

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter provides conclusions and suggestions from finding of the research. The conclusion is summary of the implementation of collaborative strategic reading strategy on students' reading ability. The suggestion given is expected to give both theoretical and practical contribution for a better implementation of collaborative strategic reading for the English teachers and further research dealing with students' different across learner personalities.

A. Conclusions

Based on the result of data analysis that was presented in previous chapter, this research inferred three conclusions drawn on the basis of findings. The first conclusions is that there was significant difference in the reading ability between students taught using CSR and those taught using conventional teaching strategy. The students taught using CSR had better reading ability than those using the conventional teaching strategy. CSR can affect the ability of eight grade students at MTs Darul Huda in reading ability. This effect is indicated by increasing of the students score in reading ability after implementing the CSR strategy compared to the result of student taught using conventional strategy. The treatment fidelity or the quality of the CSR instruction is believed as a contributive factor to the positive effect of CSR on students' reading ability.

The second conclusion is that there was no significant difference between student with extraversion learner personality and those with introversion learner personality in reading ability. Student with extraversion learner personality and those with introversion learner personality get benefits from teaching strategies in different ways. The learning experience of extroversion students is enhanced by brainstorming, group work, discussion ,and the use of cue card, while the learning experience of introversion students is enhanced by reading, explicit instruction and modeling in CSR, the use of learning log, and the procedural strategies.

The subsequent conclusion is that there was no interaction between teaching strategy and learner personalities to students' reading ability. Despite the absent interaction of the two-factor combination, the positive effect estimate of learner personality implies that in all probability students with extraversion learner personality would achieve better than those with introversion learner personality in the long time continuity of CSR implementation.

CSR regarded effective to foster reading ability on the basis of the statistical analysis. CSR helped students to feel motivated in reading English texts, gives them good practices of reading strategies, provides them with learning log as the study guide and the record of learning, helps them to understand English text easily, and enhance active engagement as well as collaboration. Overall, this research has demonstrated that CSR is an alternative strategy in teaching reading ability.

B. Suggestions

The suggestion below is addressed to English teachers and future researchers.

1. For English teachers

English teachers are recommended to use CSR strategy in reading ability as the alternative strategy in teaching reading. It is alright to apply the CSR strategy in reading but the teacher suggested to have adequate knowledge and understanding on the procedure of CSR, the application of the four specific strategies of CSR as well as the use of cue cards and learning logs. The cue card should be made in such a way that they provide clear information about the students rules. English teacher should consider the students' competency in the process of grouping.

Teachers suggested to combine of low achievers and high achievers students, so the students could get assistance from their peers, particularly those lower achiever. English teacher could identify their students' learner personalities beforehand and group them based on balanced combination of the learner personalities to achieve more effective functioning of group work and to allow the students with different learner personalities to learn from each other. Finally, it is suggested that English teacher give more the explicit instruction for modeling fix up strategies as part of click and clunk strategy and wrap up strategy.

2. For future researchers

It is suggested that future researcher conduct similar experimental study with longer period time of treatment. It is intend to make the effect CSR strategy can be further give effect across students' learner personalities. The longer period of treatment is important make students to be better use this strategy and the future researcher will have adequate time to implementing this strategies specially in click and clunk and wrap up strategies. It is also recommended that future researcher giving training of teacher or individual who asked to implement CSR treatment and do observation on the part of practice of the training to evaluate the union of teacher behavior and treatment specification.