

V. CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions

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

1. There is a significant different of students' reading comprehension achievement between left-brain dominated and right-brained dominated students at the second year of SMAN 2 Bandar Lampung. This can be identified from the significant difference of students' achievement in left-brain dominated and right-brain dominated groups from the significant two tailed of the reading test was Sig. 2-tailed $< \alpha$ ($p < 0.05$), from the table it shown that the significant was $0.001 < 0.05$.
2. Because there is a significant different of students' reading comprehension achievement between left-brain dominated and right-brained dominated students, the teachers can consider the cognitive styles especially left-brain and right-brain dominance of the students for teaching reading comprehension. It can influence their ability in language skill especially in reading comprehension. The significant difference can be seen as left-brain dominated students are more successful in reading comprehension achievement rather than right-brain dominated students.

In short, cognitive style here focused on left-brain and right brain dominance gives influence to the students' achievement in learning English, especially reading comprehension. There is a significance difference of reading comprehension achievement between left-brain dominated and right brain dominated students in this research.

5.2. Suggestions

In line with conclusions above, the researcher proposes some suggestions as follows:

1. The English teachers are recommended that they should pay more attention of students' cognitive style, that is, left-brain and right-brain dominance in teaching learning process since according to the results of this research and previous studies, it was found that there was a significant difference between left-brain dominated and right-brain dominated students in achieving certain language skill; in this research reading comprehension achievement.
2. The teachers should be able to develop the students' ability to make sense of the idea based on their brain hemisphere dominance optimally. The teacher should make a suitable lesson plan to teach reading comprehension for the students concerning their characteristics of brain hemisphere dominance.
3. It is also suggested that for other researcher in the future should focus on comparison between left-brain and right brain dominance in other skills of learning language.