

CHAPTER V

CONCLUSION AND RECOMMENDATION

V.1. Conclusion

Based on the analysis displayed at chapter IV, the conclusion could be drawn as follows:

1. There is no significant difference on students' pre-test reading comprehension mean score between the experimental group 1 and the experimental group 2 at SMP IT Al BayyinahPekanbaru.”
2. There is no significant difference on students' post-test reading comprehension mean score between the experimental group 1 and the experimental group 2 at SMP IT Al BayyinahPekanbaru.”
3. There is a significant difference n students' reading comprehension, pre-test and post-test mean score by using Collaborative Strategic Reading (CSR) in the experimental group 1 at SMP IT Al BayyinahPekanbaru
4. There is a significant difference n students' reading comprehension, pre-test and post-test mean score by using Know – Want to Know – Learnt (KWL) Reading Strategy in the experimental group 2 at SMP IT Al BayyinahPekanbaru.

V.2. Implication of the Research

To improve the students' reading comprehension, the teacher has to be able to use teaching strategies which are effective, efficient, and relevant to the need of the students in order to achieve the target determined by the curriculum. According to Williams (1998), as students progress through the grades, they are increasingly required to draw on their reading comprehension skills to learn from text. Rippen & Brewer (cited in Snow, 2002) states that one of the most vexing problems facing middle and secondary school teachers today is that many students come into their classrooms without the requisite knowledge, skills, and disposition to read and comprehend the materials placed before them. Students who are successful at meaning-making are able to monitor their understanding and to use various strategies to resolve problems and improve their comprehension.

Collaborative Strategic Reading (CSR) is one of effective strategies which is designed to facilitate reading comprehension for students with reading difficulties. CSR is an adaptation of reciprocal teaching and includes many features associated with effective instruction (e.g, collaborative group work, interactive dialogue, clearly specified procedures). In CSR, students learn pre-reading, during-reading, and post-reading strategies. Second, the use of reciprocal teaching, which significantly influenced the development of CSR, has resulted in positive effects on students' reading comprehension. Reciprocal teaching was originally designed to improve comprehension for students who can decode but who have difficulty with comprehension.

On the other hand, Know – Want to Know – Learn (KWL) Reading Strategy is also considered as one of the best strategies to achieve students' reading comprehension. This strategy is represented in three stages. Those are what students know, and then they focus on what they want to learn, after reading they discuss about what they have learned. Students are given an opportunity to be good thinkers. The teacher can use this strategy in each student includes a column for each of the activities. The advantage of this strategy is an exercise in a group or class that can direct students in reading and understand the text. It can be active students' knowledge, planning, goal setting, monitoring for key points, evaluating and relating the information for reading success.

This research showed that the use of Collaborative Strategic Reading (CSR) and Know – Want to Know – Learn (KWL) Reading Strategic could improve reading comprehension in the second year students year of SMP IT Al Bayyinah Pekanbaru.

This research provides several implications as explained, as follows:

1. This research has implication on students' reading comprehension. By using Collaborative Strategic Reading (CSR) and Know – Want to Know – Learn (KWL) Reading Strategic, the students could improve their reading comprehension on narrative text.
2. This research has implication on the ability of the teachers to use Collaborative Strategic Reading (CSR) and Know – Want to Know – Learn (KWL) Reading Strategies. The teacher applied and developed

the components of these two strategies in order to improve the students' reading comprehension.

V.3. Recommendation

Based on the data analysis presented in the previous chapter and the conclusion, it is found that the teaching strategy used either in the experimental group 1 or in the experimental group 2 showed that the students' reading comprehension have improved. In other words, there is a significant difference of students' reading comprehension before and after treatment in both groups. As evidenced in this study, CSR and KWL strategies can significantly impact students' reading comprehension of narrative text.

Therefore, it is needed to recommend that future research should conduct over an extended period of time, at least a quarter school year, but preferably over several consecutive years with the importance of and increased focus on other informational reading texts such expository text and descriptive text. Then, more research needs to focus on the potential effects of CSR and KWL on metacognitive awareness, self-regulation, and self-efficacy of learners and the ways professional development can enhance their development. The ultimate goal of CSR and KWL is to teach students specific comprehension strategies they can use with all informational and expository texts they read and to help them develop routines for comprehension. Students need the metacognitive awareness and self-efficacy to consistently use through CSR and KWL routines any time they are trying to comprehend

text. Successful self-regulation strategies, such as an explicit goalsetting and self-monitoring (Manset-Williamson & Nelson, 2005), have a critical influence on reading achievement (Berkeley, Scruggs, & Mastropieri, 2010; Schunk & Zimmerman, 2007). Therefore, future research needs to focus on how teachers can encourage students to self-regulate and think metacognitively while using CSR and KWL strategies.

In addition, several recommendations should be given to the students, the educators and the stakeholder.

1. For the students

It is suggested to learn and comprehend more the use of Collaborative Strategic Reading (CSR) and Know – Want to Know – Learn (KWL) Reading Strategy so that the students can apply these strategies during reading in the classroom. The students are expected to consistently practice how to read by using the components in these strategies.

2. For the teacher

It is suggested to understand more the use of Collaborative Strategic Reading (CSR) and Know – Want to Know – Learn (KWL) Reading Strategy in order to provide students other variations of the teaching strategies, so that the students' reading comprehension achievement can improve continuously.

3. For the institution,

There are several points need to be suggested, as follows:

- a. Collaborative Strategic Reading (CSR) and Know – Want to Know – Learn (KWL) Reading Strategy need to be introduced and developed

further to the teacher, students, and other educators as an alternative teaching strategies, particularly in teaching reading comprehension. The process of introduction and development of Collaborative Strategic Reading (CSR) and Know – Want to Know – Learn (KWL) Reading Strategy can be conducted through English clubs or English zone, meetings, or training.

- b. Further research related to the use of Collaborative Strategic Reading (CSR) and Know – Want to Know – Learn (KWL) Reading Strategy needs to be conducted by relating it with other variables such as interest, prior knowledge, self-concept, critical thinking skills, self-efficacy, etc, which those are the integral parts of the students that is necessary to explore more its influence on the development of CSR and KWL teaching strategies.
- c. By providing the positive contribution of the use of Collaborative Strategic Reading (CSR) and Know – Want to Know – Learn (KWL) Reading Strategy on students' reading comprehension. The educators and stakeholder are expected to improve its sustainability.

Collaborative Strategic Reading (CSR) and Know – Want to Know – Learn (KWL) Reading Strategy are viewed as student-centered reading strategies improve reading comprehension among the students in this study. Therefore, English teachers need to be aware of the benefits and the importance of CSR and KWL reading strategies. Teachers need to master these two types strategies in order to improve students' reading

comprehension achievement. Therefore, teachers are encouraged to practice this method regularly and effectively. There is an evidence Collaborative Strategic Reading (CSR) and Know – Want to Know – Learn (KWL) Reading Strategy have a positive effect on the students' reading comprehension. Finally and on the basis of the evidence provided by this research, it seems quite reasonable to state that Collaborative Strategic Reading (CSR) and Know – Want to Know – Learn (KWL) Reading Strategy have many advantages and valuable contribution to enrich teachers' strategies in teaching reading.