CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher provides conclusions from this study and suggestions for further researchers.

5.2 CONCLUSION

In this chapter, the researcher tries to describe the findings of the study. After implementing 2 cycles of classroom action research, where each cycle has stages, namely: planning, acting, observing, and reflecting, the results show that the implementation of Collaborative Reading Strategy in class eight F of SMP N 7 Kota Jambi is able to help students develop their reading comprehension, especially for narrative text material. This is evidenced by the data obtained after conducting several tests. The pre-test results showed that only 27% of students passed the KKM with an average score of 71.56. After that, the post-test results showed that the percentage of students who passed the KKM increased to 41% of students who passed the KKM with an average score of 72.31. And in post-test 2 the number of students who passed the KKM increased to 72% with an average score of 80.66.

In addition, student development from the first meeting in the first cycle to the last cycle of monitoring using observation sheets and field notes for teachers. From the data obtained, it shows that the application of Collaborative Reading Strategy helps students to be more active in learning. The interaction between

students and teachers and their sesame also increased. It can be seen from how they interact between with each other in their respective groups.

5.2 SUGGESTION

To complete this research, the researcher would like to provide some suggestions that may be helpful and useful for future learning.

1. In teaching English, teachers must prepare teaching strategies that make learning more enjoyable so that students do not easily get bored of learning and their focus is not easily diverted to things that can disrupt the learning process.

2. By implementing Collaborative Reading Strategy helps students to understand English text easily. This strategy also provides an opportunity for students to interact and express their opinions because this strategy provides an opportunity for students to discuss.

3. In forming student study groups, teachers should recognize the characteristics of students before grouping them. Because if there are students who like to cause trouble combined with students who are easily distracted, the learning process will be disrupted and students will not focus on learning.