

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions that are based on the research's results and discussions in the previous chapter. It also presents some suggestions for English teachers and other researchers who want to try to apply Collaborative Strategic Reading (CSR) in the teaching reading.

5.1 Conclusions

In line with the results of the data analysis and discussion, the writer comes to this following conclusion:

1. After the research has been conducted, it is concluded that Collaborative Strategic Reading (CSR) is a good strategy for reading comprehension because it can make the students participate well in the class. The strategy that consists of four different steps and implementation and divides the students into a pair rather than a group consists of five or six members are able to make the teacher arrange them better.
2. Identifying main idea becomes the most affected aspect because the students are always encouraged to work related to the main idea. They have to preview the text in order to find what the text is about. They analyze the title, the subtitle, and then the pictures. Then, they work to formulate the important ideas consist of important people, places, and events into one short sentence. Last, they need to answer questions five until six related to the important ideas.

5.2 Suggestions

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

1. Suggestions to the teacher.
 - a. English teachers are recommended to apply collaborative strategic reading as alternative technique in teaching reading using recount text because it can help the students in comprehending the text easier.
 - b. In collaborative strategic reading, when the teacher implements it, it's better for the teacher to make the technique to be simpler. It means that the teacher needs to simplify by using student pair rather than using a big group including each different task for the students. That modified strategy makes the students easier to understand the concept and how to implement the collaborative strategic reading itself.
 - c. Then, teacher should control the students' activities and consider the time allocation when they implement collaborative strategic reading, because it may affect the efficiency of the strategy itself.
2. Suggestions to further researchers
 - a. In this research, the researcher applies collaborative strategic reading to increase the students' reading achievement using recount text at second grade students of Junior High School. Other researchers can conduct other kinds of text, i.e exposition, recount, narrative, and report text.
 - b. Further researcher may conduct this strategy on different level of students. It can be applied in senior high school students or university students.

The conclusion and suggestion are based on the finding and discussion of the data analysis. Hopefully, this research will be a good consideration both for the other researchers and teachers.