Chapter V

Conclusion and Suggestion

This chapter explained about the conclusion of this research and the suggestion that was given to the teacher and for the next researcher.

Conclusion

Based on the explanation in the previous chapter, the writer can take the conclusion that reading is not an easy skill to be comprehended in a short way. Many students who comprehend reading text use many kinds of strategy to the certain text. CSR technique was designed by Klingner and Vaughn in 2007 for specific text, expository text and narrative text. This technique can be used in teaching reading skill to the students in senior high school. This technique influences to the progress of students' reading skill in narrative text specifically.

From the result of this research, the writer found that there were different scores between the students' comprehension in reading text in before applying CSR technique in pre-test and after applying that technique in post-test. It can be proven by looking at the average of the students' result in pre-test and post-test. In pre-test, the highest score that was obtained by students is 24 and the lowest one is 9 with the average of all the students is 15,30. In contrary, the highest score in post-test is 24 that was obtained by 20 of 30 students and the lowest one is 20 which is obtained by 2 students with the average score are 23,27. From the summary of the result in pre-test and post-test, there has been described that the average of pre-test extremely improved in the post-test after giving the treatment

by using CSR technique. The range of the improvement of students' score are about 33,05% higher than the result in pre-test.

In addition, as the strong proof in this research, the writer found that the hypothesis verification in this research was received where in the case that t_{count} is larger than t_{list}. The t_{count} was 9,38 and the t_{list} was 2,04 with the similarity level namely *df* is 29 and level significant α=0,05. So, it is clearly seen that $t_{count} \geq t_{list}$ or $9,38 \geq 2,04$. The values that have been explained in this passage mean that the hypothesis can be accepted or in the other words that teaching reading by applying CSR technique can improve the students' ability in comprehending the narrative text.

Suggestion

The writer believes that reading strategy is a tool to achieve the learning target. As well as the other strategy, CSR technique gives positive effect for those who are improving reading ability in narrative text. Therefore, the writer suggests to the teacher to use this technique in teaching reading skill in narrative text. By applying CSR technique in reading class, the students are able to identify the difficult words, to find the important parts in every passage, and to generate the questions well.

When teaching narrative text in reading skill, the teacher should be more active and professional in managing the class by explaining clearly about the instruction and the role of each student and using the materials that have been prepared in CSR technique (Learning log, Cue card/sheet, and Clunk cards). This is aimed to improve the students' interest during learning process in reading

narrative text. The more complex the reading texts, the more strategies are supposed to be implemented. As the last suggestion, the write suggests for the further research can do the same research in different kind of texts and in different of students' level.