

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. CONCLUSION

After the writer conducted post-test, the writer found that the students' reading comprehension of narrative text taught by using Direct Reading-Thinking Activity (DR-TA) strategy in experimental class increased. It means that the result of students' score on posttest is better than on pre-test. While at control class the increase of students' post-test score is fewer than at experimental class. It can be said that teaching reading comprehension by using Direct Reading-Thinking Activity (DR-TA) strategy at eighth grade of junior high school 3 Tualang Siak Regency is better than taught without using Direct Reading-Thinking Activity (DR-TA) strategy.

Therefore, the results of the data analysis could answer the formulation of the problems as follows:

1. There is a significant difference between the students' reading comprehension without being taught and taught by using Direct Reading Thinking Activity (DR-TA) strategy at the eighth grade of Junior High School 3 Tualang. The finding of Sig. (2-tailed) was 0.000. It can be read that  $0.000 < 0.05$ . Thus, the writer can conclude that  $H_a$  is accepted and  $H_o$  is rejected.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. There is a significant effect of using Direct Reading Thinking Activity (DR-TA) strategy on the students' reading comprehension at the eighth grade of Junior High School 3 Tualang. It can be seen from the result of effect size that was 0.99. Thus, the effect size was categorized into large effect.
3. The students' reading comprehension at the eighth grade of Junior High School 3 Tualang taught by using Direct Reading Thinking Activity (DR-TA) strategy was categorized into excellent level. It can be seen from the mean score of pre-test (62.13) and post-test (83.53) of experimental class that increased 21.4 only.
4. The students' reading comprehension at the eighth grade of Junior High School 3 Tualang without being taught by using Direct Reading Thinking Activity (DR-TA) strategy was categorized into good level. It can be seen from the mean score of pre-test (53.73) and post-test (68.53) of experimental class that increased 14.8 only.

Based on the data analysis, the writer found that the significant effect score shows 7.521. The level of significance of 5% was 2.01 and the level of significance of 1% was 2.68. It can be seen that  $2.01 < 7.521 > 2.68$ . It means that there is a significant effect of Direct Reading-Thinking Activity (DR-TA) strategy on students' reading comprehension at eighth grade of junior high school 3 Tualang Siak Regency.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Therefore, the writer concludes that Direct Reading-Thinking Activity (DR-TA) strategy is a suitable strategy in teaching reading comprehension in order to increase students' reading comprehension at eighth grade of junior high school 3 Tualang Siak Regency.

## B. SUGGESTION

Based on the research result and conclusion, the writer would like to give some suggestion as follows:

### 1. Suggestion for the Teacher

- a. The teacher should be creative in selecting the strategy that can be used in English teaching, especially in teaching reading comprehension in order to make the students' reading comprehension better.
- b. To the English teacher, the writer suggests that he or she should be able to make students interested in reading activities.

### 2. Suggestion for the Student

- a. The students should read a lot of English books in order to comprehend reading text.
- b. The students should read the text as an enjoyable activity.
- c. The students should improve vocabulary.