

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

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#### 5.1 Conclusions

Reading is a process in which information from the text and the knowledge possessed by the reader act together to produce meaning, so it is not simply a matter of bottom-up word identification but a perceptual process that involves interpretations on the reader's part, and understanding or comprehension is the basis of reading and of learning to read. It has been explained previously in this thesis that there are three levels of comprehension, they are literal comprehension, inferential comprehension, and critical comprehension. Furthermore, there are two methods proposed in this study, they are Directed Reading-Thinking Activity and Context Clues methods, and this study was conducted as an attempt to discover whether the DRTA and Context Clues significantly affect on reading comprehension. After the data analysis conducted, it is concluded that the application of DRTA and Context Clues method is significantly affected on reading comprehension. And it is also proved that from the three methods, the DRTA is the most effective method in teaching reading comprehension, followed by Context Clues method and the Traditional method.

#### 5.2 Suggestions

In relation to the conclusions, it is suggested that teachers should be aware of some relevant methods of teaching, particularly in teaching reading skills. And it is hoped that teachers can develop their teaching methods and introduce or apply new methods of

reading which are relevant to the students, in order to improve students competence in reading comprehension. Some examples of the methods are DRTA and Context Clues methods which are proposed in this study, and it has been proved that these methods can give significant effects to the students reading comprehension ability. And there is a need for more research to discover some other methods in reading skills.

