

TABLE OF CONTENTS

ACKNOWLEDGEMENT	i
ABSTRACT	ii
TABLE OF CONTENTS	iii
CHAPTER I: INTRODUCTION	1
1.1 Background of the Study.....	1
1.2 Problem of the Study.....	5
1.3 Objectives of the Study.....	5
1.4 Scope of the Study.....	6
1.5 Significance of the Study.....	7
CHAPTER II: REVIEW OF LITERATURE	8
2.1 Theoretical Framework.....	8
2.1.1 Students' Achievement in Reading Comprehension.....	8
2.1.1.1 Reading Comprehension.....	11
2.1.1.1.1 The Taxonomy of Reading Comprehension.....	15
2.1.1.1.2 Genre.....	20
2.1.1.1.2.1 Kinds of Genre.....	21
2.1.1.1.3 Assesment Of Reading Comprehension.....	23
2.1.2 Teaching Strategies.....	26
2.1.2.1 Graphic Organizer Strategy.....	28
2.1.2.1.1 Defenition of Graphic Organizer.....	28
2.1.2.1.2 The Design of Strategy.....	29
2.1.2.1.3 Procedures of Graphic Organizer.....	36
2.1.2.1.4 Strengths and Weakness of Graphic Organizer.....	37
2.1.2.2. DRTA Strategy.....	39
2.1.2.2.1. Defenition of Strategy.....	39
2.1.2.2.2 The Procedures of Strategy.....	40
2.1.2.2.3. Strengths and Weakness of DRTA Strategy.....	42
2.1.3 Curiosity.....	43

2.1.3.1	Types of Curiosity.....	48
2.1.3.2	High and Low Curiosity of Students in Learning.....	49
2.1.4	Relevant Studies.....	50
2.2	Conceptual Framework.....	51
2.2.1	The Students' Achievement in Reading Comprehension Taught by Using GO and DRTA Strategies.....	51
2.2.2	The Students' Achievement in Reading Comprehension With different Curiosity.....	54
2.2.3	The Interaction Between Teaching Strategies and Curiosity on Students' Achievement in Reading Comprehension.....	57
2.3	Hypotheses.....	58
CHAPTER III : RESEARCH METHODOLOGY.....		59
3.1	Research Design.....	59
3.2	Population and Sample.....	60
3.2.1	Population.....	60
3.2.2	Sample.....	61
3.3	Instrument for Collecting Data.....	62
3.3.1	Reading Comprehension Test.....	62
3.3.2	Questionnaire Curiosity.....	65
3.4	Instrument Validation	66
3.4.1	Validity of Reading Comprehension.....	66
3.4.2	Reliability of Reading Comprehension.....	67
3.4.3	Validity of Curiosity Questionnaire.....	68
3.4.4	Reliability of Reading Comprehension.....	69
3.5	The Procedure of the Treatment.....	69
3.6	Control of Treatment.....	70
3.6.1	Internal Validity.....	70
3.6.2	External Validity.....	72

3.7. Technique of Analyzing the Data.....	73
3.8 Statistical Hypothesis.....	73
CHAPTER IV : DATA AND DATA ANALYSIS.....	75
4. 1 Description of the Research data.....	75
4. 2 The Requirements of Analysis of Variance (ANOVA).....	77
4.2.1 Result Validity Test.....	78
4.2.2 Result Reliability.....	78
4.2.3 Testing of Normality.....	79
4.2.4 Testing Homogeneity.....	79
4.2.5 Group of Teaching Strategies.....	79
4.2.6 Distribution of Responses of Curiosity.....	80
4.3 Testing Hypotheses.....	85
4.3.1 The Students' Achievement in Reading taught by Using GO is Higher than that of the Students' Taught by DRTA.....	86
4.3.2 The Students' Achievement with High Curiosity is higher than that of the Students' with Low Curiosity.....	86
4.3.3 There is an interaction between GO and DRTA (Teaching Strategies) and Curiosity to the Students' Achievement in Reading Comprehension.....	87
4.4 Discussion.....	87
4.4.1 Students' Achievement in Reading Comprehension that was taught by using GO is Higher than DRTA strategy.....	87
4.5.2 Students' Achievement in Reading Comprehension with high curiosity is higher than with low curiosity.....	89
4.5.3 The Interaction between Teaching Strategies and Curiosity on	

Students' Achievement in Reading Comprehension.....	90
4.5 Limitation Research.....	91

