

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

The research results stated in the previous chapters support the eight hypotheses presented by the researcher as follows:

- a. The first hypothesis that there was significant difference on the students' participation in teaching and learning reading comprehension between the experimental group and the control group before using DRTA strategy was rejected.
- b. The second hypothesis that there was significant difference on the students' participation in teaching and learning reading comprehension between the experimental group and the control group after using DRTA strategy was accepted.
- c. The third hypothesis that there was significant difference on the students' participation in teaching and learning reading comprehension of the experimental group before and after using DRTA strategy was accepted.
- d. The fourth hypothesis that there was significant difference on the students' participation gain score in teaching and learning reading comprehension between the experimental group and the control group before and after using DRTA strategy was accepted.

- e. The fifth hypothesis that there was significant difference on the students' reading comprehension pre-test mean score between the experimental group and the control group was rejected.
- f. The sixth hypothesis that there was significant difference on the students' reading comprehension post-test mean score between the experimental group and the control group was accepted.
- g. The seventh hypothesis that there was significant difference on the students' reading comprehension pre-test and post-test mean score of the experimental group was accepted.
- h. The eighth hypothesis that there was significant difference on the students' reading comprehension gain score between the experimental group and the control group before and after using DRTA strategy was accepted.

Based on these hypotheses testing results, it can be concluded that the implementation of DRTA strategy can improve the students' participation and their reading comprehension mainly in narrative texts. It was one of successful instructional strategy that can be used by the teachers as their effective means for teaching reading comprehension.

The students' participation mean score increased about 27.66 %. While, the students' reading comprehension mean score increased 22.95%. It was found that both were in the middle level, even though there was increasing in the students' participation and their reading comprehension mean score, there was no increasing in the level category.

5.2 Implications of the Research

The use of DRTA strategy not only give the effect toward the students' participation but also their reading comprehension. These results imply that:

- a. Using Directed reading thinking activity (DRTA) strategy makes the students more active in teaching and learning process which gives impact to their reading comprehension ability.
- b. Using DRTA strategy enables students to interact with the real language and content more than using the conventional strategy. Students feel that they are learning a target language as if it is used outside the classroom.
- c. Using directed reading thinking activity through cooperative learning improves students' reading comprehension because these activities are rich with more communicative tasks and consequently provided students with new concepts, ideas, suggestions, styles of thinking as well as opinions.

5.3 Recommendation

Based on the findings of this study, the study recommends that:

- a. The teacher should activate the students' prior knowledge before implementing DRTA strategy in teaching and learning since it is needed in DRTA strategy as the effort to perform meaningful learning.
- b. The teachers should place more emphasis on using the practical guidelines on how to teach reading comprehension tasks, and taking into consideration the fact that reading comprehension requires the acquisition of several skills.

- c. The teacher should develop the implementation of DRTA strategy, not only in reading comprehension but also in learning other language skills.
- d. The curriculum designers should consider the use of DRTA in teaching and learning reading comprehension deal with its role in motivating the students to get involved in the learning process.