

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

5.1 Conclusions

Based on theoretical conceptual frame work, it is concluded that:

1. Students who had taught by using DRTA strategy has same achievement in reading comprehension with the students who taught by using Individualization strategy,
2. Students with extrovert learning style have higher achievement in reading comprehension when they taught by using DRTA strategy than they taught by using Individualization strategy. And the students with introvert learning style have higher achievement in reading comprehension when they taught by using individualization stratetegy than they taught by using DRTA strategy.
3. There is no a significant interaction between teaching strategies and learning style on students' achievement in reading comprehension. Eventhough, Students' achievement in reading comprehension is influenced by teaching strategy and learning style. Extrovert learning style students showed significant effect on their reading comprehension achievement if they were taught by using DRTA strategy. While introvert learning style students showed significant effect on their reading comprehension achievement if they were taught by using individualization strategy.

5.2 Implications

The findings of this study give implication to Reading Skills lecturer and students who want to improve their achievement in reading comprehension. This

study has tested reading comprehension teaching strategies; they are Directed Reading Thinking Activity (DRTA) and Individualization. They are applied on extrovert and introvert learning styles students in order to know which teaching strategies are suitable for them in improving their achievement in reading comprehension.

The first result of this research reveals that achievement in reading comprehension of students taught by DRTA is same with students taught by Individualization. Thus it implies Reading Skills lecturer could apply both DRTA and Individualization strategies.

The second finding of this research reveals that reading comprehension achievement of extrovert learning style students is higher than reading comprehension achievement of introvert learning style when they taught by using DRTA. Therefore, the teacher should pay more attention to the students' learning style so that the students can obtain better learning achievement, especially in reading comprehension.

Finally, the third research finding of this study reveals that there is no significant interaction between teaching strategies and students' learning style on students' achievement in reading comprehension. It implies that teachers should apply the strategies which are suitable with students' learning style so that the students can improve their achievement in reading comprehension. Cause, the students' achievement in reading comprehension have different result depend on the strategy and their learning style. If the students who have extrovert learning style will rise up their achievement in reading comprehension when they taught by using DRTA strategy, but the students who have introvert learning style will rise

up their achievement in reading comprehension when they taught by using individualization strategy.

5.3 Suggestions

In connection with the conclusions, it is suggested that:

1. Reading Skills lecturers are recommended using DRTA and Individualization strategies in teaching reading comprehension since these two strategies can improve students' achievement in reading comprehension.
2. For class dominated by extrovert learning style students, Reading Skills lecturers are recommended using DRTA strategy. For class dominated by introvert learning style students, Reading Skills lecturers are advisable using Individualization strategy, but on one condition, the classroom is classroom with small number of students.
3. The lecturers should check the students' characteristics such as their learning style 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.