

V. CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the result of the data analysis, the researcher draws a major conclusion as follow:

There was a significant increase of students' reading comprehension achievement after being taught through Collaborative Strategic Reading technique. This could be seen from the T-test results which showed that the students' mean score of posttest in experimental class (68.20) was higher than pretest (56.40) with the gained score was 11.80. The T-test revealed that the result was significant in which significance was determined by $p < 0.05$, $p = .000$. Thus, hypothesis was accepted.

Furthermore, the researcher also draws the following supporting conclusions:

1. CSR is appropriate and effective to be used in increasing students' reading comprehension achievement in all level of education, since it have been prove that it is not only appropriate and effective in the level of elementary and junior high school but also in the level of senior high school.
2. The modification is needed to overcome the problem of time consuming by using only two roles of students (*clunk expert* and *gist expert*) while the others roles (*leader* and *announcer*) was done by teacher in order teacher can manage the time more efficiently.

5.2 Suggestions

By considering the conclusions above, the researcher proposes some suggestion as follow:

1. English teachers of Senior High are suggested to use CSR as an alternative strategy in teaching reading comprehension since it have been proven that CSR can impact effectively in increasing students' reading comprehension. But it is needed modification in implementing this technique especially the use of the roles of students to overcome the problem of time consuming.
2. In future research, it would be valuable to add the other instrument by interviewing the participants so that it can be used to identify the effectiveness and suitability of the use of CSR in the eyes of students. It may be important to strengthen the findings.