# CHAPTER V

# CONCLUSION AND SUGGESTION

## A. Conclusion

This research consists of two variables. They are the effect of DARTs (Directed Activities Related to Texts) strategy as independent variable and the reading comprehension as dependent variable. Based on data presentation and data analysis of the chapter IV, the result of this research about the effect of using DARTs (Directed Activities Related to Texts) strategy on students' reading comprehension in narrative text at the eleventh grade comes to the conclusion as follows:

The students' reading comprehension in narrative text taught without using DARTs (Directed Activities Related to Texts) strategy is categorized into **Enough category**. There were 4 students who got score $40 - 45$, 15 students who got score $56 - 65$, 11 students who got score $66 - 79$, and only 2 students who got score $80 - 100$. It means that, there was a half students who got score categorized into enough category. The percentage of the students taught without using DARTs strategy was 50%.

Meanwhile, the students' reading comprehension in narrative text taught by using DARTs (Directed Activities Related to Texts) strategy is categorized

into **Good category**. There were 17 students who got score 66 − 79. The percentage of the students taught by using DARTs strategy was 53.12%.

Based on the data analysis by using independent sample t-test formula, the writer found that $t_o$ is higher than t table either at level of 5% or 1%. In other words, it can be read 2.00 < 5.194 > 2.65. It means that null hypothesis ($H_o$) is rejected, while the alternative hypothesis 1 ($H_{a1}$) is accepted. In addition, the result of the effect size of the strategy showed 0.30. It was categorized as **Large effect**. It means that alternative hypothesis 2 ($H_{a2}$) is accepted.

Based on the result of the research, teaching reading by using DARTs (Directed Activities Related to Texts) strategy at the eleventh grade of State Senior High School 1 Kampar Kiri Tengah is better than without using DARTs (Directed Activities Related to Texts) strategy.

**B. Suggestion**

After conducting the research, the writer gives some suggestion as follows:

**1. Suggestion for Teacher**

DARTs (Directed Activities Related to Texts) strategy can be one of the ways to teach reading comprehension in narrative text. It is proved by the result of data of this research. In addition, DARTs (Directed Activities Related to Texts) strategy gives an effect to reading comprehension. Besides, the teacher has to be creative to convey the material in the class to

make students interested and motivated to study. So, a creative teacher and a good method will present a successful comprehension in reading.

In brief, a teacher has to look for methods, add knowledge, and teach joyfully to make students easy to comprehend what they learn.

## 2. Suggestion for Other Researcher

This research is one of the ways to improve the students' reading comprehension. There are many methods, strategies, techniques, and approach that can be found and can be used to improve students' reading comprehension. So, the researchers are expected to find another way to support and improve learning activity.

In conclusion, the writer needs a validation from the next researchers that have same topic. It means that DARTs (Directed Activities Related to Texts) strategy can be used in the other school to know the effect in teaching reading. Also, this research can be used as the relevant research for next research.