# CHAPTER V

## CONCLUSION AND SUGGESTION

This last chapter presents the conclusion and the suggestion concerned to this study. First, it discusses the conclusion from the result of pre-test and posttest. Then, it discusses the suggestion in the effect of Collaborative Strategic Reading on the students' reading comprehension achievement. Each of them is going to be discussed separately as follows.

5.1 Summary and Conclusion

The aim of this study as stated in the chapter one is to find out the effect of Collaborative Strategic Reading on the students' reading comprehension achievement, compared to the Hot Potatoes. This study used two groups of the 8$^{th}$ graders of junior high school. Both groups got the same pre-test and posttest. The difference was only on the treatment. The students' pre-test and posttest were important instruments to analyze the difference in their reading achievements.

In the Collaborative Strategic Reading, there were main activities in pre-reading, whilst-reading, and post-reading. In pre-reading, the students had a group consists of 5-6 students, played an assigned role, and got a CSR learning log. In whilst-reading, when the students had difficulties they applied four strategies that provided by Collaborative Strategic Reading. Those strategies were rereading the sentence for key ideas, looking for clues in the

sentence before and after, looking for prefixes or suffixes, and breaking the word apart to find smaller words. The students also identified the most important idea in each paragraph of text. In post-reading, the students constructed their own questions and answers based on the text as well as summarize what had been learnt.

In the Hot Potatoes activities, the researcher chose three applications of Hot Potatoes in the teaching and learning process. They are JMatch, JCloze, and JQuiz. In the JMatch application, the students matched items on the right to the item on the left. This activity could help the students in building their vocabulary. In the JCloze application, the students filled in all the gaps within a text. It could help the students thought creatively and predicted what would happened by relating the hint. In the JQuiz application, the students chose the correct answer based on the text. It could check the students' comprehension about the content of the text.

The data has been analyzed and from the results of the analysis the research question of this study has been answered. The analysis of the mean of the gain scores of both groups shows that the experimental group has higher achievement of reading compared to the control group. The result of the $t_{observation}$ compared to the $t_{table}$ for .01 shows that the $t_{observation}$ is higher that the $t_{table}$.

5.2 Suggestion

5.2.1 Suggestion for Teachers

The implementation of Collaborative Strategic Reading is very useful for the students because it provides some strategies that can be applied to face difficulties in reading. They can find out the difficult words, phrases, or sentences by some strategies provided so the teacher should apply it in teaching reading. Furthermore, the teacher can try to apply it for other genres so he/she will know this technique is suitable for what kinds of genre.

However, it also has weakness. The interest of students was less. It did not catch the students' interest because it was like a drilling activity. The students did the same activities. There was no competition, adding point or something that could catch their interest.

5.2.2 Suggestion for Researchers

Other researchers are encouraged to develop other researches in teaching reading. It is recommended for them to conduct other researches with different genres so we know what kind of genre can work well or not. They can also conduct a research by comparing Collaborative Strategic Reading with other software, platform or online material. Recently, there are a lot of softwares, platforms, and online materials that are provided. Moreover, we can get and design it easily. It always develops time by time.

Furthermore, the researcher recommended that other researchers compare Collaborative Strategic Reading with other techniques in teaching reading. It may find some other strength and weaknesses of the techniques. By doing so, it is expected to achieve better comprehension outcomes in reading.

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