

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusions

Based on the data analysis and hypothesis testing, it is concluded:

1. Students' achievement in reading comprehension that was taught by Collaborative Strategic Reading strategy is significantly higher than those that taught by Guided Reciprocal Peer Questioning strategy. It means, Collaborative Strategic Reading strategy affects reading comprehension better than Guided Reciprocal Peer Questioning strategy.
2. Students' learning motivation significantly affects students' achievement in reading comprehension. The students' achievement in reading comprehension of the students who have high motivation better than that of the students who have low motivation.
3. There is an interaction between reading strategies and students' motivation to the students' achievement in reading comprehension. The interaction is the students with high motivation better to be taught with by using CSR and the students who have low motivation better to be taught by using GRPQ in their achievement in reading comprehension.

## 5.2 Implications

The first finding of this research reveals that the students' achievement in reading comprehension taught by using collaborative strategic reading is significantly higher than that of students taught by using guided reading peer questioning. Thus, it implies English teacher should apply collaborative strategic reading strategy.

The second finding of this research reveals that the achievement in reading comprehension of the students who have high motivation is significantly higher than that of the students who have low motivation. Therefore, the teacher should pay more attention to the students' motivation, so that the students can obtain better learning achievement.

Finally, the third research finding of this study reveals that there is interaction between reading strategies and students' motivation to the students' achievement in reading comprehension. It implies that teachers should apply teaching methods which are suitable with students' motivation so that the students can improve students' achievement in reading comprehension.

## 5.3 Suggestions

In connection with the conclusion, some suggested stated as follow:

1. English teachers are recommended to use Collaborative Strategic Reading to improve students' achievement in reading comprehension.

2. English teachers should pay more attention to the students' motivation for the success of their achievement in reading comprehension.
3. English teacher should encourage low learning motivation students to participate in study English in order to get better achievement in reading comprehension.
4. Teachers can develop further study in the area of reading strategies that expected to improve students reading comprehension achievement. It is believed that with the advent of learner-centered approaches, future teachers have the responsibility of training students to be capable of deciding what their best learning path is. They should be ready to assist and guide students through the process of reflecting on how they learn best.
5. Teachers should make learners aware of the need of strategic, autonomous learning and should train them in the effective use of those strategies.