CHAPTER V

CONCLUSION AND SUGGESTION

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As the last part of this study, the writer will present the conclusion of this study, give considerable suggestions for the use of the study and also present some recommendations for further study.

5.1. Conclusion of the Study

a. The Cognitive Learning Style of Economics Faculty students are Field Dependent. It is proved from the result of SPSS Mean Test is 4,53. The GEFT scored result is found that some students tend to score to a certain level, in this term they are who scored 0 – 6 belong to Field Dependent Cognitive learning style. So, it is sum up that the students of Economics Faculty of Surabaya University are Field Dependent Learning Style.

b. The Cognitive Learning Style of Engineering Faculty students are Field Independent. It is proved from the result of SPSS Mean Test is 13,97. The GEFT scored result is found that some students in this field have scored 12 – 18 belong to Field Independent Learning Style. It is sum up that the

Cognitive Learning Style of Engineering Faculty students are Field Independent Learning style.

c. The Variable of Field Dependent Cognitive Learning Style on Economics Faculty students is having significant influence on the reading achievement. It is proved on the linier regression coefficient similarity, which has positive (+) sign. It means that there is any significant influence through reading achievement.

d. The Variable of Field Independent Cognitive Learning Style of Engineering Faculty Students are having significant influence on the reading achievement. It is proved on the linier regression coefficient similarity, which has a positive (+) sign. It means that there is any significant influence on reading achievement.

5.2. Suggestions

In this section, the writer would like to give some suggestions that are proposed for both the learners who are field independent or in field dependent, and the teacher of English as a foreign language.

For the learners of English as a foreign language at the non English Faculty are taking this subject as a compulsory subject in their faculties, the writer would like to remind them to start realising their individual characteristics that are unique and different from others. By trying to realize their own characters, which they get from the characteristics of their own field, they can choose the suitable

ways or strategies for their learning. It can help them to improve their reading achievement, learners can use certain approaches that are beneficial for their own comprehension in the reading text. By realizing their own characteristics, learners can learn from others who have different learning styles from them but perform better in learning. Those learners can apply similar reading strategies applied by those other learners. And, by realizing their own learning style and also learning from others, learners who face difficulties in understanding a text can find a way out to solve their learning problems.

For the teacher of English as a foreign language, especially for the teachers teaching English in Compulsory subjects in Non English Faculties, the writer also provides some suggestions concerning with their teaching profession. Professional teachers have to recognize the students' need in learning. They have to recognize or understand each student's characteristics, their needs, and are able to direct their students in choosing the appropriate strategies in learning. In the reading classroom, teacher should help learners to recognize their cognitive learning styles, encourage learners to try various reading strategies and motivate learners to develop those strategies to be used in doing their reading exercises. Teachers should know that learners with Field Independent learning styles need strategies that use their analytical power. However, when Field Independent Learning style learners are asked to discuss social topics, they can be guided to work together with others using cooperative learning strategy. Another idea can be applied for Field Dependent learners who often find problems in understanding the language in the reading text. The teacher who realizes this weakness can guide students to

use transferring strategy by using their first language as a basic idea to understand the new language. And then, guide them to construct simple to complex patterns so that this will enable Field Dependent learners to read and understand less structured text in the future.

Besides recognising the students' learning style and helping learners to improve their reading strategies, teachers of English whom teaching English in Non English Faculty, should also provide various reading tests for all learners. This is because reading is a skill that is built from habits. The more learners get used to read various types of reading texts, the more they can broaden their horizon about the world knowledge and the author's various writing styles. This of course will help them a lot in reading and understanding texts more quickly. In other words, teachers in the classroom do not only have a role as facilitators or guides in learning but also as innovators and motivators for their learners. Teachers have to introduce various reading strategies to learners and motivate learners to apply them in order to improve their reading ability.

5.3. Recommendations for Further Study.

As the last part of this chapter, the writer would like to give some recommendations for future researchers who want to conduct the same study. (The recommendation given which are according to the learners' own faculties, are about the reading passages, their reading strategies and also the sample used for the future study) The future researchers can use many reading passages from various authors that have various topics and types of passages. The study

conducted by the writer does not provide many reading passages therefore it would be better if there are researchers who want to conduct it. The idea of using many reading passages is based on the theory, which is stated by Oxford (1990) in Reid (1995: 37) that Field Dependent learners are more sensitive in discussing social topics compared to Field Independent learners. This means that topics play a role in attracting their attention to read. Therefore, it is necessary to give a lot of reading passages to Field Independent and Field Dependent learners to see their real interest in it. From the various types of passages given, researchers will also be able to see the influence of the reading passage type on the readers.

The other further study, gender differences have often been found for field independent or field dependent through many different measures. Finding the characteristics in each gender, it can correlates through their learning styles. Researchers will also be able to see the influences their tendencies on the reading passages or the other skills, such as their writing skills in English, or their English speaking according their major skills.

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