

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion which the researcher has analyzed and discussed dialing with the effect of using direct reading thinking activity (DRTA) strategy on reading comprehension of the eighth grade students at Mts Miftahul Ulum Kediri

A. Conclusion

In this study to find out the effect of using direct reading thinking activity (DRTA) strategy on reading comprehension, the writer has conducted a study to reveal the difference in reading comprehension proficiency between the students who were taught using direct reading thinking activity technique and those taught using lecture method.

The use of direct reading thinking activity in experimental class is to enjoyable situation in this class, the students freely communicated with each other and they were more enthusiastic when they were joining this class. The main factor that affects students' progress is the students' interest in the way of teaching given so that they are motivated to learn in the classroom. In this case, they are gained into some groups of learning.

The result of the statistical computation of ANCOVA which was significance at $(p) ,000 < 0,05$ level. Since the significant value shown by SPSS output smaller than 0,05, meaning that the student who were taught by using direct reading thinking activity have better reading than students taught using lecture method.

B. Suggestion

In this study, the writer would like to offer some suggestions to improve the students' ability in reading comprehension in order to get better result.

1. For teacher

English teacher should use direct reading thinking activity as a method in the teaching of reading, because it can help students to improve reading skill. By doing direct reading thinking activity, students will not feel bored in English teaching learning process because students can interact and share one another about their material. The teacher is hoped to arrange the teaching and learning process well in order to make students more active. Further, it is recommended that the English teacher use another strategy of cooperative learning as a learning strategy to enhance the students' competence not only in reading but also in the other language skill.

2. For the student

Direct reading thinking activity is very useful to students because it's improve their abilities of communication or the group skill. Students are hoped to study more. Students are hoped to improve the students' ability in English which can be done in their extracurricular activities.

3. For next researcher

Hopefully, there will be an improvement for the next study. The writer hopes other researchers can use it as a reference to conduct their

research on the same field or in the teaching of other language skills. It is really possible that there is another more effective way to teach reading comprehension ability.