

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

4.1 Conclusions

Based on data analysis, hypotheses testing, research findings, and discussion, it can be concluded that :

1. KWL has more advantages than QARs strategy in affecting students' reading comprehension achievement because it treats the students to be active, independent, and detail information- seekers.
2. The higher curiosity had by the students, the more comprehensive they read the text. It means that when students have high curiosity, they are eager to read more and more, store the ideas, and create personal knowledge.
3. The strategy used by the teachers in teaching reading comprehension and the levels of students' curiosity are connected to each other because suitable strategy applied by the teachers will determine the success of provoking students' curiosity.

4.2 Implications

The findings of this study gives implication to the students who want to improve their reading comprehension achievement and to the teachers who want to develop reading comprehension skill of their students when learning and teaching process takes part in the classroom. This study has examined two reading strategies, namely KWL and QARs. They are applied to students with high and low curiosity in order to know which teaching strategy is more suitable for them in improving their reading comprehension achievement.

The first finding of this research shows that students with high curiosity have higher achievement in reading comprehension when they were taught by using KWL strategy. It implies that English teacher should try to apply this strategy for it can activate students' prior knowledge, retrieve information from the text, interpret it, and reflect their understanding by creating their personal knowledge. This strategy really helps the students become active readers. Moreover, KWL strategy also can make English teachers become easier in managing learning activity because they just function as facilitator. At the end of KWL session, the teachers clarify the findings of the students during reading process. Therefore, this strategy can be a good choice for English teacher in teaching reading comprehension.

The second finding of this research showed that reading comprehension achievement of students with high curiosity is higher than those with low curiosity. It gives implications for English teacher that before teaching reading comprehension, the teacher should identify their students' curiosity. The identification of students' curiosity can determine the teachers in deciding what efforts they will do to make the students pay more attention when they are teaching reading comprehension. So, understanding that students have different curiosity is the key to success in teaching reading comprehension since the teachers can choose which strategy is more suitable to apply in the classroom.

The third finding of this research reveals that there is significant interaction between teaching strategies and curiosity on students' achievement in reading comprehension. It implies that any teaching strategy applied by the teachers should be related to the levels of students' curiosity. The way the teachers provoke students' curiosity determine the attitude of the students in learning reading comprehension. Finally, it is suggested that KWL strategy is applied to students with high curiosity while QARs is applied to students with low curiosity in order that they can achieve their reading comprehension achievement significantly.

4.3 Suggestions

In relation to the conclusions presented in previous chapter, it is suggested that:

1. English teachers are recommended to use KWL and QARs strategy because both strategies can improve students' reading comprehension achievement.
2. English teachers should be very creative to stimulate students' curiosity in order that the students have great desire in learning and completing the tasks and activities during learning
3. Other researchers can develop further study in the area of KWL and QARs strategies in order to improve students' achievement in reading comprehension.
4. Other researchers can research other factors that also affect reading comprehension achievement because in fact, there are so many variables that can stimulate the success of teaching and learning reading comprehension. The performance of the teachers, the attractiveness of the media, or other personal traits such as self- esteem, personality, or efficacy are some examples of variables that extremely influence the teaching and learning of reading comprehension