

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

5.1 Conclusions

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

- 1) Reading comprehension achievement of students taught by using DRTA strategy is significantly higher than those taught by using QARs strategy.
- 2) Reading comprehension achievement of students having high curiosity is significantly higher than those having low curiosity.
- 3) There is significant interaction between teaching strategies and curiosity on students' achievement in reading comprehension. Students having high curiosity showed significant effect in their reading comprehension achievement if they were taught by using DRTA strategy while students having low curiosity showed significant effect in their reading comprehension if they were taught by using QARs strategy.

5.2 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 DRTA 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 DRTA 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, DRTA strategy also can make English teachers become easier in managing learning activity because they just function as facilitator. At the end of DRTA 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 DRTA 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.

5.3 Suggestions

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

- 1) English teachers are recommended using DRTA and QARs strategy because both strategies can improve students' reading comprehension achievement.
- 2) English teacher should provoke and encourage students with low curiosity to participate more active in the classroom in order that they can achieve better achievement in reading comprehension.
- 3) Other researchers can develop further study in the area of DRTA and QARs strategies in order to improve students' achievement in reading comprehension.