

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion drawn from the results of the study. Some suggestions also revealed as a contribution for English teaching and learning for the further researchers.

1.1 Conclusions

This study is aimed at finding out the use of Collaborative Strategic Reading (CSR) as reading comprehension strategy in EFL classroom in enhancing students' reading comprehension. In addition, the researcher attempts to find out students responses toward the implementation of CSR. The result of computation shows that t_{obt} is higher than t_{crit} ($2.367 > 1.6676$). It means that there is significant improvement of students' reading comprehension after CSR has been applied. Data found in this study support a previous research that students who were taught by using CSR as reading strategy demonstrated high levels of academic engagement and assisted each other with word meanings, main idea, and understanding of text (Kilngner and Vaughn, 2000 in Klingner, Vaughn, Arguelles, Hughes and Leftwich, 2004).

The result of data analysis of questionnaire and interview shows that the application of CSR received positive responses from the students. It can be seen from the fact that most of the students believed that they could understand an

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English text better and faster after experiencing CSR as comprehension strategy instruction. The students also thought that the implementation of CSR were fun and made them feel motivated in reading English text.

However, in implementing Collaborative Strategic Reading, there were, at least, two disadvantages pointed out by some students: (1) the class became very noisy and tended to be rather difficult to be controlled and (2) there was not enough time for the students to complete their task. Therefore, it is important that the teacher choose the member of the group who have different level of achievement, and diligence. It is done to make the students able to have a discussion in their own group and do their task efficiently.

1.2 Suggestions

There are several suggestions that can be recommended for the follow-up studies. These suggestions will be focused on two parts; suggestion for English teachers and for further researchers who are interested in the same field.

Some recommendations for English teacher who are interested in implementing CSR are:

1. The results of this study show that the implementation of CSR has helped the students to comprehend English texts better. Moreover, the students responded positively towards the implementation of CSR. Therefore, it is suggested that teacher should implement CSR as one of alternatives in teaching reading comprehension.

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2. Based on this study, some students feel that there was not enough time to finish their reading task. Therefore, it would be better for the teacher to manage the time allocation as effectively as possible by training the students how apply CSR in reading activity beforehand. Once students have developed proficiency applying the comprehension strategies through teacher-led activities, they are ready to learn the roles they will perform while using CSR in their peer-led cooperative learning groups.
3. The other weakness of CSR strategy pointed out by the students in this study was the class' condition which became noisy when the strategies were applied. It is suggested that the teacher should group the students with their partners who have different level of achievement, and diligence. It is done to make the students able to have a discussion in their own group so they will not disturb other group.

There is also suggestion for those who are interested in conducting similar studies. Students from other levels (junior high school, elementary students) should be involved in this kind of study as they have different characteristics with senior high school students.