

CHAPTER 5

CONCLUSION AND SUGGESTION

A. Conclusion

The present study examined the influence of Collaborative Strategic Reading on student reading comprehension achievement with a sample of 50 students of grade 10th at SMAN 1 Jiwan. In accordance to the research hypothesis, the results showed the Implementation of Collaborative Strategic Reading demonstrates a statistically significant effect on student reading comprehension at SMA Negeri 1 Jiwan. This research has 2 results namely, Pre-Test and Post-Test on 2 groups (Experimental group and Control group).

In the pre-test assumption test, the results are 0.232 for homogeneity, 0.200 on Kolmogorov Smirnov and 0.041 on Shapiro Wilk for group A (Experimental group) and 0.001 on Kolmogorov Smirnov and 0.001 on Shapiro Wilk for group B (Control Group). In the post-test assumption test, the results were 0.038 for homogeneity, 0.016 on Kolmogorov Smirnov and 0.076 on Shapiro Wilk for group A (Experimental group) and 0.100 on Kolmogorov Smirnov and 0.134 on Shapiro Wilk for group B (Control Group). The Mann-Whitney U Test hypothesis test resulted in 0.015 for Pre-test and 0.036 for Post-test.

B. Suggestion

This research highlights the potential of Collaborative Strategic Reading (CSR) to improve reading comprehension among students. The study does have some limitations that future research can explore. For instance, including a wider range of participants could strengthen the applicability of the findings to other contexts. This would allow for the data to be more representative of the target student group. A larger sample size can also contribute to a more normal distribution of the data, potentially enabling the use of a wider range of statistical tests. Additionally, extending the research period to approximately two weeks could provide a more comprehensive understanding of the long-term impact of CSR on reading comprehension.

Furthermore, incorporating a broader variety of text types is encouraged. Instead of solely relying on narrative texts, future researcher could explore the effectiveness of CSR with expository texts like articles, short stories or novels, and even academic journals. The specific text types chosen should be carefully selected to match the students' reading comprehension level and align with the intended learning objectives. By addressing these limitations of using Narrative Text and incorporating these suggestions, future research can build upon the present study's findings and provide a more nuanced understanding of CSR's effectiveness in promoting reading comprehension across diverse student populations and text formats.