

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the results in the research and also several suggestions which are elaborated in the following section

5.1 Conclusions

In line with the result of the data analysis and discussion which have elaborated the answer to two research questions presented in the first chapter, the researcher draws the conclusions as follows.

1. DRTA technique shows the difference of students reading comprehension achievement. It can be seen from their score of pre-test and post-test. From both test, it was found that the students' score increased. And the increase showed that there is a difference from the previous test to the other test.
2. The implementation of DRTA technique can increase the students' achievement of reading comprehension in narrative texts. It can be seen from the students' mean score of pre-test and post-test which increase several points. It happens because the students got the treatment before the post-test. In addition the implementation of DRTA makes the students interested in reading activity and finally it influences their scores and also their motivation to study.
3. DRTA technique is one of successful instructional technique that can be used by the teachers as their effective means for teaching reading

comprehension. By using this technique the students can be curious to read the text. They will be able to use their critical thinking and share their idea. This technique can be used by the teacher to motivate their students to read the text, because the students will not only be a passive reader, but they can participate actively in telling their ideas.

4. DRTA technique helps the students to master five aspects of reading. By implementing DRTA technique, the researcher can teach the students easily about the aspects of reading, such as identifying the main idea, specific information, inferences, references and vocabulary. It happens because while applying this technique, the researcher can insert the aspect one by one implicitly. So it can be more efficient for the teacher, because they do not need to explain more about the aspects.
5. Implementing DRTA through learning in a group improves students' cooperation. Working in a group is not an easy thing especially in learning process. It happens because the students have different ideas. It will be difficult to unite their idea. But in DRTA technique, these activities can be more fun because the students can discuss their ideas and they can mix all their ideas to create a good story. It can be more communicative tasks and provide students with new concepts, ideas, suggestions, style of thinking as well as opinions.

5.2 Suggestions

Referring to the conclusion above, the researcher would like to propose some suggestions as follows;

1. English teachers are recommended to apply DRTA technique as one of the appropriate technique in teaching reading comprehension of narrative text. It is because this technique can built up students' confidences and also activate students' background knowledge which is related to the text.
2. English teachers are suggested to apply this technique when they discuss a new topic, which is never discussed before. It should be done because if the teachers apply this technique but they use the story that has been known by the students before, this technique cannot work well. It happens because the students will not be interested anymore in following the teaching learning process. So it is better for the teacher to select the story carefully.
3. English teachers should know the characters of the students. It is important because when the teacher used this technique, sometimes there are some students who do not want to speak up. The students who are passive choose to keep silent when their friends express their ideas. So the teacher should pay attention to the passive students, and let them take a part on the activity.
4. English teachers should be able to manage the condition of the class. When the teachers decide to use this technique, they should have a good way to make the situation of learning process well. Because it

can be so noisy and sometimes the students cannot control their emotion to speak. All the students want to speak up loudly. If the teachers cannot manage it well, the situation cannot be conducive.

5. English teachers should be able to maintain the students' activity. It is important because sometimes there are some students who cheat from internet. The students who are lazy to think, they decide to search text from internet, and then they copy it. Thus before this accident happens it is better for the teacher to warn the students.
6. English teachers are suggested to have creativity when they conduct teaching and learning so the students will be more interested in the lesson. They must prepare instructional media such as picture. When applying this technique sometimes the students can be bored. One of the effective ways to solve their boredom is by giving many kinds of games that related to the material and also by using the DRTA technique. For example the researcher can make pieces of paragraphs which are not arranged well. They should arrange it, or match it with the picture series to work in a group. The games can be as creative as possible. It depends on the teacher.