

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter discusses the conclusion and suggestion based on the research findings in the previous chapter. The researcher in this section describe in general the result of the research that has been done.

A. CONCLUSION

The findings of this Classroom Action Research demonstrated that the implementation of the Directed Reading Thinking Activity (DRTA) strategy successfully improved the students' participation in learning reading comprehension at SMP Negeri 7 Tempunak. Throughout the implementation of the strategy, the students became more actively involved in the learning process. They participated in making predictions before reading, discussing their ideas with their peers, verifying their predictions while reading, answering the teacher's questions, asking about unfamiliar vocabulary, and expressing their opinions during classroom discussions. The interview findings also indicated that the students perceived the DRTA strategy as enjoyable and engaging because it encouraged them to think actively before reading, helped them focus on the text, and provided a clearer understanding of the reading material through the use of pictures and titles. Overall, the findings showed that the implementation of the DRTA strategy successfully created a more active, interactive, and student-centered learning environment. The findings also

demonstrated that the implementation of the Directed Reading Thinking Activity (DRTA) strategy successfully improved the students' reading comprehension. After the implementation of the strategy, the students showed better ability to identify the main idea, find specific information, make inferences, understand vocabulary in context, and comprehend the overall content of descriptive texts. Through the stages of predicting, reading, verifying, and discussing, the students became more active in constructing meaning from the text and applying their prior knowledge while reading. Therefore, it can be concluded that the implementation of the DRTA strategy effectively improved both the students' reading comprehension and their classroom participation in learning reading comprehension at SMP Negeri 7 Tempunak.

B. SUGGESTIONS

Based on the findings of this Classroom Action Research conducted with the eighth-grade students of SMP Negeri 7 Tempunak, the researcher would like to offer several suggestions. The researcher recommends that English teachers, particularly those teaching students with characteristics similar to those of the participants in this study, consider using the Directed Reading Thinking Activity (DRTA) strategy as an alternative strategy for teaching reading comprehension, especially descriptive texts. The findings of this study demonstrated that the DRTA strategy not only improved the students' reading comprehension but also encouraged them to participate more actively throughout the teaching and

learning process. Therefore, teachers are encouraged to provide students with more opportunities to make predictions before reading, verify their predictions while reading, ask questions, express their ideas, and participate in classroom discussions to create a more interactive and student-centered learning environment. Students are also encouraged to participate actively in every stage of the DRTA strategy by confidently expressing their predictions, asking questions, sharing their opinions, and discussing the content of the text with both the teacher and their classmates. Through active participation, students are expected to improve not only their reading comprehension but also their critical thinking, communication skills, and confidence in learning English.

Furthermore, future researchers are encouraged to conduct similar studies in different educational settings, grade levels, or text genres to broaden the findings of this study. Based on the results obtained from the eighth-grade students of SMP Negeri 7 Tempunak, future researchers are also recommended to place greater emphasis on improving students' ability to identify the main idea and understand vocabulary meaning, as these two aspects remained the most challenging for several students during the implementation of the DRTA strategy. A more focused investigation of these aspects is expected to provide a deeper understanding of how the DRTA strategy can improve specific components of students' reading comprehension.

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