CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

As the researcher had been systematically conducted and the analysis was carefully completed, the researcher then comes to the conclusions. The conclusions statistically portrayed significant effect on students' reading comprehension was taught by CORI and K-W-L that have introvert and extrovert styles in learning. Based on the scientific interpretation on the statistical analysis result, the conclusions are portrayed as follows:

1. The students reading comprehension taught by CORI is higher than those who taught by K-W-L strategy. And CORI is significantly more effective than K-W-L.

2. The introvert students' reading comprehension is higher than extrovert students' reading comprehension. And Learning style significantly and directly affects the students' reading comprehension.

3. Teaching strategies and learning style interactively affect the students' reading comprehension. Generally CORI is more effective than K-W-L but specifically the combination of CORI and introvert style is more effective than the others and K-W-L worked better for extrovert style rather than introvert style since it tempted the students to compete seriously.

5.2 Suggestions

In line with the conclusions, there are some suggestions stated as the following:

a. English teachers are recommended to use CORI and K-W-L strategies in teaching reading comprehension because these two strategies can improve the students' achievement on reading comprehension. In addition, teachers should recognize the students' style in learning before they apply the strategies in teaching.

b. The students are recommended to be more active to read more English texts in order to get reading comprehension skills. Students can use CORI or K-W-L strategy which can improve their knowledge on reading comprehension thus their achievement on reading comprehension will be higher.

c. Other researchers may take a further research in the area of CORI and K-W-L strategies that can be used to improve students' achievement on reading comprehension.