

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

1.1 Conclusions

Based on the research findings and discussion, it can be concluded that:

1. The students' achievement in reading comprehension taught by using Advance Organizer strategy is higher than of the students taught by using Question-Answer Relationship strategy.
2. The students' achievement in reading comprehension who have visual learning style is better than those who have auditory learning style.
3. There is significant interaction between teaching strategies and learning styles to students' achievement in reading comprehension. There is an interaction between Advance Organizer and Question-Answer Relationship strategies and learning styles to students' achievement in reading comprehension. Students who have visual learning style showed significant effect on reading comprehension, if they were taught by using Advance Organizer strategy. Whereas students who have auditory learning style showed significant effect in their reading comprehension, if they were taught by using Question-Answer Relationship strategy.

1.2 Implications

The finding of this study gives implication to the English teacher and the students who want to improve their achievement in reading comprehension. This study has tested reading comprehension teaching strategies; they are Advance Organizer and Question-Answer Relationship. They are applied on visual and auditory learning styles in order to know which strategies are suitable for them in improving the students' achievement in reading comprehension.

The first findings of this research reveals that the students taught by using Advance Organizer strategy is higher than that of the students taught by using Question-Answer Relationship strategy. Thus, implies that English teachers to apply Advance Organizer and Question-Answer Relationship strategies because it designed for students to add their reading comprehension. English teacher can use various teaching in order to enhance the students' reading comprehension since the successful of reading influenced by many factors.

Second findings of this research reveals that the achievement in reading comprehension of the students who have visual learning style is better than those who have auditory learning style. It gives the implication to the English teachers that they should be aware of their students' learning styles. The identification of students' learning styles can be a positive step in achieving learning goal. Understanding that students have different learning styles is the key to success of the teaching since the teacher decide which teaching strategy is suitable to be applied for the students.

Finally, the third research finding of this study is that there is a significant interaction between teaching strategies and students' learning styles in students' achievement in reading comprehension. It leads to the implication that teaching strategies that are applied by teachers should relate to students' learning styles. By knowing the students' learning styles, which is divided into visual and auditory learning styles, teachers can help their students overcome their problems in the teaching-learning process. English teachers are suggested to use the Advance Organizer strategy for students who have a visual learning style in order to improve their achievement in reading comprehension. For students who have an auditory learning style, English teachers are suggested to use the Question-Answer Relationship.

1.3 Suggestions

In connection to the conclusions, there are some suggestions staged as follows:

1. English teachers are recommended to use the Advance Organizer and Question-Answer Relationship strategies in teaching reading comprehension since these two strategies can improve students' achievement in reading comprehension.
2. For a class dominated by visual learning style students, English teachers are recommended to use the Advance Organizer strategy. For a class with auditory learning style students, English teachers are advised to use the Question-Answer Relationship.

3. English teachers should encourage auditory learning style students to participate in study English in order to get better achievement in reading comprehension.
4. Other researcher can develop further study in the area of Advance Organizer and Question-Answer Relationship strategies that will improve students achievement in reading comprehension.

