

## CHAPTER V

### THE CONCLUSIONS, IMPLICATIONS OF THE RESEARCH AND RECOMMENDATION

#### V.1. CONCLUSIONS

Based on the research questions and hypotheses of the research, the findings of the research can be concluded into some points as follows:

- a. There is no significant difference of pre-test mean score of reading comprehension between an experimental class 1 and an experimental class 2. According to this finding, it can be inferred that both classes have similar ability in reading comprehension. It means that students' ability level is similar before being given the treatment.
- b. There is a significant difference of pre-test and post-test mean score of reading comprehension in the experimental class 1. It can be concluded that there is an improvement of students reading comprehension in the experimental class 1. Besides, DRTA strategy gives effects to improve the students' reading comprehension (69%).
- c. There is a significant difference of pre-test and post-test mean score of reading comprehension in the experimental class 2. It can be concluded that there is an improvement of students' reading comprehension in the experimental class 2. Besides, QAR strategy gives effects to improve the students' reading comprehension (55%).



- d. At last, it can be concluded that both DRTA and QAR strategies give the effect on the students' reading comprehension. Both strategies of DRTA and QAR can be chosen to apply to teaching reading comprehension. Based on the percentage improvement, DRTA strategy (69%) is higher than the percentage of QAR strategy (55%) as well as the mean score of DRTA (72.53) is higher than the mean score of QAR (69.2).

## V.2. IMPLICATIONS OF THE RESEARCH

In teaching and learning process, the teacher should find the suitable approach, method, technique and strategy to teach his/her students in order to give effective learning. In this research, DRTA and QAR strategies are compared toward students' reading comprehension. Both strategies are suitable to carry out in teaching reading comprehension.

Direct Reading Thinking Activity is much appropriate strategy in building independent readers. It is designed to help students in setting purpose in reading, making justifying, verifying prediction and coming conclusion ( Schumm:2006 p.241). The Directed Reading Thinking Activity is a much stronger model for building independent readers and learners. DRTA is designed to help students in setting a purpose for reading; making justifying, and verifying prediction and coming conclusion

Conner (2006) states that QAR is a reading strategy in which students categorize comprehension question according to where they get information they need to answer each question. QAR helps students learn the kind of thinking that



different types of questions require, as well as where to go for answer questions in the text. QAR helps students learn the kind of thinking that different types of questions require, as well as where to go for answer questions in the text. This strategy helps students integrate information in a reading, relate textual information to their own prior knowledge and monitor their understanding while reading

### V.3. RECOMMENDATION

The research findings of this study could be regarded as a valuable contribution to enrich literature review on the success of proving the comparison of DRTA and QAR strategies toward the students' reading comprehension at Language Development Center of SUSKA Riau Pekanbaru. The research findings have found out DRTA strategy and QAR strategy can improve students' reading comprehension in applying to teach reading text.

It means that both DRTA and QAR strategies are suitable strategies to apply in teaching reading texts. Despite the research findings show significant improvement on students' reading comprehension of both DRTA and QAR strategies, and there are still gaps which could be filled with new and further researches.

The researcher would like to recommend for the future research about reading comprehension of comparison teaching strategies of both DRTA and QAR strategies on the students' reading comprehension as follows: the first recommendation is to continue

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the research to more teachers and students of various schools or universities in Riau Province.. In this research, the number of students involved were only 60 participants of Language Development Center of SUSKA Riau Pekanbaru. The next research would be spread out to other schools or universities in the other ten regencies, Pekanbaru city and one administrative town of Riau province.

Another aspect which is also related to sample or participant is focused on students, teachers, instructors as well as the educational context concerned. Even though, the need to improve learning is more emphasized on English learners, the person in charge of the class, namely the teachers should be able to conduct or apply the DRTA and QAR strategies in teaching reading comprehension especially narrative text. It is also recommended that the students on high level capability, DRTA is used in teaching reading comprehension because the students will be able to enhance understanding and comprehension text.

The researcher also recommends to the ministry of education of Riau province in order to administer a teachers' training program of, in twelve regencies, one administrative town and a capital city of Riau province to apply the DRTA and QAR strategies in teaching reading comprehension especially narrative text. This is due to implement the law of the Indonesian education system, number 20, year 2003, chapter IV, verses 1 and 10 dealing with the right and authority both central and local governments to direct, lead and supervise the implementation accorded with regulation. Moreover, the implementation of Law number 32, year 2004 dealing with local government which claims that

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the right and authority of local government becomes greater to determine and implement its own education system.

Finally, another focus for future research could be the involvement of research center of tertiary education in Riau province, especially Institute for Research Center and Community Development of State Islamic University Sultan Syarif Kasim Riau for the study of interactive learning and other Research Centers of various universities in Riau province.

The present study focuses more on quantitative in term of data collection and analysis and it uses a quasi-experimental research design. Having the involvement of research center of tertiary education, it would further study and examine the effects of applying the DRTA and QAR strategies in teaching reading comprehension especially narrative text using more qualitative research instruments such as observation, field notes and interview. In addition, more researchers and experts would be able to involve in this study, and then, Language Development Center of SUSKA Riau Pekanbaru as a model for this research

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