

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The purpose of this research is to describe how curiosity of the social classes at the twelfth grade students at Senior High School 16 Padang and the dimensions of curiosity of the social classes at the twelfth grade students at Senior High School 16 Padang. The data was gotten by using observation and questionnaire to the social classes at the twelfth grade students at Senior High School 16 Padang. There are four main dimensions of curiosity which was researched by the researcher.

Moreover, the researcher collected the data after observed 140 students from 4 classes. Then, the researcher got 15 students who fulfilled the characteristics of curiosity after using observation checklist as an instrument. It is proved that the curiosity of the social classes at the twelfth grade at Senior High School 16 Padang was in very low. Then, the researcher distributed the questionnaire to 15 students. After that, the researcher classified the data into four dimension of curiosity. Finally, all of the students had all of dimensions of curiosity with different criteria in each other. Perceptual curiosity is the highest criteria. Specific is the second. Diverse is the third. Epistemic is the lowest.

B. Suggestions

Based on the results, the researcher would like to give some suggestions. First, the teacher should know the dimension of students' curiosity to determine the strategy, approach, and technique in teaching-

learning English. The information about students' curiosity will give information to the teacher about a thing which make the students focus and attention in learning (English). It will be a key also for the teacher to know about students' desire in learning English. Second, the researcher suggests to the other who conduct this research. This research will give knowledge or information about students' curiosity and the dimension itself.