

CHAPTER V

CONCLUSIONS, SUGGESTION AND IMPLICATIONS

5.1 Conclusions

Based on the data analysis, some conclusions are derived from meaningful of discussion of this study in the following:

1. INSERT strategy and DRTA strategy give the different effect on students' achievement in reading comprehension. Students' achievement in reading comprehension that taught by using INSERT strategy is higher than students taught by using DRTA strategy.
2. The students' achievement in reading comprehension with high curiosity is higher than that of students with low curiosity.
3. There is significant interaction between teaching strategy and curiosity on students' achievement in reading comprehension. Students have high curiosity showed significant effect on their achievement in reading comprehension if they were taught by using INSERT strategy. While students have low curiosity showed significant effect on their achievement in reading comprehension if they were taught by using DRTA strategy.

5.2 Suggestions

In connection with the conclusions, some suggested stated as follows:

1. English teachers are recommended using INSERT and DRTA in reading comprehension since both strategies can improve students' achievement in reading comprehension.'

2. English teachers should encourage low curiosity students to participate in study English in order to get better achievement in reading comprehension.
3. This study only focuses on the aspect of curiosity. Meanwhile there are many aspects that can influence students' achievement in reading comprehension. Thus, future researcher should examine other personality variables.

5.3 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 INSERT and DRTA. They were applied on students have high students and low curiosity in order to know which teaching strategy are suitable for them in improving their achievement in reading comprehension.

The first result of this study showed that students' achievement in reading comprehension taught by using INSERT is higher than students' achievement in reading comprehension taught by using DRTA. Because INSERT strategy provides students with the ability to read and learn to apply practice of good readers, and learn to carefully observe, communicate and participate. Through INSERT students is guided to be independent learner and given freedom to improve and develop their ability. The teacher only gives direction how to use the symbols and students themselves develop their mind and hoped the students can understand all the information since learning process rather than memorization.

The second result of this study showed that the students' achievement in reading comprehension that high curiosity is higher than students' achievement in reading comprehension of low curiosity. It gives implication to the English teacher that they should be aware of students' curiosity. The identification of students' curiosity can determine the teachers in deciding what efforts they will do to make the students pay more attention when they are teaching reading comprehension. So, understanding that students have different curiosity is the key to success in teaching since teachers can choose which teaching strategy is suitable to apply for students.

The third result of this study showed that there is significant interaction between teaching strategies and students' curiosity on students' achievement in reading comprehension. It implies that any teaching strategies applied by teachers should be related to the levels of students' curiosity. By knowing the students' curiosity, the teachers can help their students to overcome their problem in teaching learning process. English teacher is suggested by using INSERT for high curiosity in order to improve their achievement in reading comprehension since high curiosity have their own desire that serves to activate or organize their curiosity of something by some steps that included in INSERT. For low curiosity students, English teacher is suggested using DRTA, teacher provide modeling of desired behavior, offering explanations, inviting students participation, verifying students understanding.