

CHAPTER V

THE CONCLUSIONS AND RECOMMENDATIONS

V.1 Research Conclusions

The main goal of the research was to compare the use of Collaborative Strategic Reading (CSR) and Generating Interaction between Schemata and Text (GIST) strategy on students' reading comprehension of the second year students at Junior High School 27 Pekanbaru.

Based on the analysis of the eight hypothesis, it can be concluded that There is no significant difference of students' reading comprehension pre-test mean scores between an experimental group 1 using CSR and an experimental group 2 using GIST strategies. These classes have similar ability in reading comprehension.

The using of Collaborative Strategic Reading (CSR) strategy can improve **61,9 %** on the reading comprehension in narrative text. Therefore, the **Ho3** hypothesis is rejected and **Ha3** is accepted that there is a significant effect of using Collaborative Strategic Reading (CSR) toward students' reading comprehension of narrative text for experimental group 1.

The using of GIST strategy can improve **12 %** on the reading comprehension in narrative text. Therefore, the **Ho6** hypothesis is rejected and **Ha6** is accepted that there is a significant effect of using GIST strategy reading

toward students' reading comprehension of narrative text for experimental group 2.

The using of conventional strategy can improve 5 % on the reading comprehension in narrative text. Therefore, the **Ho7** hypothesis is accepted and **Ha7** is rejected that there is no significant effect of using conventional strategy toward students' reading comprehension of narrative text for the control group.

Based on the hypothesis of the problem and objectives of this study, the last findings are that there is any significant difference of students' reading comprehension by using CSR strategy. The strategy is better than using GIST strategy and the using conventional strategy.

V.2 Implications 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 with the need of the students in order to achieve the target determined by the curriculum. CSR helps students learn specific strategies associated with effective reading comprehension: brainstorming, predicting, clarifying difficult words and phrases (*preview*), understanding the meaning of the text (*click and clunk*), finding and summarizing the main idea and important detail (*get the gist*), and asking-answer questions and reviewing key ideas (*wrap up*). CSR also provides students with the opportunity to work in small cooperative groups (approximately four students per group) in which each student plays a critical role associated with the effective

functioning of the group and the implementation of strategies (e.g., *leader, clunk expert, gist pro*) (Klingner & Vaughn, 1996).

Cunningham (1982) states that GIST provides an opportunity for students to identify important vocabulary and synthesize important pieces of information into a summary statement to show the gist of reading. This strategy also shows them how to distinguish between important and less important pieces of information and how to group similar ideas together (Muth and Alverman in Bouchard, 2005:40). It is a strategy that is used to assist students' comprehension of material and improve their summarizing skills. This strategy forces student to delete trivial information, select key ideas, and generalize concepts into their own language.

Based on all of research findings mentioned above, it can be drawn one conclusion that CSR strategy was more effective than GIST strategy to the students' reading comprehension at SMPN 27 Pekanbaru.

V.3 Research Recommendation

Based on the research findings, discussions, and the conclusions of the research results, the researcher proposes some recommendations regarding to use CSR and GIST strategies in teaching reading, especially for narrative text but, the use of CSR is highly recommended to be applied in teaching strategy in teaching reading, especially for narrative text. CSR is an effective and appropriate strategies to make students actively engaged on the reading comprehension especially in narrative text.

In using CSR strategy in the process teaching learning, the teacher should consider the variety of learners. The learners have different interests. So, the teacher should facilitate their ability in combining some learning aid. CSR also can be implemented in another level of education such as elementary school, high school or university.