

V. CONCLUSIONS AND SUGGESTIONS

This chapter deals with the conclusions and suggestions based on the finding and discussion of the data analysis.

5.1 Conclusions

In line with the results of the data analysis and discussion, the researcher draws the following conclusions :

1. There is significant difference between field-independent and field-dependent students in reading comprehension achievement at second grade of SMAN 1 Ambarawa. The statement is approved by the evidence on the reading score and the computation of t-test. The mean score of field-independent students, 72.38, is higher than that of field-dependent students, 56.56. The result of computation shows that the Sig. (2-tailed) is 0.000. It means the students score of field-independent group is significantly different since Sig. (2-tailed) $< \alpha$ ($p < 0.05$; $p = 0.000$).
2. Field-independent students are better than field-dependent students in reading comprehension achievement. Field independence are good in Identifying supported text sentence 3, Identifying topic sentence, Identifying main idea 2 and Analysing visual & context clues. Field

dependence are good in Making reference. Field-independent students tend to be more independent, competitive and self-confident. The field-independent characteristics contribute positive effects on their reading comprehension achievement.

5.2 Suggestions

Referring to the conclusions above, the writer gives some suggestions as follow :

5.2.1 For the Teacher

1. The researcher suggests that the English teachers should pay more attention and should consider to their students in terms of their personality types. English teachers should not underestimate their students' ability because they have different types of personality which makes different way on learning and it influences their learning achievement in reading comprehension.
2. The researcher suggests that the English teacher should give more attention to the field-dependent students in teaching reading especially in identifying main idea, identifying topic sentence, identifying supporting details, identifying reference and making inference also analysing visual & context clues. The teacher should train them to be more concentration since field-independent is greater in number than field-dependent, therefore their reading comprehension achievement will be better.

5.2.2 For Further Researcher

1. This research has focused on the six aspects of field-independent and field-dependent, namely independence, competitiveness, self-confidence, socialization, emphatic value and perception. It is better for further researchers to try to find other aspects than modify or use other type of questionnaire.
2. The further researchers are suggested to modify or use other type of reading aspects.
3. The further researchers are suggested to carried out or replicated this findings; comparative between field-independent and field-dependent, by giving treatment to the students.