

CHAPTER V

CONCLUSION AND SUGGESTION

CHAPTER FIVE

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As the last part of this study, the writer will present the conclusion of this study, give considerable suggestions for the use of the study and also present some recommendations for further study.

5.1 Conclusion of the Study

After reading the discussion of the data analysis results in the previous chapter above, there are conclusions that can be drawn for all of the research hypothesis proposed.

For the first hypothesis which deals with the Effect of Cognitive Learning Styles on the Reading Ability of the fourth semester English Department students, it can be concluded that Cognitive Learning Styles give an effect on the Reading Ability of the fourth semester English Department students. Learners with Field Independent (FI) learning style have higher reading achievement than learners with Field Dependent (FD) learning styles. Field Independent Learners will read and process a text differently from Field Dependent learners. Therefore, it is possible to have different learners having different reading ability even though they read the same reading passage.

These differences also happen on the way every learner answers the reading questions (knowledge, comprehension, application, analysis, synthesis, evaluation). As reading comprehension questions are various in terms of its depth

in asking something, therefore the answers given by learners with different learning style are also different for certain types of questions. Both FI and FD learners are proved to have similar ability to answer the questions in knowledge level, comprehension level, and application level. However, in answering questions in analysis level, synthesis level, and evaluation level, both FI and FD learners have used different ways or point of view. In this study, FI learners are proved to give better answers than FD learners. In short, we can simply say that different learners will have different perspective that suit to the style they have.

Besides having this conclusion, there is another conclusion from the second hypothesis which is formulated to prove the fourth semester English Department students who have different Cognitive Learning Styles use different Reading Strategies. For this hypothesis, it can be concluded that learners with different leaning style use different reading strategies in their reading activities.

FI learners who are considered as analysts or self-structured learners like working alone, seeing parts from the whole, analyzing patterns, and organizing certain structure. To enable themselves to answer all of the reading questions quickly, FI learners will use strategies that involve those activities above since that will help them much in understanding the reading text. The types of Reading Strategies that they use are the ones which involve analytical power or ability of organizing structures such as Imagery 2, Deduction 1, Deduction 2, Inferencing1, and Transferring strategies.

On the other hand, FD learners who are holistic or contextual learners like working together, seeing things as a whole unit, and observing contextual pattern. This type of learner prefers using strategies that use contextual understanding such as Imagery 1, Inferencing 2 and Inferencing 3 strategies. From the various types of strategies proposed, there are only some of them that are similarly used by both learners, such as Resourcing, Elaboration, Note Taking, and Key Word Method 2. Even though those strategies are used by both learners, however they are applied and used with different perspectives that suit their own style. In other words, different learners will use different reading strategies that are suited to the characteristics or the learning style he/she has.

5.2 Suggestions

In this section, the writer of this study would like to give some suggestions that are proposed for both the learners and the teacher of English as a foreign language.

For the learners of English as a Foreign language, the writer would like to remind them to start realizing their individual characteristics that are unique and different from others. Learners who realize their own learning styles will be able to choose suitable strategies for their learning. In helping themselves to improve their reading achievement, learners can use certain approaches that are beneficial for their own comprehension in reading a text. Some learners can start reading the title and search for words they meet in the passage. While some other learners can start observing the pictures and read paragraph by paragraph they have in the text.

Besides realizing their own characteristics, learners can also learn from others who have different learning styles from them but perform better in learning. Those learners can apply similar reading strategies applied by those other learners. By realizing their own learning style and also learning from others, learners who face difficulties in understanding a text can find a way out to solve their learning problems.

For the teacher of English as a Foreign language, the writer also provides some suggestions concerning with their teaching profession. Professional teachers have to recognize the students' needs in learning. They have to recognize or understand each student's characteristics (including their strengths and weaknesses), their needs, and be able to direct their students in choosing the appropriate strategies in learning. In the reading classroom, teachers should help learners to recognize their cognitive learning styles, encourage learners to try various reading strategies and motivate learners to develop those strategies to be used in doing the reading exercises. Teachers should know that learners with Field Independent learning style need strategies that use their analytical power. However, when FI learners are asked to discuss social topics, they can be guided to work together with others using cooperative learning strategy. Another idea can be applied for Field Dependent learners who often find problems in understanding the language in the reading text. The teacher who realizes this weakness can guide students to use transferring strategy (using their first language as a basic idea to understand the new language) and gradually guide them to construct simple to

complex patterns so that this will enable FD learners to read and understand less-structured text in the future.

Besides recognizing the students' learning style and helping learners to improve their reading strategies, teachers of English should also provide various reading exercises for all learners. This is because reading is a skill that is built from habits. The more learners get used to read various types of reading text, the more they can broaden their horizon about the world knowledge and the author's various writing styles. This of course will help them a lot in reading and understanding texts more quickly. In other words, teachers in the classroom do not only have a role as a facilitator or a guide in learning but also as an innovator and motivator for the learners. Teachers have to introduce various reading strategies to learners and motivate learners to apply them in order to improve their reading ability.

5.3 Recommendations for Further Study

As the last part of this chapter, the writer would like to give some recommendations for future researchers who want to conduct the same study. The recommendations given are about the reading passages, the reading strategies, and also the sample used for the future study.

For the study that discusses the same topic, it is recommended for the researcher to use many reading passages that have various topics and various types. The study conducted by the writer doesn't provide many reading passages therefore it would be better if there are researchers who want to conduct it. The

idea of using many reading passages is based on the theory which is stated by Oxford (1990) in Reid (1995 : 37) that FD learners are more sensitive in discussing social topics compared to FI learners. This means that topics play a role in attracting their attention to read. Therefore, it is necessary to give a lot of reading passages to FI and FD learners to see their real interest in it. It is also possible to involve many types of passages such as narrative, expository, argumentative, or persuasive one. From the various types of passages given, researchers will also be able to see the influence of the reading passage type on the readers. Besides having more topics and types of passages, a further study is also recommended to insert certain items that requires learners' ability in constructing diagrams or patterns to see the learners' ideas in doing such things.

The writer would also be really grateful if there are further studies which investigate the Effect of the Reading Strategies that are used by FI and FD learners on the Reading Ability of the students. In doing this study, future researchers are expected to give findings on how Reading Strategies can give effect on the Reading Ability of the students. It will give a larger contribution to the teaching world if further researches also discuss the Effect of the Reading Strategies that are used by FI and FD learners on the ways of answering certain types of questions. It is also necessary to think about proposing other reading strategies written by different authors. Since there are many types of reading strategies therefore we also need to know whether those strategies are also used by FI and FD learners. Besides investigating the topics above, it is also important to think about using some other instruments for detecting the students' reading

strategies such as true-false, essay type questionnaires, or interview. By having other types of instruments, researcher can get a more reliable data to know the learners' reading strategies in details.

For getting the sample of the study, the writer of this research recommends other researchers to enlarge the number of the sample used. It would be better if learners from different fields of study or even areas are also involved in the study so that the results can be generalized to a larger scope of population.

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