

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

5.1 Conclusions

Based on the data analysis and hypotheses testing, it is concluded that;

1. the teaching reading comprehension with DRTA strategy can be expected to make the students' achievement higher than QAR strategy does, because the DRTA strategy in teaching reading significantly affects the students' achievement in reading comprehension,
2. students' achievement in reading comprehension with high intrinsic motivation is higher than that with low intrinsic motivation. The higher students' intrinsic motivation is, the higher their achievement in reading comprehension, and
3. there is a significant interaction between teaching reading strategies and intrinsic motivation on students' achievement in reading comprehension. Students' achievement in reading comprehension is influenced by teaching strategies and intrinsic motivation. High intrinsic motivation students showed significant effect on their reading comprehension achievement if they were taught by using DRTA strategy. While low intrinsic motivation students showed significant effect on their reading comprehension achievement if they were taught by using QAR strategy.

5.2 Implications

The findings of this study give implication to English teachers and students who want to improve their achievement in reading comprehension. This study has tested reading comprehension teaching strategies; they are Directed Reading Thinking Activity (DRTA) and Question Answer Relationship (QAR). They are applied on high intrinsic motivation students and low intrinsic motivation students in order to know which teaching strategies are suitable for them in improving their achievement in reading comprehension.

The first result of this research reveals that achievement in reading comprehension of students taught by DRTA is higher than students taught by QAR. Thus, it implies English teachers should apply DRTA.

The second finding of this research reveals that reading comprehension achievement of high intrinsic motivation students is higher than reading comprehension achievement of low intrinsic motivation students. Therefore, the teacher should pay more attention to the students' motivation so that the students can obtain better learning achievement, especially in reading comprehension.

Finally, the third research finding of this study reveals that there is significant interaction between teaching strategies and students' intrinsic motivation on students' achievement in reading comprehension. It implies that teachers should apply the strategies which are suitable with students' intrinsic motivation so that the students can improve students' achievement in reading comprehension.

5.3 Suggestions

Based on the conclusion and the implication above, some suggestions can be recommended as the following:

1. It is suggested that teachers should try to implement DRTA in teaching reading, so that the students' achievement in reading comprehension can be improved.
2. To know the students' intrinsic motivation, the teacher is suggested that she /he gives the intrinsic motivation questionnaire designed by the researcher.
3. Teachers who already know the level of students' intrinsic motivation, it is recommended to apply DRTA to students who have high intrinsic motivation and QAR for students with low intrinsic motivation.
4. Teachers should always strive to improve students' motivation because motivation significantly affects the students' achievement in reading comprehension.
5. It is suggested that Education Department of Langkat Regency facilitate the English teachers who have accomplished their postgraduate school of LTBI to develop the students' ability in English. And it is also suggested to give assistance to the English teachers who are eager to go on their study to LTBI such as scholarship.