

V. CONCLUSIONS AND SUGGESTIONS

This chapter describes the conclusion of the result of the research and also the suggestions from the researcher to the other researchers and English teachers who want to try to apply RTT in teaching reading comprehension.

5.1. Conclusions

After conducting the research in the Second Grade of SMAN 1 Kalirejo and analyzing the data, the conclusions are drawn as follows:

1. RTT can increase the students' reading comprehension achievement in narrative text. It has been proved by the increase of the students' mean score from 45.67 (pre-test) to 64.64 (post-test), in which the gain is 18.96. Specifically, RTT has increased students' reading comprehension in all aspects of reading comprehension, such as determining main idea, finding specific information, inference, reference, and understanding vocabulary. Moreover, RTT mostly has increased students' reading comprehension in reference, in which their ability in that aspect increased significantly by 30%. It means that the four strategies of RTT could help the students to interpret and determine one linguistic expression to another well.

2. There are some problems faced by the students in learning reading comprehension through RTT in predicting, questioning, clarifying, and summarizing. Firstly, in predicting strategy, the students can not translate their predictions into English, make prediction relevant with title and pictures clues, and activate relevant background knowledge prior to reading. Secondly, in questioning strategy, the students can not make questions in English, find the specific information of the text, and sometimes their questions are grammatically incorrect. Thirdly, in clarifying strategy, the students find many difficult words on the text, get difficulty to find the synonym of the words, and understand unfamiliar words. The last, in summarizing strategy, the students can not determine the main idea on the text, find the specific information of the text, use their own words to summarize, and their summaries are not complete. However, after implementing RTT in teaching reading comprehension more frequently, the students are gradually able to overcome their problems.

5.2. Suggestions

In reference to the conclusion above, some suggestions are given as follows:

- a. To minimize the problems and make the learning activity through RTT run more effectively, some points that are suggested to the English teachers, as follows:
 1. In predicting strategy, the teacher is suggested to help the students when they have difficulty to translate their predictions into English. The teacher

also should guide the students to understand the title and picture clues of the text in order to facilitate them in making prediction. When students can make prediction correctly, it will help them activate relevant background knowledge prior to reading so that they can comprehend the text easily.

2. In questioning strategy, the teacher is suggested to take more control of the students and explain how to use WH questions when they do the questioning strategy. Besides, the teacher should guide the students to find specific information of the text because it will make them easier in making questions in English.
3. In clarifying strategy, it is suggested for the teacher to remind the students to bring their dictionaries because in this stage they cannot do clarifying or understanding the meaning of the difficult words without using the dictionary. It is important for the teacher to help the students interpret the meaning of unfamiliar words because it will make them easier to understand the content of the text. Moreover, since the teacher acts as the facilitator, the teacher should be ready to answer every questions students ask. For example, when the students do not find the meaning of the difficult word on the dictionary they can ask the teacher and the teacher should be ready to answer their questions.
4. In summarizing strategy, the teacher is suggested to guide the students to determine the main idea and find the specific information of the text in doing prediction. The teacher asks the students to pay more attention to the main idea of the passage and make prediction by using their own words.

Moreover, the teacher also must be able to manage time allocation effectively to give them enough time in doing summarizing strategy and the other strategies.

b. Further researchers who want to apply RTT in teaching reading comprehension are suggested to use another text types, such as: recount, descriptive, report text. The text should have visual clues in order to help the students in predicting. Moreover, further researchers should guide and help the students to understand the grammar because some students might have difficulty about the grammar.