

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

5.1 Conclusions

Based on the data analysis and research findings at the previous chapter, it is concluded that:

- 1) students' achievement in reading comprehension text by using advance organizer strategy is higher than that taught by using reciprocal strategy;
- 2) in reading comprehension, the achievement of students with visual learning style is higher than students with verbal learning style;
- 3) there is significant interaction between teaching strategies and learning styles on students' achievement in reading comprehension. On the other words, it can be said that the students' achievement in reading comprehension is influenced by teaching strategy and students' learning style.

5.2 Implications

It is known that the students' achievement in reading comprehension taught by using advance organizer strategy is higher than taught by using reciprocal strategy. It emphasis that actually whatever the strategy chosen by teachers is good if it is based on the students' need, style and background so that

it is highly matching. It is because every strategy has its own strengths and weaknesses.

In this research, the strategies had attempted to be matched with students' learning styles. Although the conclusion from data analysis, research findings and discussions indicate that the students' achievement taught by using advance organizer strategy is higher than by using reciprocal strategy especially when it is taught for students with visual style. It is because students with visual style are more curious in learning something through picture, structure, or organizer so that they feel challenged when they are asked to make their own organizer. In this case, the students will be as creative as possible in creating a new organizer of information which contains all the information in the text through some key words or paraphrase.

However, it does not mean the reciprocal strategy is not as good as advance organizer. It is proven by the students' achievement taught by reciprocal strategy can also achieve satisfactory score when it is taught for students with verbal style. It is because the way of comprehending a text suited for students with verbal style is through questions word in some phases such as predicting, clarifying, questioning and summarizing. That is why reciprocal strategy is suitable to be applied for students with verbal style.

The fact explained above also proofs that actually all learning styles of students are good. Either visual or verbal styles had been able to achieve satisfactory score. Therefore, it can not be argued that a learning style is better than others because it comes naturally in the students' selves. What should be

done is how to find eligible strategy for the learning styles so that their ability can be explored maximally.

5.3 Suggestions

There are some suggestions related with conclusions and implication at the previous. The suggestions are:

1. It is highly recommended for teachers to use advance organizer and reciprocal strategy since these two strategies are able to improve students' achievement in reading comprehension.
2. It is highly recommended for teachers to use advance organizer strategy for class dominated by students with visual style while for class dominated by students with verbal style, teachers is recommended to use reciprocal strategy.
3. Teachers should realize the students' characteristics such as their learning styles before choosing teaching strategies. Thus, the strategies applied are matched with what they need. As the result, their brightness is able to be explored maximally.