

CHAPTER V

CONCLUSION

Based on the data of research result, the researcher is going to give the following conclusions:

A. Conclusions

After this research completed, it could be concluded as below:

1. Applying *Directed Reading Thinking Activity (DRTA)* strategies in the teaching of reading comprehension on news item text at tenth B Class of MA NU 03 Sunan Katong Kaliwungu in the academic year of 2015/2016 passed two treatments. The steps of applying *Directed Reading Thinking Activity (DRTA)* strategies in the teaching of reading comprehension include: pre-reading, during reading, and post- reading. In pre-reading, student survey the text, this strategy helps students determine a purpose for reading, carefully examine to the text, although remain engaged throughout the lesson. The stressing point of this strategy lies on the design that assist students in setting a purpose for reading, making,

justifying, and verifying predictions, and making conclusions to evaluate.

2. The student's achievement in reading comprehension on news item text were increasing significantly. Their progress during the teaching and learning activity by using *Directed Reading Thinking Activity (DRTA)* strategy was good enough. It can be seen by students' achievement in reading comprehension after treatments were held. There was significant achievement difference between experiment and control classes. *Directed Reading Thinking Activity (DRTA)* strategy focuses on student involvement in predicting and proving predictions as they read text. In which teachers try to encourage student in formulating question and hypothesis, processing information, and evaluating it by themselves.

B. Suggestions

Based on the conclusions above, here are some suggestions to the teachers, students, and researchers in order to gain effective teaching learning process.

1. For the teachers

- a. As a professional, the teachers might choose the productive strategies in their teaching learning activity especially genre. Considering that the right strategies might support the learning atmosphere and gain student's involvement. It also help the teachers to maintain teaching learning process, from the preparation until assessment step.
- b. *Directed Reading Thinking Activity (DRTA)* strategy could be a reference as an effective strategy to teach reading comprehension to the students, especially to teach genre such as news item text. This strategy involve student's critical thinking as whole. By such strategy like *Directed Reading Thinking Activity (DRTA)*, Teacher can introduce new way in learning English with deep comprehension involve critical thinking.
- c. It is important to balance the portion of oral and written language learning, although it is difficult for foreign language learner such as Indonesian. It will give opportunity to students to not only in

understanding English text, but also in using English as a tool of communication.

2. For the students

a. The result of this study is students can apply productive strategy in learning English and understand that studying English is not only memorize vocabulary and tense but also involves deep comprehension in critical thinking. By using *Directed Reading Thinking Activity (DRTA)* strategy, hopefully students can explore their critical thinking in reading ability and be able to master English comprehensively.

b. All this time, English viewed as a memorizing lesson. It is almost taught by memorizing more than understanding. So, researcher hopes that student can learn English more than just memorizing through this strategy.

3. For the headmaster

a. *Directed Reading Thinking Activity (DRTA)* strategy may be an alternative way in the teaching reading comprehension especially in

genre such as news item text which need comprehension.

- b. Using *Directed Reading Thinking Activity (DRTA)* strategy is a good innovation. It can improve quality and productivity in reading skill. Giving teacher and headmaster to evaluate student's increasement in learning activity.