

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

5.1 Conclusions

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

1. Annotation strategy and Compensation strategy give different effect on students' achievement in reading comprehension. Students' achievement in reading comprehension that taught by using Annotation strategy is higher than that taught by using Compensation strategy.
2. High and low self-efficacy give different influence to the students' achievement in reading comprehension. 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. The students' achievement in reading comprehension is influenced by teaching strategies and self-efficacy. The high self-efficacy students showed significant effect on their reading comprehension achievement if they were taught by using Annotation strategy while low self-efficacy students showed significant effect on their reading comprehension achievement if they were taught by using Compensation strategy.

5.2 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 annotation strategy and compensation strategy. They were applied on students have high self-efficacy and low self-efficacy 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 annotation strategy is higher than students' achievement in reading comprehension taught by using compensation strategy. Since this strategy helped students concentrate and focus to the text, the students engaged in reading process and actively involved in understanding the text by marking important point. Through annotation students will learn how to identify the most essential information.

The second result of this study showed that the students' achievement in reading comprehension that high self-efficacy is higher than students' achievement in reading comprehension of low self-efficacy. It gives implication to the English teacher that they should give attention of students' self-efficacy. By knowing the students' self-efficacy, the teachers can decide what efforts they will do to make the students pay more attention when they are teaching reading comprehension. So, understanding that students have different self-efficacy 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' self-efficacy on students' achievement in reading comprehension. It implies that any teaching strategies applied by teachers should be related to the levels of students' self-efficacy. By knowing the students' self-efficacy, the teachers can help their students to overcome their problem in teaching learning process. English teacher is suggested by using annotation for high self-efficacy in order to improve the students' achievement in reading comprehension because students with high self-efficacy believe that they can tackle difficult texts and feel confident that their efforts will be beneficial to them. For low self-efficacy students, English teacher is suggested using compensation, teacher provide modeling of desired behavior, offering explanations, inviting students participation, and verifying students understanding.

5.3 Suggestions

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

- 1) English teachers are recommended using Annotation and Compensation in reading comprehension since both strategies can improve students' achievement in reading comprehension. In applying the strategy the english teacher recommended to use annotation strategy for class dominated by the students with high self-efficacy and using Compensation strategy for class dominated by the students with low self-efficacy.

- 2) English teacher should check the students' characteristics such as their self-efficacy before choosing teaching strategies so that the students can obtain good motivation and better learning achievement.
- 3) This study only focuses on the aspect of self-efficacy and teaching strategies. Meanwhile there are many aspects that can influence students' achievement in reading comprehension. Other researchers can develop further study in the area of teaching strategy and other personality variable in order to improve the students' achievement in reading comprehension.