CHAPTER V
CONCLUSION AND RECOMMENDATION

This chapter presents the conclusions based on the findings and discussions presented in the previous chapter. In addition, recommendations for further research are also presented in this chapter. The recommendations are intended for the improvement of future research that can be drawn from the data presentation and discussion from the previous chapter.

5. 1   Conclusion

After conducting the study about the use of the Directed Reading Thinking Activity (DRTA) strategy in teaching reading in one of the Senior High Schools in Bandung, the researcher concluded several points. First, based on the result from Independent T-test, there is no significant difference between the mean scores from the post-test of both groups (the experiment and control). Second, based on paired sample T-test, there is a significant difference between student's pre-test and student's post-test scores. Therefore, it can be assured that after implementing the Directed Reading Thinking Activity (DRTA) strategy, there is an improvement in students' scores. Lastly, based on the effect size calculation, it can be concluded that after giving treatment to the students, there was a small effect that affected the student's post-test scores. According to the previous discussion in the preceding, overall, the study's findings indicated that the DRTA strategy in teaching reading is quite successful hence it could improve students' reading scores.

The Directed Reading Thinking Activity (DRTA) strategy has favorable benefits for students, such as encouraging them to read actively and critically. Students in reading classes that participate in the predicting, reading, and proving processes become active participants who utilize their minds to become more knowledgeable about topic they may not yet be familiar. By using DRTA as a strategy in teaching reading, the researcher can encourage the students and gives the motivation to practice reading a text, direct students to read the text, ask the

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students to give prediction about what happened in the story of the text, and to find possibility main idea (thinking what the content of the text reading is).

The results of this study can provide valuable insights for individuals who are interested in conducting the research on the use of the DRTA approach in reading instruction. Furthermore, the pedagogical implications of this study include several fundamental studies. The current research can be used as a guideline for English teachers in helping students to improve their reading comprehension ability.

5.2   Limitations

The current study faced several limitations. To begin with, the study involved only a limited number of participants. The study was restricted to only thirty students who did the pre-test and post-test in the classroom. Therefore, the result the recent study cannot generalized across different education levels. In terms of time, the current study only involved six meetings, with two meetings for conducted pre-test and post-test. Increasing the time for conducting the research could have allowed for richer data and result.

5.3   Recommendation

For the development of future research, the researcher has several recommendations for researchers interested in similar topics. First, consider more participants when conducting the research. The more participant join the research will be very helpful in providing more specific and richer data. Second, the duration of this research was limited to six meetings, it would be great to have more time to conduct the research, so that the result can be more accurate. The researcher considers that different conditions and locations will feasibly have different findings in the future. Conducting field notes and observations of participants also could add new information or sides that have not been seen before. Lastly, the teacher who are interested in making their students comprehend reading could use the Directed Reading Thinking Activity as a strategy in

teaching reading since it helps students gain information from the text. Teachers also can make an interactive environment in the classroom by using this strategy.