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CHAPTER V

THE CONCLUSION AND RECOMMENDATION

V.1. Conclusion

Based on the data analysis which was explained at chapter IV, finally conclusion of the research was made about The Effect of using Directed Reading Thinking Activity Strategy toward Reading Comprehension of the Second Year Students at Senior High School Al-Huda Pekanbaru as follows:

1. From the research finding by using independent sample t-test of pre-test of SPSS 20 version, it can be seen that sig. (2-tailed) is 0,866 and it is higher than significant probabilities 5% or 0,05. It means that H_0 is accepted. So, it proves that there is no significant difference of the students' reading comprehension and reading motivation in narrative text between pre-test in both experimental class and control class.
2. From the research finding by using independent sample t-test of post-test of SPSS 20 version, it can be seen that sig. (2-tailed) is 0,000 and it is lower than significant probabilities 5% or 0,05. It means that H_a is accepted. So, it proves that there is significant difference of the students' reading comprehension and reading motivation in narrative text between post-test in both experimental class and control class.
3. From the research finding by using paired sample t-test of SPSS 20 version, it can be seen that sig. (2-tailed) is 0,000 and it is lower than significant probabilities 5% or 0,05. It means that H_a is accepted. So, it proves that there is significant the difference of students' reading

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comprehension and reading motivation between pre-test and post-test of experimental class.

4. From the research finding by using effect size manually, the result of calculation of eta square for paired sample t-test for reading comprehension and reading motivation are 0,73 and 0,70 ($0,73 < 0,20 > 0,70$). It means that H_a is accepted. It proves that there is significant effect of using directed reading thinking activity strategy toward students' reading comprehension and reading motivation in narrative text, and it is categorized in moderate effect.

So, it is clear to say that Directed Reading Thinking Activity has a positive effect toward reading comprehension and reading comprehension in narrative text of the second year students at Senior High School Al-Huda Pekanbaru.

There are some benefits can be drawn from this research. *First*, using directed reading thinking activity strategy improved students' reading comprehension and motivation because these activities were rich with more communicative tasks and consequently provided students with new concepts, ideas, suggestions, styles of thinking as well as opinions. *Second*, it also enables students to interact with the real language and content more than using the conventional strategy. *Third*, this study helps in the effort of forming a better understanding of directed reading thinking activity as a strategy of teaching and reading comprehension and motivation on one side.

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V.2. Recommendation

Dealing with the conclusion of the research, some recommendations are proposed as follows:

1. Recommendation for the teacher:
 - a. The teacher can use Directed Reading Thinking Activity Strategy as one of the alternative strategies in teaching and learning process especially in teaching reading comprehension and motivation for narrative text. Because, the advantage of DRTA is not only in improving students' comprehension, but also in increasing students' motivation and higher order thinking skill. Besides, it will be much better to teacher to enrich their experience in teaching by using several variations of strategy to be taught to the students.
2. Recommendation for the students:
 - a. The students should try to practice to use Directed Reading Thinking Activity Strategy in reading text in order to make their reading comprehension higher and develop their reading motivation.
 - b. The students should be more active in the process of teaching and learning in the classroom especially to the lesson (DRTA) that is explained by the teacher.
3. Recommendation for the next researcher:
 - a. Extend the strategies for improving reading comprehension skills to the entire school, so that all students will improve in reading comprehension and motivation.

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- b. Investigate the relationship between reading comprehension, motivation and thinking skills.

V.3. Implication of the Research

Salehi and Naserieh (2013:24) explains that reading is the most beneficial skill for expanding a learner's vocabulary because of its multiple exposures to words. It also serves as an invaluable source of authentic language that is "always meaningful, often in fully grammatical form, and it includes every feature of the target language but pronunciation.

Many students read and learn information from a text book. Reading instruction has lacked explicit instruction on literal comprehension skills, such as the teacher explains how to determine the main idea of a paragraph. Teachers need to learn how to organize a classroom and focus on the methods of instruction in order to teach students non literal comprehension skills.

Providing students with direct instruction on comprehension strategies and metacognitive skills is an effective way to teach comprehension. Many times follow up activities, or unsupervised seatwork is what students practice after each reading lesson. These activities are often of poor quality, and are not taken seriously by the students.

The teacher expected to teach language and literacy in content area instruction to encourage students' participation to improve their skills especially in reading comprehension. Richardson and Morgan (1997:108)

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explains that the Directed Reading Thinking Activity Strategy is an activity that helps students understand that each segment of text can help them figure out the next segment. Because the text is divided into smaller portions, the students can focus on the process of responding to higher-order questions.

The Directed Reading Thinking Activity Strategy consists of three basic steps: predicting, reading, and proving. Predicting involves asking readers to use not only what they already know but also whatever they can learn from a quick preview of the material to predict what the material is going to be about. Predicting prepares the readers for comprehension. It is a very important Directed Reading Thinking Activity step, but it cannot stand alone. Because the students can be encourage to predict aloud and to justify their predictions, the Directed Reading Thinking Activity offers a lively listening and speaking opportunity within a social context.

The prediction step of the Directed Reading Thinking Activity builds purpose for reading. When readers are asked what they think might happen next and then read to verify their prediction, they are being encouraged to read purposefully. Readers become very excited about this predictive involvement in their own reading.

Usually, the using of directed reading thinking activity has a positive effect toward students reading comprehension. The positive effects of directed reading thinking activity strategies on students' reading comprehension may also be due to the characteristics of these strategies

where all students are given the chance to use their previous or background knowledge in the steps of this strategy. Furthermore, these strategies encouraged and reinforced all students to be active to accomplish the skills and activities they had to do and inquire about. Moreover, the role of the teacher has changed, his role was to guide his students to learn, and to encourage, facilitate and reinforce them to accomplish the activities they had to do in a certain time.

As the result of this study, the students can improve their reading comprehension by using this strategy. It is because they enjoy doing reading using their background knowledge in predicting the story. Then, they are given freedom and chance to explore their idea while learning. Because of this reason, teacher should always make the atmosphere of the classroom become greater and choose the best material in reading to enhance the students' reading ability.

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