

## **V. CONCLUSIONS AND SUGGESTIONS**

### **5.1 Conclusions**

Based on the research of data analysis and discussion, the following conclusions are drawn:

1. There is no significant difference result of students' reading comprehension between students' field independent and field dependent. This can be identified from the difference of students' achievement in field independent and field dependent. It can be seen from the F-table score of cognitive style on students' reading comprehension is 2.363 and the significant value is .130. In other words, the effect of cognitive style on students reading comprehension achievement will be said significant at the level of .05, if the coefficient significant score was lower than .05. But, it can be seen from the table above that the coefficient significant score is .130, which means that the score was higher than the coefficient significant at the .05 level ( $.130 > .05$ ). So, the null hypothesis is accepted here. It also can be seen from the mean score of both students' reading comprehension achievement. The mean score of students independent field was higher than students dependent field, it was about five percent (5%).

2. Students independent field were more successful in reading comprehension achievement than field dependent students. There were some aspects that make students in field independent more successful such as when they use their optimal ability in doing test. They were hard worker even they cannot find the answer they try to get the answer of that test or question. Generally, the researcher shows that students' fields independent were more analytical thoughts when they answered the reading comprehension test. The researcher found that students' field independent were better in making reference and inference of the passage or the text and also quite good in finding specific information in the passage.

Based on the statement above, the researcher concluded that cognitive style here focus on field independent and field dependent relatively influenced the students' reading comprehension in learning language especially English. Although there is no significant difference of reading comprehension achievement between both cognitive style, but the researcher found that field independent students were more successful in reading comprehension achievement rather than field dependent students.

## **5.2 Suggestions**

In line with conclusion above, the researcher proposes some suggestions especially for English teacher as follow:

1. The English teachers were recommended that they should pay more attention to students' cognitive style especially in field independent and field dependent on teaching learning process since according to the result of this research and previous studies. In the field-dependent/independent model of cognitive, a field-dependent cognitive style is defined by a relative inability to distinguish detail from other information around it. It can be compared to a field-independent cognitive style, which is defined by a tendency to separate details from the surrounding context. Students field-dependent often work well in teams as they tend to be better at interpersonal relationships. So the activities should connect from the different parts of a lesson which useful for students field dependent. For example, the students can discuss what they know about a topic, predict content, or look at and listen to related material. In contrast, students field independent tend to rely less on the teacher or other learners for support. So, the appropriate activities for them are such as extensive reading and writing, which they can carry out alone, are useful for field-independent students. There was difference between students' field independent and students' field dependent in achieving certain language aspects in this research reading comprehension. The teachers should be able to develop the students' ability to make sense of the idea based on their characteristics optimally.
2. It is also suggested that for other researchers in the future should not only focus on comparisons between field independent and field dependent, but they can use other cognitive styles or learning styles in order to determine if

those characteristics of the students can influence their reading comprehension or teaching learning process much better.

3. Good learner should pay more attention after they know their tendency of cognitive style in order to optimize their ability in every subject and also all skill of language they learn.