

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

5.1 Conclusions

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

- 1) The students' achievement in reading comprehension taught by using K-W-L strategy is higher than that taught by using reciprocal teaching strategy;
- 2) 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 strategies and self-efficacy on the students' achievement in reading comprehension.

5.2. Implications

It is known that the students' achievement in reading comprehension taught by using K-W-L strategy is higher than taught by using reciprocal teaching strategy. It emphasizes that actually whatever the strategy chosen by teachers is good if the teacher pays attention to the students' self-efficacy in order to obtain better learning achievement, especially in reading comprehension. It is because every strategy has its own strengths and weaknesses.

In this research, the strategies had attempted to be matched with the students' self-efficacy. Although the conclusion from data analysis, research findings and discussions indicate that the students' achievement taught by using K-W-L strategy is higher than by using reciprocal teaching strategy especially

when it is taught for the students with high self-efficacy. It is because the students with high self-efficacy are more curious and have deeper interest in learning something new through what they have known about the text, what they want to know about the text and listing what they have learned after read the text so that they feel challenged when they are asked to make their own knowledge. In this case, the students will be as creative as possible in getting new information which contains all the information in the text through some key words or paraphrase.

However, it does not mean the reciprocal teaching strategy is not as good as K-W-L strategy. It is proven by the students' achievement taught by reciprocal teaching strategy can also achieve satisfactory score when it is taught for students with low self-efficacy. It is because the way of comprehending a text suited for students with low self-efficacy is through questions word in some phases such as predicting, clarifying, questioning, and summarizing. That is why reciprocal teaching strategy is suitable to be applied for students with low self-efficacy.

Finally, the fact explained above also proofs that actually the students who have high or low self-efficacy had been able to achieve satisfactory score. What should be done is how to find eligible strategy for the students who have high or low self-efficacy so that their ability can be explored maximally.

5.3 Suggestions

In connection to the conclusions, there are some suggestions staged as the following:

- 1) English teachers are recommended using K-W-L strategy and reciprocal teaching strategy in teaching reading comprehension since these two strategies can improve the students' achievement in reading comprehension.
- 2) English teachers are recommended using K-W-L strategy for class dominated by the students with high self-efficacy and for class dominated by the students with low self-efficacy the English teachers are recommended using reciprocal teaching strategy.
- 3) English teachers should check the students' characteristics such as their self-efficacy 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) Other researchers can develop further study in the area of K-W-L strategy and reciprocal teaching strategy in order to improve the students' achievement in reading comprehension.