

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

5.1 Conclusion

Based on the finding of the study and result of the data analysis, It can be concluded that :

1. Students' achievement in reading comprehension taught by GO strategy is higher than that taught by DRTA strategy.
2. The students' achievement in reading comprehension with high curiosity have higher learning achievement than that low curiosity.
3. There is significant interaction between teaching strategies (Graphic Organizer and DRTA strategy) and curiosity on students' achievement in reading comprehension. Students' achievement in reading comprehension is influenced by teaching strategy and curiosity. Students have high curiosity showed significant effect on their reading comprehension achievement if they were taught by using GO strategy. While students have low curiosity showed significant effect on their reading comprehension achievement if they were taught by using DRTA strategy.

5.2 Implication

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 with teaching strategies; they were Graphic Organizer (GO) and Directed Reading Thinking Activity (DRTA) strategy. They are applied on students have high and low curiosity in order to know which

teaching strategies were suitable for them in improving their achievement in reading comprehension.

The first result of this research reveals that the students' achievement in reading comprehension taught by using Graphic Organizer Strategy is significantly higher than that of the students taught by using DRTA Strategy. Thus, it implies English teachers should apply Graphic Organizer.

The second finding of this research reveals that reading comprehension achievement of high curiosity students is higher than reading comprehension achievement of low curiosity students. It gives implication to English teachers that they should be aware of their students' curiosity. The identification of students' curiosity can be a positive step in achieving learning goal. Understanding that students have different curiosity is the key to the success of the teaching since the teachers can decide which teaching strategy is suitable to be applied for the students.

Finally, the third research finding of this study is there significant interaction between teaching strategies and students' curiosity on students' achievement in reading comprehension. It leads to the implication that teaching strategies applied by teachers should relate to the students' curiosity. By knowing the students' curiosity, the teachers can help their students to overcome their problem in teaching learning process. English teachers are suggested using GO strategy for students have high curiosity in order to improve their achievement in reading comprehension because students have curiosity, they will make comprehending a reading text and this makes comprehending easy and fun for students, students get the required information from a passage which has to be done as efficiently as possible, they may be good at recognizing and pronouncing

the words, they struggle to understand the central theme of the passage, they learn the skill of classifying information of a passage under a schema, and they can divide the passage into different lexias such as main idea, supporting details, topic sentences, data, fact, opinion, etc. For students who have low curiosity, English teachers are suggested using DRTA strategy because in DRTA strategy, first teacher model the strategy, that guides students in making predictions about a text and then reading to confirm or refute their predictions. This strategy encourages students to be active and thoughtful readers, enhancing their comprehension. So, for students who have low curiosity are suitable taught by using this strategy.

5.3 Suggestions

In connection with the conclusion there are some suggestions staged as the following:

1. English teachers are recommended using GO and DRTA strategies in teaching reading comprehension since these two strategies can improve students' achievement in reading comprehension.
2. English teachers are recommended using GO strategy for class dominated by students who have high curiosity and for class dominated by the students with low curiosity the English teachers are recommended by using DRTA strategy.
3. English teachers should check the students' reading comprehension such as their curiosity before choosing teaching strategies. Thus, the strategies applied are matched with what they need. As the result, their brightness is able to be explored maximally.

4. English teachers should encourage students' have low curiosity to participate in study English in order to get better achievement in reading comprehension.



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