

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This final chapter presents the general conclusion of the research results explained in the previous chapter. This chapter is divided into two sections: first, the conclusion of the overall findings. Second, the suggestion for teachers and further research related to this research topic.

A. Conclusions

Based on the findings obtained, there are three points that should be discussed in this section. The first point is implementing the DRTA strategy in the EFL classroom in Bogor. The second point is the aspects of reading comprehension skills that are found to be fostered when using DRTA. The third point is the EFL students' responses after learning with the DRTA strategy.

The first research question was answered using observation instruments and interviews with teachers who teach reading classes with the DRTA strategy. The class with the DRTA strategy has been done well by the teacher. The teacher completed all teaching procedures with the DRTA strategy, such as asking question, making a prediction, and validating a prediction. The activities in implementing the DRTA strategy make students very active and interested in the media prepared by the teacher very well. This is also supported by the teacher's statement from the interview that the implementation of the DRTA strategy is done by providing text along with pictures that are appropriate to the topic of the text and conducting a simple analysis by predicting the pictures related to the text before reading to explore their prior knowledge.

The second research question was about aspects of reading comprehension skills that were found to be fostered when using DRTA. It was answered by document analysis. According to Nuttal (1982), reading comprehension has five aspects: the main idea, locating references, making inferences, understanding vocabulary, and detailed information. Based on the analysis results, the main idea is the aspect of reading comprehension that most students answer incorrectly. The main idea can be more difficult to find. The students may get confused to see what the main idea of a passage is, and

where it is located (Huda, 2020). It can be seen from the result in the previous chapter that in the main idea, there are (21) times the students answered incorrectly, the supporting detail (13) times the students answered incorrectly, making the inferences (12) times the students answered incorrectly, locating references (9) times the students answered incorrectly, and vocabulary (6) times the students answered incorrectly.

The third research question was answered using interview with the students. The nine students have positive responses after learning using the DRTA strategy. Based on the interview, the students said they get benefits such as helping them understand the text, find the main idea and learn new vocabulary. In addition, students assume that learning to use the DRTA strategy is straightforward.

B. Suggestions

Based on the research findings, this research offers several recommendations for the teacher and for further research in learning reading comprehension with the DRTA strategy.

1. For the teachers

When dealing with passive pupils, teachers must employ engaging teaching strategies that encourage them to become more active participants in the learning process. The Directed Reading Thinking Activity (DRTA) is one strategy that may be used. In addition, in the learning process, the teacher needs to pay attention to classroom arrangements by forming groups during the learning process using DRTA strategies. Students will be more active and confident in expressing their predictions about the text.

2. For the further research

Other studies relating to this topic may be observed for future studies. Furthermore, the findings of this study may be utilized as a reference by others performing research in the same field of study. There is a possibility to find another more effective strategy of teaching reading comprehension in recount literature can be discovered.