CHAPTER V
CONCLUSION AND SUGGESTION

5.1. Conclusion

This research addresses three issues concerning the application of grouping method in Collaborative Strategic Reading.The first is how the present study supports the previous CSR study, the second is how the study adds more value to the previous CSR model, and finally what kind of group formation method is able to optimize the current CSR model. The result indicates that both Student-Selected group and Teacher-Assigned group of CSR are effective in improving junior high school students' reading comprehension. It also suggests that Teacher-Assigned group of CSR generate better outcome compared to Student-Selected group of CSR. Teacher-Assigned group of CSR allows teachers to heterogeneously compose group members based on gender and ability. This results in more task-oriented groups which eventually lead to better outcomes

This study has significant practical as well as theoretical impacts for EFL teachers especially in the area of reading. Teachers need to teach multiple reading strategies to students collaboratively in order to be independent readers. Teachers also need to take into account cultural context and students' level of autonomy to decide which group formation method applied to optimize the collaborative learning process.

.5.2. Suggestion

In order to ensure that students implement the CSR correctly, teacher should provide students with learning logs or reflective journal. Peer assessment may also be used to assess group member's contribution to the group. This will encourage group members to actively play their roles and reduce the chance of social loafer.

The current research is not without flaws. The main concern is the time constraints. Hence other researchers are suggested to investigate over a longer

period or different starting time. For example, researchers may conduct the research on the early semester of the seventh grade students, where the students are recently acquainted. Researchers are also encouraged to investigate whether students taught using SSG-CSR or TAG CSR eventually turn into independent readers by conducting delayed posttest. Last but not least, this research opens new opportunities to examine the role of gender in the success of collaborative groups