

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

5.1 Conclusions

Based on the research findings and discussion it can be concluded that :

1. RAPP strategy and DRTA strategy give different effect on students' achievement in reading comprehension. Where RAPP strategy has 63.36% and DRTA strategy has 60.00%. So, Students' achievement in reading comprehension taught by using RAPP strategy is higher than taught by using DRTA strategy.
2. The independence of study with high self-regulation independence group and low self-regulation independence group give different effect on students' achievement in reading comprehension. Where students' reading comprehension with high self-regulation has 62.77% and low self-regulation has 60.56%. So, it could be stated that students' achievement in reading comprehension with high self-regulation is higher than low self-regulation.
3. There is significant interaction between teaching strategies and self-regulation on students' achievement in reading comprehension. Students' achievement with high self-regulation taught by using RAPP strategy is higher than students' achievement with high self-regulation taught by using DRTA strategy with sig. = 0,000 < probability $\alpha = 0.05$ dengan mean different 7.4545 Thus, students' achievement with low self-regulation taught by using RAPP strategy is higher

than students' achievement with high self-regulation taught by using DRTA strategy with $\text{sig.} = 0.004 < \text{probability } \alpha = 0.05$ with mean difference 3.5091.

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 RAPP strategy and DRTA strategy. They were applied on students have high self-regulation and low self-regulation in order to know which teaching strategy are suitable for them in improving their achievement in reading comprehension. The result of this study showed that:

1. Students' achievement in reading comprehension taught by using RAPP strategy is higher than students' achievement in reading comprehension taught by using DRTA strategy. Since this strategy helped students concentrate and focus to the text, the students engaged in reading process and actively involved in understanding the text by marking important point. Through DRTA students will learn how to identify and paraphrase the most essential information.
2. This study showed that the students' achievement in reading comprehension that have high self-regulation is higher than students' achievement in reading comprehension of low self-regulation. It gives implication to the English teacher that they should give attention of students' self-regulation. By knowing the students' self-regulation, the teachers can decide what efforts they will do to make the students pay more attention when they are teaching reading comprehension. So, understanding that students have different self-regulation is

the key to success in teaching since teachers can choose which teaching strategy is suitable to apply for students.

3. This study showed that there is significant interaction between teaching strategies and students' self-regulation on students' achievement in reading comprehension. It implies that any teaching strategies applied by teachers should be related to the levels of students' self-regulation. By knowing the students' self-regulation, the teachers can help their students to overcome their problem in teaching learning process. English teacher is suggested by using RAPP strategy for high self-regulation in order to improve the students' achievement in reading comprehension because students with high self-regulation believe that they can tackle difficult texts and feel confident that their efforts will be beneficial to them.

5.3 Suggestions

Related to the conclusion and implication, there are some suggestions stated as the following:

1. English teachers have to consider the students' characteristics especially in students' self-regulation before choosing teaching self-regulation related to their teaching materials.
2. English teachers are recommended using RAPP strategy for class dominated by the students with high self-regulation because this strategy can increase students' creativity; increase learning process independently in solving their reading problem; develop students' ability to comprehend reading material innovatively

and creatively; and develop students' ability to responsible on their works. And using DRTA strategy for class dominated by the students with low self-regulation because this strategy provide the teacher as modelling of desired behavior, offering explanations, inviting students participation and verifying students understanding.

3. Other researchers can develop further research in applying the RAPP strategy in order to improve the students' achievement in reading comprehension.

