

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter presents the conclusions, implications, and suggestions of the research. These points are presented as follows.

A. Conclusions

The research findings and discussion in Chapter IV show that the reading comprehension ability of the tenth grade students of X.5 at SMA N 6 Yogyakarta improved through the use of CSR. The improvement of the students' reading comprehension ability was indicated from the result of some kinds of data, i.e. observations, interviews, and the students' scores of reading comprehension tests.

Based on the observations, it was found that the class behaviors reduced. CSR could maximize the students' involvement in the teaching and learning process. The students actively participated in the teaching and learning process. They were enthusiastic doing group work tasks. Besides, their ability in finding main ideas and detailed information increased. Their vocabulary mastery was also improved through the use of fix-up strategy as one of the strategies of CSR. In reference to the interviews with the students and the English teacher also questionnaires given to the students, it was found that the students feel more comfortable with the setting of CSR. The setting of condition for learning boosted the students' interest in the teaching and learning process of reading. In short, they admitted that the strategies of CSR (i.e. preview, click and clunk, get the gist, and wrap-up) that were combined to cooperative learning group activity could

successfully generate their interest in the teaching and learning process of reading, activate their background knowledge, improve their vocabulary mastery, and help them identify the main ideas of texts and the detailed information that finally could help them improve their reading comprehension ability.

The other data deriving from students' scores in reading comprehension test before and after the implementation also showed the improvement of reading comprehension ability. The gain score of students' reading comprehension test is 21.33. It shows the improvement of the students' reading comprehension ability.

B. Implications

The research findings show that the implementation of CSR in the teaching and learning process of reading successfully improves students' reading comprehension ability. The use of fix-up strategy of CSR also improves their vocabulary mastery. CSR guides the students through before, during, and after reading comprehension strategies while collaboratively working with peers so that they could gain confidence. Besides, it successfully maximizes their involvement in the teaching and learning process of reading, therefore, they could participate well in the teaching and learning process of reading. In short, the result shows that CSR is a guide framework for the students with disabilities in reading. These results imply that CSR is highly recommended in the teaching and learning process of reading because it offers some benefits. They increase the students' reading comprehension ability and vocabulary mastery and also encourage them to be actively participated in the teaching and learning process of reading.

C. Suggestions

Based on the conclusions and implications explained above, some suggestions are addressed to the English teacher and other researchers.

1. To the English teacher

It is essential for the English teacher to use various interesting teaching techniques to improve students' reading comprehension ability. The teacher needs to enrich himself with the knowledge of how to teach reading comprehension effectively. He needs to use an effective interesting teaching technique that is most appropriate for the students because the application of techniques in teaching reading comprehension determines the improvement of students' ability in reading comprehension. Observing the students' characteristics before determining the teaching technique that will be used in teaching reading comprehension is necessary and truly helpful. Giving rewards can also be an alternative way in motivating the students to learn. All of these things will improve the quality of the English teaching learning process.

2. To other researchers

This research only focuses on improving the students' reading comprehension ability using CSR. It does not embody other activities in making the learning activities more various and the reading materials that were modified based on the students' learning interest. Therefore, other researchers may conduct research about CSR which improves the students' reading comprehension ability, the students' motivation in learning, the interaction among the students, and also the interaction between the students and the teacher.