

ABSTRACT

Ramayani, Registration Number: 062188330018. *The Effect of Teaching Techniques and Curiosity on Students' Achievement in Reading Comprehension*. A Thesis. English Applied Linguistics Study Program, State University of Medan. 2011.

The objectives of this study are to find out whether or not: (1) students' achievement in reading comprehension taught by directed reading thinking activity technique is significantly higher than explicit instruction technique, (2) students' achievement in reading comprehension those who have high curiosity is higher than those who have low curiosity, (3) there is interaction between teaching techniques and curiosity on students' achievement in reading comprehension. An experimental research with factorial design 2×2 was used in this study. There were 120 students from XI of 2010/2011 academic year of SMA Taman Siswa Bah Jambi Pematangsiantar as sample of this study. The students were divided into two groups. The first group was treated by using directed reading thinking activity technique and the second group was treated by using explicit instruction technique. Curiosity was measured by given questionnaire for classifying the students that have high curiosity and low curiosity. Students' achievement in reading comprehension was measuring by given multiple choice tests. The data were analyzed by applying Two-Way ANOVA. The result reveals that (1) Students' achievement in reading comprehension taught by directed reading thinking activity technique ($\bar{x} = 28.87$) is significantly higher than that taught by using explicit instruction technique ($\bar{x} = 25.17$) with $F_{\text{observed}} = 6.38 > F_{\text{table}} = 3.92$ at the level of significance $\alpha = 0.05$ (2) Students' achievement in reading comprehension that have high curiosity ($\bar{x} = 78.5$) is higher than that have low curiosity ($\bar{x} = 40.83$) with $F_{\text{observed}} = 14.1 > F_{\text{table}} = 3.92$ at the level of significance $\alpha = 0.05$ (3) There is significant interaction between teaching techniques and curiosity on students' achievement in reading comprehension with $F_{\text{observed}} = 6.27 > F_{\text{table}} = 3.92$. After the Tuckey Test was applied, it showed that students that have high curiosity got higher result if they were taught by using directed reading thinking activity technique and students that have low curiosity got higher result if they were taught by using explicit instruction technique.