

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion derived from the research findings and discussion, as well as practical suggestions for relevant stakeholders. The conclusion synthesizes the key outcomes of the study, while the suggestions offer recommendations for teachers, students, and future researchers to enhance the application of the Directed Reading Thinking Activity (DRTA) strategy in English language education.

A. Conclusion

This study was conducted to investigate the effectiveness of the Directed Reading Thinking Activity (DRTA) strategy in improving students' reading comprehension among eighth-grade students at SMP Negeri 5 Kota Kediri. Reading comprehension is a critical skill in English language learning, enabling students to interpret text, make predictions, and connect ideas effectively. However, preliminary observations indicated that many students struggled with understanding recount text due to limited engagement and passive reading habits. The primary objective of this research was to examine the differences in reading comprehension scores between students taught using the DRTA strategy and those using conventional methods.

Employing a quantitative quasi-experimental design, the study involved two classes: the experimental group (32 students) treated with DRTA, and the control group (32 students) using traditional reading approaches. Data were collected through pre-tests and post-tests, consisting of multiple-choice and short-answer items assessing literal, inferential, and evaluative comprehension. The analysis utilized SPSS version 27, including normality tests (Shapiro-Wilk), homogeneity tests (Levene's test), homogeneity of regression slopes, and linearity tests, with ANCOVA applied

to control for pre-test differences. All assumptions were met, ensuring the validity of the parametric analysis.

The results demonstrated a significant improvement in the experimental group's reading comprehension. The mean pre-test score for the experimental group was 74.37, which rose to 91.50 in the post-test, reflecting an increase of 17.13 points. In contrast, the control group's mean score improved from 72.62 to 84.50, an increase of only 11.88 points. The ANCOVA yielded $F(1,61) = 209.272$ with a significance level (p-value) of 0.000, which is less than the alpha threshold of 0.05. This indicates a statistically significant difference between the groups, leading to the rejection of the null hypothesis (H_0) and acceptance of the alternative hypothesis (H_1). Furthermore, the ANCOVA results confirmed a large effect size** partial $\eta^2 = .774$ underscoring DRTA's substantial impact after adjusting for initial differences.

These findings reveal that the DRTA strategy, which emphasizes prediction, reading, and confirmation phases, fosters active engagement and critical thinking, thereby enhancing comprehension more effectively than passive methods. This aligns with theoretical frameworks such as Stauffer's (1969) DRTA model and schema theory (Rumelhart, 1980), where prior knowledge activation through predictions improves text processing, and supports previous studies like those by Al Odwan (2012), Erfiani & Zainil (2020), and Sari & Setyowati (2021), which reported similar gains in EFL context. In conclusion, the DRTA strategy proves to be an effective instructional tool for elevating students' reading comprehension of recount text, particularly in junior high school settings where interactive approaches can address common challenges like vocabulary limitations and low motivation.

B. Suggestion

Based on the conclusions drawn from this study, several practical suggestions are proposed to optimize the use of the DRTA strategy in English teaching and learning. These recommendations are tailored to teachers, students, and future researchers, aiming to promote broader implementation and further exploration.

For teachers, it is recommended to integrate the DRTA strategy into regular reading lessons, especially for recount and narrative text, by guiding students through structured prediction and confirmation activities. This can be achieved by preparing visual prompts that activate prior knowledge and encourage pair or group discussions, which not only boosts comprehension but also classroom engagement. Teachers should also adapt DRTA to blended learning environments, such as incorporating digital storyboards or apps, to accommodate diverse learning styles and overcome time constraints in crowded curricula. Professional development workshops on DRTA could further equip educators with the skills to implement it effectively, ensuring sustained improvements in student outcomes.

For students, actively participating in DRTA sessions by making bold predictions and verifying them against the text can enhance independent reading habits. Students are encouraged to practice DRTA outside class, such as by applying it to personal journals or online articles about past events, to build confidence and deepen understanding. This self-directed approach will help mitigate common issues like forgetting sequence details or misunderstanding inferences, ultimately fostering lifelong reading skills.

For future researchers, this study suggests expanding the scope to larger samples or different grade levels, such as senior high school, to generalize findings. Investigating DRTA's effects on other language skills, like writing or speaking, or across variables such as gender and motivation levels (as explored in related studies), could provide deeper insights. Additionally, a mixed-methods approach incorporating qualitative data, such as student reflections or classroom observations, would enrich understanding

of DRTA's motivational impacts. By addressing these areas, future research can contribute to refining EFL pedagogies in Indonesian context.

In essence, these suggestions aim to leverage the proven effectiveness of DRTA for practical educational advancements, benefiting all stakeholders in the pursuit of enhanced English proficiency.