

CHAPTER V

CONCLUSION AND SUGGESTION

1.1 Conclusions

Based on the data analysis and hypothesis testing, it is concluded:

1. Students' achievement in reading comprehension that was taught by ASK to THINK-TEL WHY strategy is significantly higher than those that taught by Guided Reciprocal Peer Questioning strategy. It means, ASK to THINK-TEL WHY strategy affects reading comprehension better than Guided Reciprocal Peer Questioning strategy.
2. Students' achievement in reading comprehension with field independent style is higher than those with field dependent style. It means, field independent style affects reading comprehension better than field dependent style.
3. There is no interaction between reading strategies and students' cognitive style in reading comprehension. Both strategies equally well affect students' achievement in reading comprehension with field independent style. It means field independent style affects better in reading comprehension no matter what strategy is used. And it can be concluded too that nevertheless ASK to THINK-TEL WHY strategy is superior, which is suitable to be taught to any cognitive style of students.

1.2 Suggestions

In connection with the conclusion, some suggested stated as follow:

1. English teachers are recommended to use ASK to THINK TEL-WHY and guided reciprocal questioning strategy in reading comprehension, since both of these strategies can increase students' reading comprehension achievement.
2. English teachers should identify strong style patterns in their classes and devise lesson plans which accommodate individual learning style preferences. To improve learners reading comprehension, they need to be aware of the beliefs learners hold; cognitive styles. Because by knowing cognitive styles: (1) Learners who are conscious of their style make better use of their learning opportunities. (2) Learners learn better when they are provided with learning opportunities that enhance and extend their learning preferences. (3) Learners work better with new learning styles when they are given guided opportunities to practice them. These principles suggest that learning is enhanced and enriched when cognitive styles are properly addressed both before and during instruction.
3. From the finding of this research, it is proved that reading strategies can improve students' achievement in reading comprehension. Thus, by determining Students' cognitive style, teachers can give appropriate treatment to guide students based on their style, and give special attention

to the field dependent students, to make them better and can be equally well with field independent students in reading comprehension.

4. Teachers can develop further study in the area of reading strategies that expected to improve students reading comprehension achievement. It is believed that with the advent of learner-centered approaches, future teachers have the responsibility of training students to be capable of deciding what their best learning path is. They should be ready to assist and guide students through the process of reflecting on how they learn best.
5. Teachers should make learners aware of the need of strategic, autonomous learning and should train them in the effective use of those strategies.

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