

CHAPTER V  
CONCLUSIONS, IMPLICATIONS, AND SUGGESTION

5.1 Conclusions

Based on the data analysis and hypotheses testing, it is concluded:

1. Students' achievement in reading comprehension that was taught by directed reading thinking activity technique is significantly higher than that was taught by explicit instruction technique.
2. Students' achievement in reading comprehension with high curiosity higher than that have low curiosity.
3. There is significant interaction between teaching techniques and curiosity on students' achievement in reading comprehension. Students' achievement in reading comprehension is influenced by teaching techniques and curiosity. High curiosity of students showed significant effect on their achievement in reading comprehension if they were taught by using directed reading thinking activity technique. While low curiosity of students showed significant effect on their achievement in reading comprehension if they were taught by using explicit instruction technique.

## 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 techniques; they are directed reading thinking activity and explicit instruction. They were applied on high curiosity students and low curiosity students in order to know which teaching techniques 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 directed reading thinking activity is higher than students' achievement in reading comprehension taught by using explicit instruction because it provides students with the ability to read and learn to apply practice of good readers, and learn to carefully observe, listen, communicate and participate. Through directed reading thinking activity students is guided to be independent learner and given freedom to improve and develop their ability. The teacher only gives direction by using some steps 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 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 be a positive step in achieving learning goal. Understanding that students have different curiosity is the key to success in teaching since teachers can decide which teaching techniques is suitable to applied for students. Many students need or expect the teacher to inspire, challenge, and stimulate them to more understand the materials. Effective learning in the classroom depends on the teachers' ability to maintain the interest that brought students to the course.

The third result of this study showed that there is significant interaction between teaching techniques and students' curiosity on students' achievement in reading comprehension. It gives implication that teaching techniques applied by teachers should relate to students' curiosity. The way teachers' approaches students influence their attitude and curiosity. By knowing the students' curiosity, the teachers can help their students to overcome their problem in teaching learning process. English teacher are suggested by using directed reading thinking activity 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 directed reading thinking activity. For low curiosity students, English teacher are suggested using explicit instruction, teacher provide modeling of desired behavior, offering explanations, inviting students participation, verifying student understanding.

## 5.2 Suggestions

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

1. English teachers are recommended using directed reading thinking activity and explicit instruction 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. Other researchers can develop further study in the area of directed reading thinking activity and explicit instruction that will improve students' achievement in reading comprehension.