V. CONCLUSION AND SUGGESTION

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

5.1. Conclusion

Based on the result of the data analysis, the following conclusions can be drawn as follows:

There is a significant difference of students’ reading comprehension achievement between field dependent and field independent at the second grade students of SMAN 1 Kotaagung. This can be identified from the significant difference of students’ achievement in field dependent and field independent group from the significant two tailed of the reading test was Sig. (2-tailed) < α (p < 0.05). The result of computation showed that the Sig. (2-tailed) was 0.000. It meant that students score of field dependent and field independent group was significantly different since Sig. (2-tailed) < α (0.000 < 0.05). Furthermore, the difference can be seen from the reading comprehension score of the students. The mean score of field independent students, 75.00, was higher than field dependent students, 62.06. It meant that field independent students was better than field dependent students in reading comprehension achievement.
In short, cognitive style that focused on field dependent and field independent gives influence to the students’ achievement in learning English, especially reading comprehension. There is a significant difference between field dependent and field independent students in reading comprehension achievement in this research.

5.2. Suggestions

In line with the conclusion of the research, the researcher proposes some suggestions as follows:

1. Suggestion to Teachers

The English teachers are recommended that they should pay more attention of students’ cognitive style, that is, field dependent and field independent in teaching learning process. According to the results of this research and previous study, it was found that there was a significant difference between field dependent and field independent students in achieving certain language skill; in this research reading comprehension achievement. The teachers need to understand the characteristic of each student so that they can help the students create suitable atmosphere in the class activities in order to make minimum differences on reading comprehension achievement. For example, the teacher can use pair work or group discussion technique in teaching and learning process. It can help the field dependent students in solving problem, because field dependent students have low analytical ability, so they need much time to solve their
problem. It is also good for field independent students because it helps them to socialize with the others.

2. **Suggestion to Other Researchers**
   
a. In this research, the researcher only focuses on principal characteristics of field dependent and field independent. It is better for the other researchers to investigate the other characteristics/aspects.

b. Other researchers also can try to investigate the difference between field dependent students and field independent students in the other skills of learning language such as listening, speaking and writing.