

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents a conclusion and suggestion based on the research findings and discussion presented in the previous chapter.

A. Conclusion

Based on the research results that were described in Chapter IV, it can be concluded that there was a significant difference score in Reading comprehension mastery in narrative text of the students' taught by using Collaborative Strategic Reading (CSR) and those taught by using conventional method at the first grade of Senior High School 1 Tulungagung in the academic year 2018/2019. Therefore, Collaborative Strategic Reading (CSR) was effective used for teaching reading narrative text. The effectiveness of Collaborative Strategic Reading (CSR) is shown in the following descriptions:

1. The students' reading comprehension mastery in narrative text taught by using Collaborative Strategic Reading (CSR) was very good. Their mean score in pre-test was lower than in post-test. It can be seen from their mean score pre-test was 66.00 and their mean score of post-test was 78.83. It means that Collaborative Strategic Reading (CSR) was effective to improve students' reading comprehension mastery in narrative text.

2. The students' reading comprehension mastery in narrative text taught by using conventional method was fair. Their mean score in pre-test was low than in post-test. It can be seen from their mean score pre-test was 62.17 and their mean score of post-test was 68.00.
3. Based on the statistical analysis using t-test with *SPSS 16.0 for windows* at the significant level of 0.05, the result of t-test showed that significant value (sig-2 tailed) was 0.00, and it was smaller than 0.05 ($0.00 < 0.05$). So, the alternative hypothesis (H_a) that states "There is significant difference score in reading comprehension mastery in narrative text of the students taught by using Collaborative Strategic Reading (CSR) and those taught by using conventional method at the first grades of Senior High School 1 Tulungagung" is accepted, while the null hypothesis (H_0) that states "There is no significant difference score reading comprehension mastery in narrative text of the students taught by using Collaborative Strategic Reading (CSR) and those taught by using conventional method at the first grades of Senior High School 1 Tulungagung" is rejected.

B. Suggestion

The finding of the research shows that the used of Collaborative Strategic Reading (CSR) was effective in improving students' reading comprehension mastery in narrative text. Therefore, the writer tries to give some suggestion addressed for the teachers, students', and future researcher, as follows:

1. For the Teacher

In order to succeed in teaching English, the teacher is supposed to stimulate and motivate students' in reading comprehension mastery in narrative text while applying Collaborative Strategic Reading (CSR) because the students' usually confuse to understand English, and sometimes they feel bored with monotonous method in teaching reading. Moreover, the teacher hoped to create a relax atmosphere, in order the learning process will be enjoy.

2. For the Students

The students' should be active in the classroom and pay attention more in understanding about narrative text. Because, narrative is the part of material in reading which have long text between another type of text. So, Collaborative Strategic Reading must used when you study reading narrative text. Because it can be help you understanding more easier about narrative text.

3. For the Future Researcher

In this study, the researcher used Collaborative Strategic Reading (CSR) to examine students' Reading comprehension mastery in narrative text. As this research is not perfect yet, it is suggested for the future researcher to conduct further research on the similar, different area, or different grade especially by using Collaborative Strategic Reading (CSR).