

ABSTRACT

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The objectives of this study are to find out whether or not: (1) student' achievement in reading comprehension taught by directed reading thinking activity tehniqe is significantly higher than explicit instruction technique, (2) student' achievement in reading comprehension those who have high curiosity is higher than those who have low curiosity. (3) there is interaction between Teaching Techniques on Curiositylevels on Readingcomprehention. An experimental research which factorial desigh 2 x 2 wa used in this study. the population will be taken as a simple it is 120 students that will be divided into two groups. The first group that consist of 60 students will be given a treatment by using task based language teaching and the second group 60 students will be given a treatment by using inquiry based learning. Curiosity was measured by given questionnaire for classifying the student that have high Curiosity and low Curiosity. ANOVA with factorial design 2x2 above indicated that F observed of teaching strategies = 143.18 > Ftable = 3.92 at level of significance $\alpha = 0.05$. So, it can be concluded that there is significant effect of teaching strategies on students' achievement in reading comprehension, F observed of self-efficacy = 4.19 > Ftable = 3.92 at level of significance $\alpha = 0.05$. So, it can be concluded that there is significant effect of curiosity on students' achievement in reading comprehension, F observed of interaction = 1.69 < Ftable = 3.92 at level of significance $\alpha = 0.05$. So, it cannot be concluded that there is significant interaction between teaching strategies and curiosity on students' achievement in reading comprehension.