

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1 Conclusion

To improve students' achievement in reading comprehension the researcher applied DRTA strategy and based on DRTA strategy there were 11 stages to do in teaching and learning process of reading comprehension. They were: 1) the teacher create a classroom climate in which students are free to state their ideas and share their thinking. 2) Introduce the purpose of the DRTA. 3) The students divided into groups and then he researcher gives the copies of the text to the students. 4) Determine the text to be used and pre-select points for students to pause during the reading process, and provide examples of how to make predictions. 5) Then the researcher clarified presented the prior knowledge to the students that related to the content of the topic by applying DRTA strategy. 6) The teacher asked the groups to make a list of the different features that supply clues about the text. 7) The teacher helped the class understand that the features will help them predict what they are going to read, which in turn will help them understand the material. 8) The teacher gave each student one index card on which you have written a different phrase or sentence from the textbook passage the students are about to read. 9) The teacher asked the students to circulate around the room and read their cards to as many of their classmates as possible but not to discuss them. 10) After five minutes the students returned to their home group and jointly write a prediction about what they think the passage will

discuss. 11) The teacher called on each group to read its prediction and explain the group's reasoning.

## **5.2 Suggestion**

Based on the conclusion above the suggestions were formulated as the following:

1. To the English Teacher, they are suggested to apply the stages in DRTA strategy in teaching reading comprehension because this strategy helps the student easily in understanding and processing the text. The teachers are also suggested to apply the stages of DRTA strategy because it makes the students more active and enjoy the teaching learning process, especially in reading comprehension.
2. To the students, they are suggested to follow the stages in DRTA strategy; they are used to be active and enthusiastic in predicting the text which will make them understand the text easily. The students become critical readers. In this case, DRTA give a freedom to the readers to examine their own thinking to raise questions and seeks answer diligently and boldly. Allows the active reader who uses what has already known and the text to construct meaning with the guidance of the teacher. The stages of DRTA strategy help the student who has difficulty in justifying his answers with information from the text since this strategy requires the reader to do so. Students enjoy making predictions and then finding out whether or not their predictions were correct. DRTA is also a very flexible strategy in that it can be used individually, with a small group, or with an entire class.