

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter will summarize the data and the major findings briefly, tentative pedagogical implication and suggestions for the future research and/or developments.

5.1 Conclusion

Reading and listening are difficult among students, especially for English subject. Some of the students claimed that comprehending reading text is difficult as well as comprehending a spoken text. Then, it is assumed that learning style is the factors affecting reading comprehension because the students who have visual learning style tend to understand better when they read the book rather than other kinds of learners. Likewise auditory learning style which is assumed affecting listening comprehension since the auditory learners tend to understand better when they listen to a new information rather than read a book. The study investigates the cause and effect between the predictor variable; learning styles and criterion variables; reading and listening comprehension. Causal comparative study was used as research design of the study

Findings of the study showed that H_0 is accepted and H_a is rejected. It means that there is no significant difference between students' learning styles toward their reading and listening comprehension. It revealed that the students' reading and

listening comprehension's score based on their visual and auditory learning style are not significantly different. Hence, it can be concluded that learning styles do not give contribution significantly in affecting reading and listening comprehension score. In this case, the other factors maybe give more dominant effect through it, for instance, cognitive competence. It also means that the students who use their learning style effectively not certify will have good achievement in reading and listening, and the students who do not use their learning style effectively not certify will have bad achievement in reading and listening.

5.2 Pedagogical Implications

In order to know the students' learning styles the teachers should use questionnaire to diagnose it, then they should test the students' ability in reading and listening comprehension. It is important as each student may have different level and proficiencies and developmental rates. The more, teacher's job should accommodate students to achieve a good comprehension in reading and listening. For instance, students should get more practice by doing some exercises based on the student needs in reading and listening comprehension and, thus, they will get more experiences and continuously they will be familiar with reading and listening comprehension text from time to time.

5.3 Suggestions

Based on the fact founds, there are several areas that need to be investigated regarding the learners' background and its effect on their reading and listening comprehension such as individual factors (cognitive competence, motivation, physical factor, and etc). Regarding that English is a foreign-language, the teachers have to motivate and find a good strategy for the students to practice reading and listening. For instance, encouraging the students to read the books and listen to the information in English as frequently as possible, so that the students can increase their knowledge. Some of the strategies which can be used are having extensive reading, using dictionary, and listen to the English songs, news, and movies.

The present study is not intentionally dedicated to examine the all types of learning styles toward the students' reading and listening comprehension, since the focus only on two learning styles: visual and auditory. Therefore, the further research needed since it is still unknown if the kinesthetic learning style will affect reading and listening comprehension of the students.

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