance takes part in teachers under performance in teaching process.

B. Suggestion

From the result above, the researcher has several points to suggest.

1. The teacher should be able to prompt a proper instruction in metacognitive strategies implementation. Well-informed instruction helps students to draw a picture about metacognition and how to perform certain strategies to deal with certain problem which we called as metacognitive strategies.

2. Metacognitive strategy is based on personal availability and knowledge to access their cognitive level. Once teacher or students are able to determine their academic level, they should start to arrange certain strategy to challenge their difficulties in learning and teaching process.
3. If another researcher would like to conduct the same research, they should have considered the institution's availability and latest policy in serving the researcher and the study takes place. Appropriate time should be considered to collect the data with minimum challenges.

