

## V. CONCLUSIONS AND SUGGESTIONS

This chapter deals with two major points namely conclusions and suggestions.

### 5.1. Conclusions

Based on the results of the data analysis and discussion, the researcher would like to state a conclusion as follows:

There is no significant effect of learning style on students' reading comprehension achievement. It means that significantly there is no difference among visual, auditory, and kinesthetic in students' reading comprehension achievement. However, it is proven by seeing the F-table score of learning style on students' reading comprehension, that is, 1.067 and the significant value, that is, .380, which means that the F-table is higher than F-value at the .05 level ( $.380 > .05$ ). So, the null hypothesis is accepted here. It means that there is no significant difference among visual, auditory, and kinesthetic in achieving students' reading comprehension. Eventuality, when students have problems in comprehending the text, it might be caused by some other important factors which influence more and it needs to be concerned by the teacher dealing with students' mastery in reading comprehension e.g. students' limited vocabulary, their poor structure, and also their schemata (background knowledge).

However, by looking at the mean score of reading for three types of students, there is a relative effect of perceptual learning style on students' reading comprehension. Based on the result of post hoc test, to know which variables that have significant differences, it is found that kinesthetic tends to be the best learning style among others in affecting students' reading comprehension achievement. It can be caused by the good habit of students who have kinesthetic learning style that they always remember and make notes while they read and by using their efficient reading strategies may also help them to stay focus.

In case of reading comprehension, kinesthetic students learn best when they are involved or active in a group work and discussed the topic more than students who have visual or auditory learning style. On the other hand, the post hoc graphic shows those students who have more than one learning style (mix) tend to be the worst in reading comprehension achievement. However, they have to find which learning style is more dominant to create a good strategy in comprehending reading text.

## **5.2 Suggestions**

Considering the finding of the research, the researcher would like to recommend some suggestions as follows:

### **5.2.1 For the Teachers**

Since there is no significant effect of learning style on students' reading comprehension, but relatively kinesthetic is proven as the best learning style in comprehending text, while the mix learning style is the worst one. So, the teachers should be able to match their teaching reading to their students' learning styles by

explaining and presenting text in different ways, using alternative teaching aids and techniques and elaborating the activities that they provide to suit the students' learning styles. Perhaps it will help students become easier in comprehending what they read about.

### **5.2.2 For Further Research**

Since this research was conducted with limited number of students, other research about learning style should be conducted with bigger sample in order to get more valid data. It may be more valuable if the instrument used in the research is not only questionnaire.