

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

From the research findings and discussion, researchers can make several conclusions, which are as follows:

1. The researcher conducted a preliminary study before implementing the directed reading thinking activity strategy in the learning activity process to measure how the students' ability in reading comprehension was before the study, and it can be seen from the mean score of the student pre- test was 53.75 which was far from satisfactory, 25% of students who passed the test. The majority of students scored below the minimum completeness criteria (65). The results of the pre-test showed that the students were still not good at reading comprehension and needed treatment to get better.
2. In the first cycle, the researcher implemented the directed reading thinking activity (DRTA) strategy in teaching and learning activities, and it can be seen the progress of the students in post-test I. The results of the post-test I of the students have seen significant developments seen from the mean post-test I 73.75. The majority of students have shown a slight improvement in cycle-I as evidenced by the percentage of students who passed 92%, only 1 student who had not passed the test in cycle-I.
3. In implementing the directed reading thinking activity (DRTA) strategy, the researcher seeks to increase the enthusiasm of students in teaching and learning activities by forming groups in class as many as 4 groups each group has 3 students so that teaching and learning activities become more enjoyable, because most students are lazy to study alone. In cycle-I, the researcher began to implement this method the students began to feel their development and

began to actively interact with their friends. In cycle-II, the researcher still uses this method and the improvement of the students continues to grow. As a result, the students feel very enthusiastic in learning because they solve problems together and the atmosphere in the class becomes more fun and not bored.

4. The development of the students after the implementation of the directed reading thinking activity strategy (DRTA) showed a very significant development, as evidenced by the post-II mean value in the second cycle, which was 86.25. In cycle-II the students were more active than cycle-I and showed a good enthusiasm for learning. The percentage of students who passed was 100%, it showed that all the students had passed the test. Directed thinking activity strategy can improve reading comprehension skills in VIII grade students of SMP IT Mutiara Deli Serdang.

## **B. Suggestions**

1. For English teacher

For English teachers, it is recommended to use a strategy or approach that attracts students' attention, one of the strategies in reading comprehension the teacher can use the Directed Reading Thinking Activity (DRTA) strategy to make teaching and learning activities more interactive, because by using this strategy students are more active in reading and processing reading material.

2. For students

For students, reading books more often because when we read a lot we can receive a lot of knowledge and don't just study in the classroom, we can learn when in our spare time reading which of course has a lot of lessons in it. Students should also be more active in class and interact with teachers and classmates so that the class atmosphere becomes comfortable and enjoyable.

### 3. For future research

Related research in the future can use this research as a reference and data. The researcher hopes that this research will be useful for future research.

