

TABLE OF CONTENTS

ACKNOWLEDGEMENT	i
ABSTRACT	iii
TABLE OF CONTENTS	v
LIST OF TABLES	viii
LIST OF FIGURES	ix
LIST OF APPENDICES	x
CHAPTER I: INTRODUCTION	1
1.1 Background of the Study.....	1
1.2 Problem of the Study.....	6
1.3 Objective of the Study.....	6
1.4 Scope of the Study.....	7
1.5 Significance of the Study.....	8
CHAPTER II: REVIEW OF LITERATURE	9
2.1 Theoretical Framework.....	9
2.1.1 Students' Achievement in Reading Comprehension.....	9
2.1.2 Reading Comprehension.....	10
2.1.3 Levels of Reading Comprehension.....	13
2.1.4 The Assessment of Reading comprehension.....	15
2.1.5 Genre.....	16
2.2 Teaching Strategies.....	18
2.2.1 INSERT Strategy.....	20
2.2.1.1 The Procedures of INSERT Strategy.....	21
2.2.2 DRTA Strategy.....	23
2.2.2.1 The Procedures in DRTA.....	25
2.3 Curiosity.....	27
2.3.1 Types of Curiosity.....	29
2.3.2 High and Low Curiosity of Students in Learning.....	32
2.4 Relevant Studies	33
2.5 Conceptual Framework.....	35
2.5.1 The Differences between Students' Achievement in Reading Comprehension Taught by Using INSERT and DRTA Strategy...	35
2.5.2 The Differences between Students' Achievement in Reading Comprehension having High and Low Curiosity.....	39
2.5.3 The Interaction between Teaching Strategies and Curiosity on Students' Achievement in Reading Comprehension.....	40
2.6 Hypotheses.....	42

CHAPTER III: RESEARCH METHODOLOGY	43
3.1 Research Design.....	43
3.2 Population and Sample.....	44
3.2.1 Population.....	44
3.2.2 Sample.....	44
3.3 Procedure of Treatment.....	45
3.4 Control of Treatment	46
3.4.1 Internal Validity	46
3.4.2 External Validity.....	48
3.5 The Instrument of Data Collection.....	48
3.5.1 Questionnaire of Curiosity.....	49
3.5.2 Reading Comprehension Test.....	50
3.6 Instrument Validation.....	50
3.6.1 Validity of Reading Comprehension Test.....	50
3.6.2 Reliability of Reading Comprehension Test.....	51
3.6.3 Validity of Curiosity Questionnaire.....	51
3.6.4 Reliability of Curiosity Questionnaire.....	52
3.7 The Technique of Analyzing Data.....	52
3.8 Statistical Hypotheses.....	53
CHAPTER IV: DATA ANALYSIS, FINDINGS, AND DISCUSSION ...	55
4.1 The Data Description.....	55
4.1.1 Students' Reading Comprehension Achievement Taught by using INSERT Strategy.....	55
4.1.2 Students' Reading Comprehension Achievement Taught by using DRTA Strategy.....	57
4.1.3 Students' Reading Comprehension Achievement of Students with High Curiosity.....	58
4.1.4 Students' Reading Comprehension Achievement of Students with Low Curiosity.....	59
4.1.5 Students' Achievement in Reading Comprehension with High Curiosity and Taught by using INSERT Strategy.....	60
4.1.6 Students' Achievement in Reading Comprehension with Low Curiosity and Taught by using INSERT Strategy.....	61
4.1.7 Students' Achievement in Reading Comprehension with High Curiosity and Taught by using DRTA Strategy.....	62
4.1.8 Students' Achievement in Reading Comprehension with Low Curiosity and Taught by using INSERT Strategy.....	63
4.2 Requirement of Data Analysis.....	64
4.2.1 Normality of the Test.....	64
4.2.2 Homogeneity Testing.....	64

4.2.2.1 Groups of Teaching Strategies and Curiosity.....	65
4.2.2.2 Groups Interaction.....	65
4.3 Testing of Hypotheses.....	66
4.3.1 Students' Achievement in Reading Comprehension that was taught By Using INSERT is Higher than by Using DRTA Strategy.....	67
4.3.2 Students' Achievement in Reading Comprehension with High Curiosity is Higher than with Low Curiosity.....	67
4.3.3 Interaction between Teaching Strategies and Curiosity on Students' Achievement in Reading Comprehension.....	68
4.4 Discussion.....	71
4.4.1 Students' Achievement in Reading Comprehension that was taught by Using INSERT is Higher than by Using DRTA Strategy.....	71
4.4.2 Students' Achievement in Reading Comprehension with High Curiosity is Higher than with Low Curiosity.....	73
4.4.3 The Interaction between Teaching Strategies and Curiosity on Students' Achievement in Reading Comprehension.....	74
4.5 Limitation of Research.....	75
CHAPTER V: CONCLUSION, IMPLICATION AND SUGGESTION	76
5.1 Conclusions.....	76
5.2 Suggestions	76
5.3 Implications	77
References.....	79

