

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Base on the research conducted at Mts Mambaul Ulum Pakis Aji in the academic year of 2019/2020, the researcher concludes that using DRTA has any significant effect in improving students' reading comprehension and reading habit. The students who were taught by using DRTA had higher score than students who were taught by using other strategy. Based on the statistical calculation at the previous chapter, there is significant difference as follows:

1. DRTA on Reading Comprehension

From the pretest score of experimental class, the maximum score was 86 and the minimum score was 36. While in the control class shows the maximum score was 90, the minum score was 50. From the posttest score of experimental class, the maximum score was 90 and the minimum score was 23. While in the control class, the maximum score was 90, the minimum score was 36.

The value of Sig for reading comprehension was $0.010 < 0.05$ and $F_{observed} (7.083) > F_{table} (3,33)$. Then, H_0 was rejected and H_a was accepted. It can be concluded that there is significant difference of students' reading comprehension after taught by using DRTA, the effect of DRTA in reading comprehension was 8,8%. It can be concluded that the influence of other factors on students' reading comprehension level 91,2% (100% - 8,8%).

2. DRTA on Reading Habit

From the pretest score of experimental class, 9,375% students got score about 31 – 40 are categorized as low reading habit categorize. 53,125% students got score about 41 – 50 is fair categorize. 37,5% students got score about 51 – 60 are categorized as high categorize. While in the control class, 6,25% students got score about 31 – 40 are categorized as low. 68,75% students got score about 41 – 50 are categorized as fair categorize. 25% students got score about 51 – 60 are categorized as high.

From the posttest score of the experimental class 3,125% students got score about 21 – 30 are categorized as low. 37,5% students got score about 41 – 50 are categorized as fair. 12,5% students got score about 51 – 60. 6,25% students got score about 61 – 70 are categorized as high. 28,125% students got score about 71 – 80. 6,25% students got score about 81 – 90 are categorized as very high. While in the control class showed that 3,125% students got score about 31 – 40 are categorized as low. 87,5% students got score about 41 – 50 are categorized as fair. 9,375% students got score about 51 – 60 are categorized as high.

The value of Sig for reading habit was $0.006 < 0.05$ and Fobserved (7.949) $>$ Ftable (3,33). Then, Ho was rejected and Ha was accepted. It can be concluded that there is significant difference of students' reading habit after taught by using DRTA, the effect of DRTA in reading habit was

9,9%. It can be concluded that the influence of other factors on students' reading habit level 90,1% (100% - 9,9%).

The statistic multivariate result shows that the value of Sig for teaching method was $0.010 < 0.05$ and $F_{observed} (7.083) > F_{table} (3,33)$. it means that the Null Hypothesis (Ho) is rejected and the Alternative Hypothesis (Ha) is accepted. and value of Sig for teaching method was $0.006 < 0.05$ and $F_{observed} (7.949) > F_{table} (3,33)$. it means that the Null Hypothesis (Ho) is rejected and the Alternative Hypothesis (Ha) is accepted. and It can be concluded that DRTA has effect to improve students' reading comprehension and reading habit at the seventh grade of MTs Mambaul Ulum Pakis Aji.

5.2 Suggestions

Based on the research conclusion above, the writer defined some suggestions as follows:

- a. For English teacher at Mts Mambaul Ulum Pakis Aji, the researcher recommends to use DRTA in teaching reading to comprehend a text. It is because students need to have critical thinking to understand the text and get the meaning of the text. In teaching reading with DRTA, the teacher needs to pay attention to students' condition to provide the approach in learning process.
- b. For students, they need to study hard and realize that reading can improve their knowledge especially in English language, students can explore information as much as they need. Especially for students of Mts Mambaul Ulum Pakis Aji,

they need reading to increase their ability and knowledge and they need English in mastering their major.

