

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter consists of research summary to conclude and suggestion for English Departement Faculty of Teaching Training Education in Widya Mandala Catholic Universtity Surabaya and for further research.

5.1 Conclusion

Having critical and analytical competence in comprehending academic text become requirement for college students who want to be success in obtaining further knowledge in their study. Critical and analytical competence can be constructed through critical reading which insists the readers to get involved in the reading text and build a personal communication with the text to think about, to generate critical questions, to predict, to investigate and to satisfy curiosity about what is being read. Critical reading does not merely involve literal comprehension but it requires the readers' high order thinking in questioning the reading text to obtain answers relating to the implicit information beyond reading. With regards to this requirement, the study proposes to examine: whether there is a relationship between students' beliefs in the importance of self-questioning and the productivity high order thinking questions generated in reader-text transaction.

The findings of Spearman's Rho correlation reveal that there is no statistical significant correlation between students' positive beliefs in the importance of self-questioning strategy and high order thinking question productivity. As the opposite, the findings of Spearman's Rho correlation notifies that there is a statistical significant correlation between students' negative beliefs in the importance of self-questioning strategy and high order thinking question productivity.

However, the insignificant statistic result does not mean that the study is meaningless, there is other consideration to analyse the significance of a relation. Cohen's effect size analysis supports the study to perceive the relation based on the magnitude of difference mean scores and standard deviations to measure the practical value of relation. This effect size measures the practical value of the research result.

The findings of Cohen's effect size calculation show that the relationship between the subjects' positive beliefs in self-questioning strategy and high order thinking question productivity contributes high practical significance. It implies that the size effect of promoting beliefs in the importance of self-questioning strategy

toward students contributes high effect on the productivity of high order thinking questions in reader-text transaction. As the opposite, the findings of Cohen's effect size result on the relationship between students' negative beliefs in the importance of self-questioning strategy and HOT question productivity in reader-text transaction suggest low practical significance. It implies that teachers cannot expect high productivity of HOT questions in reader-text transaction if students have negative beliefs in the importance of self-questioning strategy.

Theoretically, beliefs are the root of learning which set goals to metacognitive and cognitive system to retain knowledge (Marzano, 2007). Beliefs control someone's thinking to agree or to ignore a particular task. Beliefs in reading as transaction process affirm reading as active process in which meaning is perceived as thought to be constructed because of complex transaction among the reader's schemata, knowledge, experience and the reading text. Questioning the author, reading purpose, some clues in the text critically before, during and after reading to think about, predict, investigate and seek answers implicitly assist students to be more critical in reading.

5.2 Recommendation

5.2.1 Learning Implication

The study suggests that reading comprehension does not merely relate to cognitive competence in finding literal main ideas, supporting details, or summary of the text but it also relates to students' beliefs in what they read whether it is worth reading or whether it is easy to comprehend. According to Marzano (2008), beliefs control someone's thought in thinking process to attain a particular goal. Beliefs are the root of learning to instruct metacognitive and cognitive system to work. With regard to this notion, the study suggests that beliefs in the importance of self-questioning is necessary to be promoted because thinking is not driven by answers but by questions. By being aware and believing in the importance of self-questioning strategy to enhance reading comprehension achievement, students will continually practice in generating high order thinking questions before, during and after reading process. This will activate students' metacognition skill in regulating, monitoring and evaluating their cognitive in comprehending the reading text more critically.

Additionally, the study suggests that some other reading strategies are necessary to be continuously taught to students so they will be aware of several reading strategies to apply in comprehending a reading text. Steps by steps practices in

applying reading strategies in group discussion during reading class are also recommended to make students get used to applying the strategies. Finally, students can be autonomous, strategic and critical readers.

5.2.1 Recommendation for Further Research

The research findings of this study require replication with larger sample to validate the result. The research weaknesses to collect larger sample size affect the research findings to be unstatistical significance because statistical significant finding depends on the sample size. Time of collecting data at the end of semester is also the weakness of this study where teachers rush the time to finish the learning material at several week before the semester ends while some students who are never absent decide to make use of their absent permission facilities. Accordingly, the study suggests other researches to collect data in the middle of semester where students and teachers do not catch up the time to finish the learning materials.

Further research is recommended to reveal some techniques to increase students high order thinking questions since the study found that students generate more low order thinking questions than high order thinking questions types. Few students generate high order thinking questions such as analytical, procedural, evaluational and creative type questions. Collaborating self-questioning strategy with other reading strategies reciprocally are also recommended to enhance critical and analytical comprehension.

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