CHAPTER V
CONCLUSIONS, SUGGESTIONS, AND LIMITATIONS

This chapter presents conclusion and suggestion according to the data analysis provided in the previous chapter. This chapter covers conclusion, suggestion and limitation of the research.

5.1 Conclusions

This study concerned with the implementation of CSR in teaching reading narrative text to eighth grader of Junior High school students. The aims of this study were to investigate the effect of using CSR as reading strategies to improve students' reading comprehension and to find out the students' responses toward its implementation in the classroom.

The data analysis from paired sample t-test revealed that there was a significant difference between pretest and posttest mean score in experimental group. It showed that CSR improve students' reading comprehension in experimental group. The improvement includes vocabulary and knowledge enhancement, and reading comprehension skill as well such as read to get information, read to organize, and read to evaluate. Moreover, CSR with its comprehension strategies enables students to have comprehension at literal level and even inferential level where the students are able to search for important information explicitly or get the gist of the author's message, put information together, and making conclusion. However, the quality improvement of the group is low which is showed from the result of gain index (g=0.12). From the data of gain score mean, it can be concluded that CSR is low effective to increase students' reading comprehension.

There are some factors that influence students' reading comprehension when they learn English using CSR: the students, the text, the activity, the teacher, and time allotment. The student of experimental group was the class that mostly consists of higher achiever students and had better cognitive capacities than the other classes. Nevertheless this condition was not sufficient to help them get a

better improvement of their reading comprehension, because the success of learning also depends on students' motivation to learn. Students' motivation to read was low. Most of the students did not like reading because sometimes they are lack of vocabularies which influence reading activity, besides, they thought sometimes it is boring activity. Moreover, the motivation can be triggered by the teacher's techniques, method, or strategy. In this case, the teacher used CSR which most of the students thought that it was difficult and complicated. Furthermore, the teacher and time allotment became the reasons which influence students' improvement in using CSR as a reading strategy. The teacher was not someone who received CSR training. Therefore, the difficulties and boredom faced by the students can be influenced by the teacher lack of modeling the strategies. In addition, the time allocation to implement CSR was limited thus the application of CSR's phases was delivered as brief as possible, meanwhile, the students need many chances to practice the strategies after they got modeling and support from the teacher (Lems, 2010).

Moreover, the findings from the questionnaire showed the positive and the negative response toward CSR. The positive responses of CSR include helping students understand the text easily, getting the students involved in learning activity by assigning roles and using cue cards, and helping them to improve English ability. Most of students felt there were improvement of their English ability in terms of vocabulary and knowledge. The negative response of CSR is that CSR made the students bored since they had to read based on the steps of CSR and it was complicated. In other words, CSR does not motivate students to learn English. They do not like CSR since it was complicated and boring. This response came from the students who do not like reading and working in a group.

Thus, from the findings above, CSR contributes a lot of things to the students both for the successful of group work activity and improving each student skill to read independently. CSR enabled students to read alone in a group and find the specific information, in the same time they have to share their ideas

of the text through cooperative group activities (preview, click and clunk, get the gist, and wrap up).

5.2 Suggestions

According to the findings and conclusion above, some suggestions below are suggested especially to English teachers and researchers who are interested in similar field with this study.

Since the finding of this research showed the low effectiveness of CSR to enhance reading comprehension in Junior High School, it is highly recommended to use CSR in the class with high level of thinking such as Senior High School and College. However, if the teacher or researcher wants to try to apply it in Junior High School or lower grade, there are some considerations in order to make CSR success to improve students' reading comprehension effectively: the students, the text, the activity, the instruction of CSR, and the time allotment.

Firstly, it is recommended that the students should be the one who have high motivation to read and to learn. Secondly, the teacher or researcher can use other genres of text like recount, descriptive, etc. The text should be suited for the students, so the teacher needs to find the readability of the text. Moreover, the teacher can put the pictures of the text for each paragraph to help them imagine the text. The use of media ease the students to understand the text with the help of picture. Thirdly, since the finding showed that there are numbers of students who dislike CSR as they think that CSR was boring and complicated, it is suggested to the teacher to find the way how to use CSR interestingly and less complicated to make the students interested in learning reading with CSR. Thus it will reduce the students' boredom. To motivate students learning by using CSR, the teacher may give reward to the most active student in a group and the most active group. Fourthly, it is better for the teacher to get special training of CSR. Also, the teacher should be able to give the students clear instruction, thus the students feels less confused and find CSR less complicated. Lastly, the time allocation for the implementation of CSR needs to be longer. For example, in the first day, the

teacher introduces the strategies of CSR and gives example how the strategies work. In the second day, the teacher introduces the role of students in a group and gives them the example as well. The next day, the teacher gives a try out to use CSR by the students and guide them. If CSR is implemented in longer time, the results can be more successful. Therefore, CSR will be more contributive in improving students' reading comprehension if the teacher or researcher consider factors that mentioned above.

5.3 Limitations of the Study

The result of the study showed the low effectiveness of CSR in improving students' comprehension in narrative text. However, this result cannot be generalized. Therefore, there must be different result when implementing CSR with different condition, such as level of school, the students, the text, the teacher, and the time allocation.

The result of the study also showed a positive response from the students such as helping students understand the text easily, getting the students involved in learning activity by participating in group discussion, and helping them to improve English abilities. Hence, this study is still important to find out other strengths of CSR.