CHAPTER V: CONCLUSSIONS, IMPLICATIONS, AND SUGGESTIONS.....92

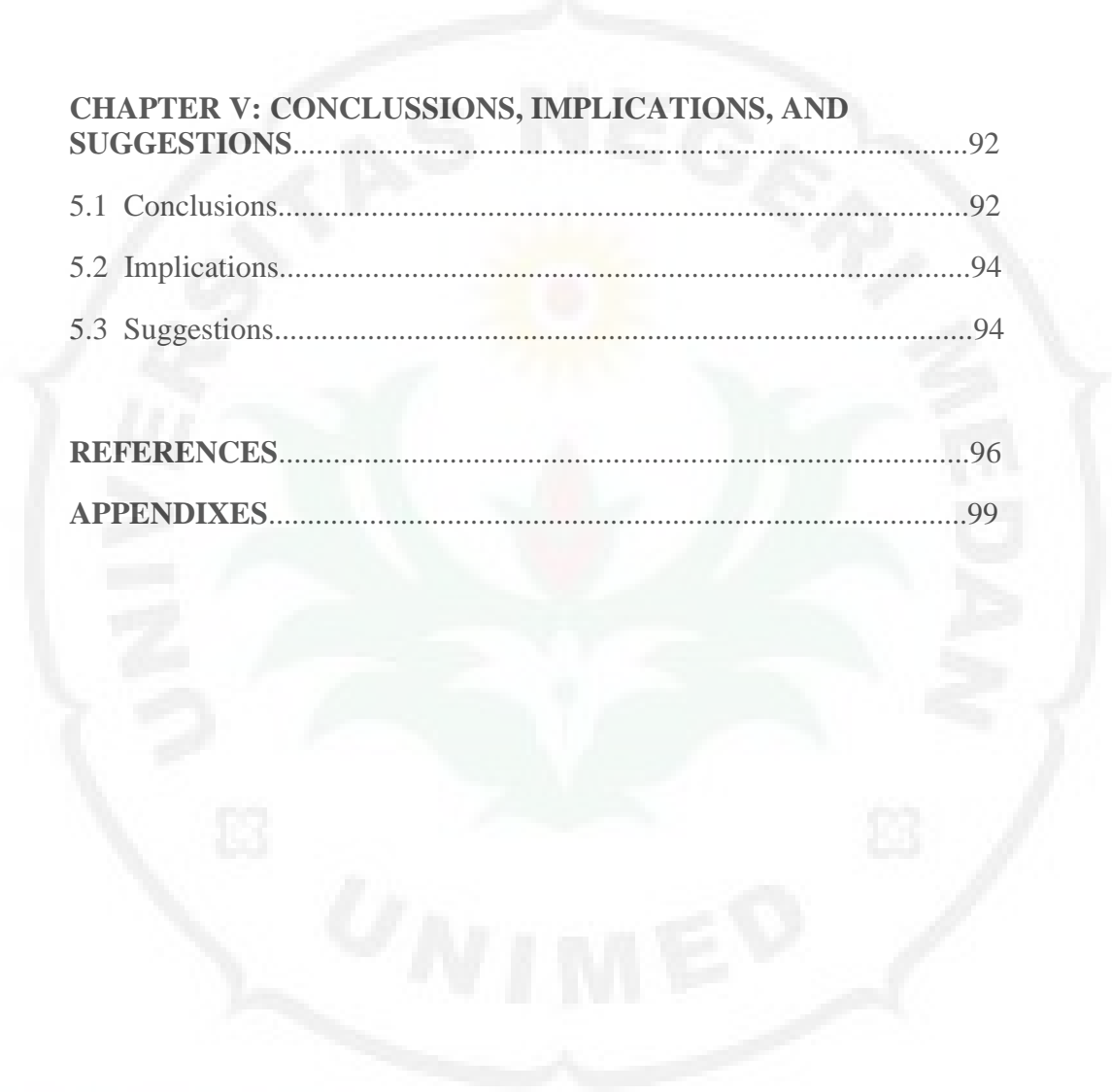
5.1 Conclusions.....	92
----------------------	----

5.2 Implications.....	94
-----------------------	----

5.3 Suggestions.....	94
----------------------	----

REFERENCES.....	96
------------------------	-----------

APPENDIXES.....	99
------------------------	-----------



THE
Character Building
UNIVERSITY