

## 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 linguistic intelligence gives different influence to the students' achievement in reading comprehension. The students' achievement in reading comprehension with high linguistic intelligence is higher than that low linguistic intelligence.
3. There is significant interaction between teaching approaches and linguistic intelligence on the students' achievement in reading comprehension. The students' achievement in reading is influenced by teaching approaches and linguistic intelligence. The high linguistic intelligence students showed significant effect on their reading comprehension achievement if they were taught by scientific approach while low linguistic intelligence 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 linguistic intelligence and low linguistic intelligence 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 linguistic intelligence students is higher than reading comprehension of low linguistic intelligence students. Therefore, the teachers should pay attention to the students' linguistic intelligence 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' linguistic intelligence in order they could be more active in learning.

Finally, this study showed that there is significant interaction between teaching approaches and students' linguistic intelligence on the students' achievement in reading comprehension. It implies that any teaching approaches applied by teachers should be related to the levels of students' linguistic intelligence. By knowing the students' linguistic intelligence, 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' before choosing teaching approaches so that the students can obtain better learning achievement.
2. English Teacher is suggested to separate the student's linguistics intelligence in order to apply the appropriate teaching approach.
3. In applying teaching approaches, the teachers are suggested to use scientific approach for class dominated by the students with high linguistic intelligence and using genre based approach for class dominated by the students with low linguistic intelligence.



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