

V. CONCLUSIONS AND SUGGESTIONS

In line with the results of the data analysis and discussion, the following conclusions are drawn:

- a. There was a significant difference of students' reading comprehension achievement between those who were taught through collaborative strategic reading and those who were taught through self-questioning strategy at the first grade of SMAN 8 Bandar Lampung. The mean difference is 7.87, meaning that the experimental class one gained 7.87 score, higher than experimental class two in posttest. Besides that, the significant value of the posttest in both classes was 0,000 that was lower than 0.05 ($0,000 < 0.05$). T-value is higher than T-table ($4.173 > 2.000$).
- b. Collaborative strategic reading is more effective than self-questioning strategy. The mean difference after implementing collaborative strategic reading is higher than the one after implementing self-questioning strategy ($16.5 > 8.12$). It indicated that the increase in experimental class one is higher than in experimental class two. The mean or average score of posttest in experimental class one is higher than experimental class two ($79.75 > 71.87$). The mean difference is 7.87, meaning that the experimental class gained 7.87 score, higher than control class in posttest. The significance value (2-tailed) in experimental class was $p = 0.00 < 0.05$ that meant there was a significant

difference. It was also found that the students followed the reading class enthusiastically in experimental class. They enjoyed working in group and the media attracted and helped them much. Discussion happened during the class since the teacher monitored them.

5.1 Suggestions

Referring to the conclusion above, some suggestions can be listed as follows:

1. Since CSR can give better result than SQS, it is suggested that english teachers apply CSR as one of the way in teaching reading.
2. The teacher should be able to encourage the students to increase cooperation among them since the two techniques involving cooperative group work.
3. The teacher should control and consider the time spent during teaching learning process through CSR and SQS because it may affect the efficacy of the strategy itself.
4. For further researchers, it is suggested to apply other kinds of texts, i.e., descriptive, exposition, spoof, recount, report text etc.