

## CHAPTER V

### CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

#### 5.1 Conclusion

Based on the research findings and discussions that are stated before, it can be concluded that (1) Students' achievement in reading expository text taught by using TELLs is higher than that taught by using PSOT. (2) Students' achievement in reading expository text of students with high interest is higher than that of students with low interest. (3) There is significant interaction between teaching techniques and interest on students' achievement in reading expository text. It can be said that students' achievement in reading expository text is influenced by teaching techniques and interest.

#### 5.2 Implication

Students' achievement in reading expository text taught by using TELLs is higher than that taught by using PSOT. This result implies to the English teacher's choice of teaching technique. It is better for the teacher to apply TELLs in teaching reading expository text because it will make students more active. TELLs promotes student-centered learning and cognitive processes. It places students' prior-knowledge as the starting point of the learning. By working together in groups and analyzing a text, students can be actively involved in reading comprehension process. Students will get more knowledge because they

are asked to search many difficult words and sentences clues actively to comprehend the information in the text.

Students' achievement in reading expository text of students with high interest is higher than that of students with low interest. It gives implication to the teachers that they should consider students' learning achievement. Thus, it is better to the teacher not to be monotonous in teaching. The teacher should give chances to students to solve the problem which appeared in every lesson.

There is significant interaction between teaching techniques and interest on students' achievement in reading expository text. This shows that teaching techniques and interest are variables that give significant influence in students' learning achievement. Thus, it is needed to relate the teaching techniques with students' interest. Furthermore, this research found that by applying TELLS, students are accustomed to answer the questions to solve problems which appeared in learning process. They will discuss the text with their group. They are asked to find the answer by reading some sentence clues, difficult words to comprehend the information in the text. So that high interest is so needed. If it can be done, students will get involved in meaningful learning process. It can be assumed that TELLS is more applicable in improving students' achievement in reading expository text. But, PSOT still can be used in teaching reading. Students with low interest are better taught by PSOT because in this technique teacher still have important role in guiding the students and students cooperate each other in their cooperative learning groups.

### 5.3 Suggestions

In connection with the conclusions and implications, there are some suggestions or recommendation (1) Teachers are recommended to use TELLS and PSOT in teaching reading since these two strategies can improve students' achievement in reading expository text. (2) Teachers are recommended to use TELLS for class which dominated by students with high interest. Otherwise for class which dominated by low interest students, teacher can use PSOT. (3) Teachers should consider the students' characteristics, especially students' interest in choosing teaching technique. It is hoped that teacher can guide students with low interest in order to get better achievement in reading expository.