

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents two sub-chapters, there are conclusion and suggestion. These sub-chapters are according to the research findings and discussion in the formerly chapter. The conclusion and the suggestion are given related to the result of data analysis in this research and for further studies which conducting Collaborative Strategic Reading (CSR).

A. Conclusion

From the data analysis result, the researcher found that there was no significant difference on students' achievement in reading comprehension. It is based on the students' achievement which the one class issuing Collaborative Strategic Reading (CSR) method and the other class is using conventional method to learn reading comprehension. Both of classes are second graders at MTs Ma'arif NU Kota Blitar. From the experiment showed that CSR did not give big effects treatment in experimental class. Furthermore, the conclusion of the result can be explained in the following descriptions:

1. The experimental's pre-test score and control's pre-test score had significant difference on pre-test's mean score, so the classes were not equal. It had to be conducted N-Gain score calculation both of classes. The experimental's mean score was lower than the control class. But,

it did not mean that experimental class was worse than control class, because those classes were not equal in students' ability of reading comprehension.

2. The output of t-test from N-Gain score show the significant of p was higher than 0.05 ($0.1585 > 0.05$). So, the alternative H_1 (*There is significant difference in the achievement of students in reading comprehension taught with and without the Collaborative Strategic Reading (CSR) for second grader at MTs Ma'arif NU Kota Blitar*) was **rejected**. While, the null hypothesis or H_0 (*There is no significant difference in the achievement of students in reading comprehension taught with and without the Collaborative Strategic Reading (CSR) for second grader at MTs Ma'arif NU Kota Blitar*) was **accepted**.
3. The students cannot catch the material clearly, because there were four strategies that done directly in a short time. The treatment was conducted in two days and also in haste. So, the students' mastery on the material was still minimum and the researcher found some obstacles because students got difficult to understand each strategy.

The researcher conveys the sum up of this research which Collaborative Strategic Reading (CSR) method gives little impact in improving or promoting the achievement of students in reading comprehension especially for recount text. It is shown when the reading achievement of experimental class after getting the treatment was higher than before getting the treatment. So, Collaborative Strategic

Reading (CSR) method has opportunity to affect the reading comprehension by working cooperatively in second graders at MTs Ma'arif NU Kota Blitar.

B. Suggestion

According to the conclusion formerly, the researcher delivered the suggestions for students to develop the students' skill in learning (recount text), for teachers, and future researchers.

1. For the Teacher

The researcher suggests for English teacher that can apply Collaborative Strategic Reading (CSR) to become alternative way for teaching students in reading comprehension since it has given benefits or advantages that CSR method can affect in increasing students' reading comprehension. But, the researcher gives recommendation if conducting CSR should be appropriate with the student's necessary and manage the time allocation in order to delivering the strategy and the material reached clearly by the students. Besides that, Collaborative Strategic Reading also asks students to learn actively in learning process (student-centered) and enhances student's satisfaction with their learning experience.

2. For Future Researchers

In this research, there are many limitations and lacks that become the reference for the future researcher. It is limited on reading comprehension and recount text for second grade students at MTs

Ma'arif NU Kota Blitar. Thus, the researcher hope for future researchers can conduct and endue the research in similar area, related to Collaborative Strategic Reading method or compared reading skill with focus on another topic, placement on the use of CSR, or any others space. Moreover, the researcher recommend that the future researchers should understand each steps of CSR clearly in order to when conducting CSR does not get troubles or obstacles. The future researchers should manage the time allocation precisely in order to avoid the lacks of time.