**CHAPTER V**

**CONCLUSIONS AND SUGGESTIONS**

This chapter presents the conclusions and suggestions. These conclusions are based on the result of the research findings and discussions as explained in the previous chapters. The suggestions are extended to the teachers who teach reading comprehension and to other prospective researchers who are interested in conducting research related to reading comprehension.

1. **Conclusions**

Based on the result of research findings in which conducted in two cycles, there are some conclusions can be drawn as the answers of the research questions of this study. Firstly, the implementation of four phases (preview, click and clunk, get the gist and wrap up) of Collaborative Strategic Reading in which were covered in the three phases of reading comprehension (pre-reading, while reading, and post-reading) is effective for teaching reading comprehension in descriptive especially for the students at Junior high School level. The effectiveness of the strategy is indicated by the improvement of the student’s reading comprehension (literal, inferential, and evaluative reading comprehension) after they were taught using this strategy in two cycles. It is also proved by the improvements of the student’s mean scores and the percentage of numbers of the students who achieve the mastery learning in reading comprehension of the narrative text in the posttest given in the two cycles. They are 72 and 77% in the first cycle, 74 and 85% in the second cycle.

 Secondly, the implementation of the four phases of collaborative strategic reading in which are covered in the three phases of reading comprehension requires the teacher to follow important procedures. Before the class activity run into the main activity, the teacher assigns students to make a group of four or in pairs, the arranging the groups are based on the score of the previous test, so the high level students can help the middle level or the low level students. Next, the teacher explains the instructional objectives in order to the students understand what they will get from instruction, besides the teacher explained the Collaborative Strategic Reading. In the pre-reading, the preview phase is conducted. The teacher introduces the topic to be discussed by delivering the teaching media and some questions to activate their prior knowledge about it.

 In the while reading, the teacher asks the students to read narrative text while they are doing click and clunk, after that the teacher ask the students to discuss the content of the text (get the gist) by using their own words and share their answer. In the posttest, the teacher asks the students to make questions to other groups. Next, she reflected the presented text and giving feed back of the student’s problem.

 The students have the important roles. They are a leader, a clunk expert, an announcer, an encourager and a reporter. The leader helps the teacher to conduct the application of the strategy. The clunk expert uses the clunk cards to help the students to find the meaning of the difficult words. The announcer calls the group members to read of share their idea. The encourager encourages the students to participate in the discussion. The reporter during wrap up reports to the class the main ideas of the groups learned and shared as favorite questions the group has generated.

1. **Suggestions**

 Based on the research findings of this study conducted in two cycles, the following are suggestions given. The first suggestions is addressed to the teachers who teach reading comprehension to actively apply the Collaborative Strategic Reading (CSR) for teaching reading comprehension by assigning the students in groups or pairs. The teachers should consider the important procedures in four phases in CSR (preview, click and clunk, get the gist and wrap up) and adapt them into the three phases of reading comprehension (pre-reading, while reading, and post-reading). To support this strategy, the teachers should use teaching media such as picture or real material of the topic discussed to make learning teaching process more interesting and enjoyable for the students because based on the teaching media used, some questions can be created and used to activate the student’s background knowledge of the topic especially in preview or pre-reading. Besides, the teachers should consider the time allotment in order to the all phases could be conducted as the planning.

 The last suggestion is extended to other prospective researchers. For the other prospective researchers, especially those who are interested in conducting the research dealing with the reading comprehension. It is suggested to use another applicable and effective teaching reading strategy, so that the result of their research findings can be used by other teachers as another alternative teaching strategy especially for teaching reading comprehension.