

CHAPTER V

CONCLUSSION AND SUGGESTIONS

This chapter presents two points, conclusion and suggestion based on research findings and discussion presented in the previous chapter.

A. Conclusion

Based on the research of the effectiveness of Directed Reading Thinking Activity (DRTA) strategy on students' reading comprehension ability of second grade at MTs Ma'arif Bakung Udanawu, it got the result as follows:

1. The students' score of reading comprehension ability when they are taught without using DRTA strategy is poor because the mean of the total score of students is only 61.50 in which mean is the average score taken from the total score of the whole students divided by the total students.
2. The students' score of reading comprehension ability when taught using DRTA strategy is good because the mean of the total score of students is 71.37 in which mean is the average score taken from the total score of the whole students divided by the total students.
3. The statistical analysis using SPSS 16.0 shows that the significant value is 0.001. The interpretation on chapter IV stated that while the significance value < 0.05 ($0.001 < 0.05$), so the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It means that there is significant different on students' reading comprehension ability of second grade at MTs Ma'arif Bakung Udanawu between who are taught reading without using DRTA strategy and those are taught reading by using DRTA

Strategy. Therefore, DRTA strategy is effective towards reading comprehension ability and it is suggested to use in teaching reading skill.

B. Suggestions

The finding of the research shows that there is significant difference of students reading comprehension ability without and using Directed Reading Thinking Activity (DRTA) strategy. Therefore, the writer tries to give some suggestions as follows:

1. English Teachers

The researcher suggested to the English teachers, that the English teachers should give motivation to students. So, the students will be more interested in teaching learning activity. Teacher should be able to use various strategies to teach English to avoid students of feeling bored in the class. The researcher suggested the teachers to use DRTA strategy for teaching reading in order to make the students easier understand the reading text.

2. For Future Researchers

The researcher knows that this research is far for being perfect. The researcher hopes that this study will be useful for the further researcher to conduct the similar research, especially in using DRTA strategy as the strategy in teaching reading. This study is expected to give more knowledge about the use of DRTA strategy in teaching reading comprehension. Furthermore, it is also recommended for the future

researchers to use these findings as an additional reference and as a consideration in conducting the next research.