

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions based on the research results and some suggestions for teachers.

5.1. Conclusions

Based on the research results, the researcher draws the conclusions as follows:

1. There was a significant difference between the students' reading achievement who read literary text and those who read non-literary text through critical reading approach. The results shows the mean score of the post-test in experimental class who read literary text is 75.67 and the mean score of the post-test in experimental class who read non-literary text is 67.67. Then, the result of *T-test* shows that the significance value (2- tailed) was 0.000 ($p < 0.05$) and T-value was higher than T-table ($4.402 > 2,002$). It can be concluded that H_1 is accepted. Thus, the null-hypothesis is rejected, and it could be concluded that teaching reading by using literary texts used for critical reading approach has a statistically significant effect on the students' reading comprehension achievement.
2. The performance of those who used literary texts as their material is much better than those who used non-literary texts. Based on the interview results, literary texts plays an important role in the development of reading

comprehension. The students have positive responses with the use of literary texts in teaching reading. It makes them interesting and curious about the texts. Therefore, it can be concluded that the use of literary text is more effective for the students in MA Tribhakti at-Taqwa Rama Puja Lampung Timur than Non-literary text.

5.2. Suggestions

By considering the conclusions above, the researcher proposes some suggestions as follows:

1. The use of literary text for critical reading approach is recommended for English teachers in teaching reading comprehension to improve the students' reading comprehension achievement because it helps the students comprehend the text by reading an interesting text with reading the text critically. Moreover Critical reading was an important topic in modern education. This approach is recommended in leaning reading comprehension. Then, to overcome difficulty to be a critical reader, it will be better for the teachers to make the students to have more practice and they have to be trained by using this approach in every course, especially in content subjects, students should be taught to read logically, to analyze, to compare, to question, and to evaluate the content.
2. Teachers must consider that the use of challenging quality reading materials based on students' interest and needs is really pivotal. Enjoyable material is suggested to be used in the classroom activity, which can increase students' eagerness and learn new materials.