

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

5.1. Conclusion

Based on the result of the research and discussion that have stated in previous chapter, it is concluded that:

1. Teaching approaches with scientific and genre based approach give different effect on students' achievement in reading comprehension. Students' achievement in reading comprehension that taught by using scientific approach is higher than that taught by using genre based approach.

2. High and low self-efficacy gives different influence to the students' achievement in reading comprehension. The students' achievement in reading comprehension with high self-efficacy is higher than that low self-efficacy; and

3. There is significant interaction between teaching approaches and self-efficacy on the students' achievement in reading comprehension. The students' achievement in reading is influenced by teaching approaches and self-efficacy.

The high self-efficacy students showed significant effect on their reading comprehension achievement if they were taught by scientific approach while low self-efficacy students showed significant effect on their reading comprehension achievement if they were taught by using genre based approach.

5.2. Implication

Based on the findings of this research, it can be known that scientific approach is more effective to be used in teaching reading comprehension than genre based approach. The findings give implication to English teachers and students who want to improve their achievement in reading comprehension. This study has tested teaching approaches in reading comprehension, they are scientific approach and genre based approach. They were applied on students who have high self-efficacy and low self-efficacy in order to know which teaching approaches are appropriate for them to improve their achievement in reading comprehension.

Furthermore, the result of this study showed that students' achievement in reading comprehension taught by using scientific approach is higher than students' achievement in reading comprehension taught by using genre based approach. 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 observing the text and drawing important point or information from the text.

Moreover, this study also showed that reading comprehension achievement of high self-efficacy students is higher than reading comprehension of low self-efficacy students. Therefore, the teachers should pay attention to the students' self-efficacy so that the students can obtain better learning achievement, especially in reading comprehension. Implication of students' characteristic

differences give sign to the teachers in selecting teaching approaches have to consider students' self-efficacy in order they could be more active in learning.

Finally, this study showed that there is significant interaction between teaching approaches and students' self-efficacy on the students' achievement in reading comprehension. It implies that any teaching approaches applied by teachers should be related to the levels of students' self-efficacy. By knowing the students' self-efficacy, the teachers can help their students to overcome their problem in teaching learning process and applied appropriate teaching strategies in teaching reading comprehension.

5.3. Suggestion

Based on the conclusion and implication above, there are some suggestions staged as follow:

1. English teacher is suggested to identify the students' characteristics such as their self-efficacy before choosing teaching approaches so that the students can obtain better learning achievement.

2. In applying teaching approaches, the teachers are suggested to use scientific approach for class dominated by the students with high self-efficacy and using genre based approach for class dominated by the students with low self-efficacy.

3. This study only focuses on the aspect of teaching approaches and self-efficacy. Meanwhile, there are many aspects that can influence students' achievement in reading comprehension such as: students' learning style, students' interest, or students' personality. Others researchers can develop further study in the area of

teaching approaches, other personality variable or based on the students' gender in order to improve the students' achievement in reading comprehension.

4. This research just focused on the students' score after implementing teaching approaches without considering the process of implementing the teaching approaches. So, for the further researcher it is suggested to pay attention of the process in implementing teaching approaches in order to give effective effect to improve students' achievement in learning English.

5. For the school it is suggested to suggest the teacher to use various teaching approaches because various teaching approaches will motivate the students to study more active in the classroom.