

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

5.1 Conclusions

Based on the research findings and discussions stated before, it is concluded that:

1. The students' achievement in reading comprehension taught by using Collaborative Strategic Reading (CSR) is higher than that taught by using Transactional Strategies Instruction (TSI).
2. The reading comprehension achievement of students with high critical thinking is higher than that of students with low critical thinking.
3. There is an interaction between teaching strategies and critical thinking to students' achievement in reading comprehension. It can be said that students' achievement in reading comprehension is influenced by teaching strategy and critical thinking. High critical thinking students taught by using CSR get higher achievement in reading comprehension. Meanwhile, low critical thinking students get higher achievement in reading comprehension if they are taught by using TSI.

5.2 Implications

The first finding shows that students' achievement in reading comprehension taught by using CSR is higher than that taught by using TSI. This result implies to the English teacher's choice of teaching strategies. It is better for the teacher to apply CSR in teaching reading comprehension because it will make

students more active and become independent learners. CSR improves students' reading comprehension achievement because in CSR all students are actively involved, and everyone has the opportunity to contribute as group members learn from and understand the text.

The second finding shows that reading comprehension achievement of students with high critical thinking is higher than that of students with low critical thinking. It gives implication to the teachers that they should consider students' critical thinking as one of the factors that influences students' learning achievement.

The third finding shows that there is significant interaction between teaching strategies and critical thinking on students' achievement in reading comprehension. It implies that teaching strategies and critical thinking are variables that give significant influence on students' learning achievement. Thus, it is needed to relate the teaching strategies to students' critical thinking. Furthermore, this research found that by applying CSR, students are accustomed to actively involved in class discussion and become independent learners. It can be assumed that CSR is more applicable in improving students' achievement in reading comprehension. But, TSI still can be used in teaching reading. Students with low critical thinking are better taught by TSI because in this strategy teachers still have important role in guiding the students in every phase.

5.3 Suggestions

In connection with the conclusions and implications, there are some suggestions given as follows:

1. Teachers are recommended to apply CSR to the high critical thinking students and to apply TSI to the low critical thinking students, to improve their achievement in reading comprehension.
2. Students are recommended to apply CSR and TSI since these strategies are effective in improving the achievement in reading comprehension.
3. Other researchers could use the findings of this study as the reference to do in-depth research related to improving reading comprehension achievement.