

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

DRTA strategy is one method or strategy of the many existing methods. This DRTA strategy can make students understand more about the contents of the text because when reading students are of course asked to think about what the contents of the text mean, not just reading it. In addition, students can also give their opinions about the contents of the text. This DRTA strategy also makes students more enthusiastic and active in learning reading comprehension. With this strategy it makes learning more interesting and fun, so that it can improve and provide a good influence on student learning outcomes. In this study, researchers conducted research in class XI on reading comprehension learning materials in which students were given a pretest, treatment, and posttest. In order to find out whether there is an influence of this DRTA Strategy on critical thinking on students' reading comprehension.

After giving treatment to the experimental class, there was an increase in students' critical thinking skills on students' reading comprehension. So that students can read and understand the contents of the reading text so that they will know what is meant in the text because of course students will think critically first. Students also become active during learning because after students read the text, one by one students give their opinion about what the contents of the text mean, then researchers and students provide conclusions. In this case the researcher got a good response because the students were very enthusiastic when learning was being carried out.

With that the results of this study can be seen from the average value of the two classes, namely the experimental class and the control class. In the experimental class there is an average score on the pre-test, which is 57.65. After being given treatment using the DRTA strategy in the experimental class, the average score in the post-test was 77.26. While in the control class there is an average value in the pre-test, namely 52.93. And in the post-test the average value

is 54.61. So that this strategy can be developed in each lesson and can be used by teachers.

## 5.2 Suggestion

Based on the conclusion above, the researcher would like to give suggestion as follows:

### 1. For the English Teacher

It is recommended to give students more activities about critical thinking on reading comprehension by using the Directed Reading Thinking Activity (DRTA) Strategy in presenting readings, because this is effective for increasing student achievement in identifying main ideas, so this DRTA Strategy can be used in teaching and learning activities.

### 2. For the Next Researcher

The researcher hopes that this thesis can help other researchers to get information about critical thinking on students' reading comprehension, and as an additional reference for further research with different discussions so that it can be useful. In addition, because this research was conducted at a school with 26 students, the researcher hopes that further researchers can conduct research on a wider scale.