

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter discusses about the conclusion and the suggestion based on the finding and discussion in the previous chapter.

A. Conclusion of the study

The researcher can then write a conclusion based on all the data from the research findings. For instances is the successful application of the DRTA (direct reading thinking activity) approach combining a picture and a short story to increase students' reading comprehension of narrative text, particularly for those kids in junior high school. The improvement in pupils' reading comprehension following two cycles of instruction utilizing this technique serves as evidence of its efficacy.

In the second cycle, the drta strategy was successfully implemented using pictures and short stories. Because the student encountered issues in cycle 1, the researcher had to change the technique when conducting this study. The proportion of students were still having difficulty understanding the researcher's instructions in class, had difficulty understanding the subject matter, found it tough to put the random story according to the pictures into the right order, and were too shy to ask questions. In cycle II, the researcher changed the random pictures into a sequential image since the students were finding the work to be challenging and uninteresting. Therefore, the students just organize the random sentences in the order that the researcher provided. The steps of the revised strategy applied in the cycle 2 are:

1. The students are split up into groups of three to four students each.
2. The teacher gives a piece of paper, and it consist of sequential picture and random story, and glue for each group.
3. The students had to discuss, how to arrange and fit the totally random stories to the teacher's provided sequential picture.
4. They have to stick piece the story and the picture in a piece of paper correctly.
5. Students are asked to collect the results of their work through group representatives after all groups have finished sorting and pasting all sentences into the correct narrative paragraph. Two students are then asked to present the results of the sentence structure and explain the contents of the paragraph text that they have compiled.
6. The teacher and the other groups present correct each group. whether the sentences that were put together make sense and are the correct narrative paragraph.
7. The teacher rewards the top groups who successfully pair sentences and drawings. The results of the students' pre-test, test cycle I, and test cycle II show an improvement in the students' reading comprehension. The mean score of the pre-test Class A was **68.6**, Pre- test Class B **73** and it increased to become **73.6** in the test of cycle I Class A, **79** Class B cycle I. While in cycle II, it gained higher mean score for the test that was **75.6** in the class A so in the class B **83.75** Cycle II.

The observation sheet also shows that the kids' reading comprehension has improved when reading narrative text. For the cycle I Class A, the percentage of teachers' observation sheet was 100%, meanwhile the percentage of students' observation sheet was 53.84 % and Cycle Class B the percentage of teachers' observation sheet was 100%, meanwhile the percentage of students' observation sheet was 69.23% . While in cycle II Class A and B, the percentage of students' and teachers' observation sheet was improved, both were 100%.

The students' criteria of success were also improved well. In pre-test, the percentages of the students which achieved score to the minimum standard passing score (KKM) were only 36% Class A and 55%, so it increased to become 48% Class A and 80% Class B. While in cycle II, it gained higher into 64% Class A and 85% Class B students who achieved score more than 75. The students become interested in learning process. In conclusion, teaching English using DRTA strategy Using picture and Short story to improve students' reading comprehension in narrative text at Class VIII A and B both of them were successful.

B. Suggestion

According to two cycles of classroom action research, the DRTA (direct reading thinking activity) strategy combining pictures and short stories is a useful tool for increasing students' reading comprehension of narrative material. As a result, it is clear that the students enjoy using the drta technique to teach and acquire reading. using a short story and a picture.

The following suggestion the researcher gives to:

1. The English teacher

This research is predicted to be able to inspire teachers to build lesson plans that will be given using novel, never-before-used methods in order to increase creativity and innovation in the teaching and learning process. Additionally, it is predicted that this method will be one that teachers may use to help pupils analyze and visualize the tale while studying with visual media stimuli.

2. The students

This research is expected to be helpful in terms of encouraging students to take an active role in their education, and it is anticipated that by implementing the DRTA technique, students will enjoy their educational experience and be more capable of retaining the information. the method consists of direct (directly in the act of reading), reading (reading a short story reading text (narrative)) thinking activity (thinking actively in understanding a story text) which is expected to attract students' attention because it uses picture media. interesting both fun learning strategies.

3. Other researcher

This researchers realize that there are still shortcomings in this study. For other researchers, especially those who are also interested in conducting research on the same topic, the author suggests implementing other innovative reading teaching strategies that can be applied and are also effective for students at the junior high school level. So, the findings of their research can be used by other teachers as an alternative teaching strategy, especially for teaching reading comprehension.