CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

5.1 Conclusions

After analyzing the data, conclusions are drawn as the following.

1) The students' reading achievement taught by using Direct Reading - Thinking Activity is significantly higher than that of taught by using Know, What to Learn, and Learned.

2) The students' reading achievement with impulsive learning style is not significantly higher than that of the students with reflective learning style.

3) There is interaction between teaching strategies and learning styles on the students' achievement in reading comprehension.

5.2 Implications

The findings of this study give implication to English teachers and students who want to improve their achievement in reading comprehension. This study has tested reading comprehension teaching strategies namely Direct Reading - Thinking Activity (DR-TA) and Know, What to Learn, and Learned (KWL) strategies. They are applied on impulsive and reflective learning styles students in order to know which of the two strategies significantly affect the students' reading achievement.

The first finding of this research reveals that the students' reading achievement taught by DR-TA is higher than that of the students taught by KWL. Thus, it implies English teacher to apply DR-TA.

The second finding reveals that students' reading achievement with impulsive learning style is not higher than that of the students with reflective learning style. It gives implication to English teacher that they should be aware of their students' learning styles in learning because it can be a useful way in achieving the objectives of the study. Actually, all

learning styles of students are good. Either impulsive or reflective 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 that their ability can be explored maximally.

Finally, the third finding is there is significant interaction between teaching strategies and students' learning style on the students' achievement in reading comprehension. It reveals that the implication of teaching strategies relate to the students' learning style. By knowing their learning style, the teachers can help their students to improve their achievement.

5.3 Suggestions

In relation to the conclusions, suggestions are staged as the following.

1) Teachers:

a) Direct Reading - Thinking Activity (DR-TA) and Know, What to Learn, and Learned (KWL) can be applied in teaching English especially for teachers who want to improve their students' reading achievement. It is caused by apllying these strategies can make students more active and ineterested in reading comprehension.

b) It is highly recommended for teachers to use Direct Reading – Thinking Activity strategy for class dominated by students with impulsive learning style while for class dominated by students with reflective learning style. Teacher is recommanded to use Know, What to Learn, and Learned strategy.

c) Teachers should realizethe students' charactheristics such as their learning styles before choosing teaching strategies. Thus, the strategies applied are matched with what they need. As the result, their achievements are able to be explored maximally.

2) Students:

   a) Students can probably apply these strategies when they are having reading comprehension test so they can have good score.

   b) Based on this research, the students can also know about their learning styles. It can help them to choose what strategies in reading comprehension are suitable for them.

3) Researchers:

   a) Other researchers can develop further study in the area of DRTA and KWL strategies that will improve students' achievement in reading comprehension.