# CHAPTER VCONCLUSION AND SUGGESTIONS

## 5.1 **Conclusion**

Based on the result of the data analysis, the researcher draws a major conclusion that there was a significant increase of students’ reading comprehension achievement after being taught through Collaborative Strategic Reading (CSR) technique. This could be seen from the T-test result which showed that the students’ mean score of Post-test in experimental class (66.0294) was higher than Pre-test (61.0294) with gained score was 22.92. The T-test revealed that the result was determined by T-test (Sig. 2-tailed)>0.05, T-test (Sig. 2-tailed)= 0.144. As conclude, H1 was accepted.

Furthermore, the researcher also draws the following conclusion that Collaborative Strategic Reading (CSR) technique gave the influence in increasing students’ reading comprehension achievement in narrative text. 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 comprehension and working together cooperatively.

## 5.2 Suggestions

Based on the conclusion above, it can be delivered some suggestions as follows:

- English teachers of Senior High are suggested to use CSR as an alternative strategy in teaching reading comprehension since it have been proven that Collaborative Strategic Reading (CSR) technique can impact effectively in increasing students’ reading comprehension.

- The teachers should be well prepared. It means that before entering the classroom, they should prepare the materials that are going to be taught to the students.

- The students need to realize that learning has two-way process, not only teacher-centered but also student-center. It means that they have significant roles in achieving their success in study.

- The students have to read more reading text in order to have more knowledge