

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

The research was conducted by using quasi-experimental design which is aimed to find out the whether Collaborative Strategic Reading (CSR) is effective on students reading skills. Based on the data analysis the writer makes conclusion that the role of teaching reading skill through Collaborative Strategic Reading (CSR) is significant different between experimental class and control class. it shows that the value of  $t_o$  (t observation) is bigger than  $t_t$  (t table). It can be seen from  $t_o : t_t = 4.12 > 1.66$  in degree of significance of 5% and  $t_o : t_t = 4.12 > 1.29$  in degree of significance of 1%, or  $1.66 < 4.12 > 1.29$ . So, the alternative hypothesis ( $H_a$ ) is accepted and null hypothesis ( $H_o$ ) is rejected. It means there is significant effect of using collaborative strategic reading skills.

Furthermore, the researcher also draws the following conclusion that Collaborative Strategic Reading (CSR) technique gave the influence increasing students' reading skills. It was showed by students' reading achievement after given the treatment

of using Collaborative Strategic Reading (CSR) technique were higher than the students' reading achievement before they were given the treatment. Thus, it can be concluded that Collaborative Strategic Reading (CSR) technique can affect students' reading skills and working together cooperatively.

## **B. Suggestion**

Based on the research, there are some suggestions as follow:

1. English teacher of Junior High School are suggested to use Collaborative Strategic Reading (CSR) as an alternative strategy in teaching reading skills which it have proven that collaborative Strategic Reading (CSR) technique can impact effectively in improving students' reading skills.
2. The English teacher is suggested to use Collaborative Strategic Reading in teaching reading frequently in order to improve students' reading comprehension ability.
3. The teacher should be well prepared the materials that are going to be taught to students before entering the classroom.
4. The students should be more active learning reading text and students have to read more reading text in order to have more knowledge.

5. The Students are suggested to be more active and cooperatively when learning using Collaborative Strategic Reading as an alternative and interesting strategy in improving their reading comprehension ability.
6. The other researchers are suggested to use this experimental research as references to conduct the same research or different design research in order to improving the quality of students' reading comprehension achievement.