

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions and suggestions of this study. The conclusions are delivered from discussion and the analysis of the data in chapter IV. The suggestions are for the teachers, lectures and the future researchers.

A. Conclusions

This study is conducted to know the students' perceptual learning styles, the similarities and the differences of the students' perceptual learning styles. In this study, the researcher concludes that:

1. From the questionnaire delivered to 100 students, it is found that the sixth semester students have various perceptual learning styles. It shows that 16.22% of 37 good students preferred visual learning style; 35.13% of good students indicate auditory learner which preferred auditory learning style; 27.03% of them preferred kinesthetic learning style; and 21.62% of them preferred tactile learning style. Besides that, there are 17.54% of 57 average students are visual learners who preferred visual learning style; 33.33% of average students preferred auditory learning style; 21.06% of average students have preference in kinesthetic learning style; and there are 28.07% of average students who have tactile learning style. In the other hand, 0% of 6 poor students have visual learning style; 50% of poor students have auditory learning style; 33.33% of poor students have

kinesthetic learning style; and 16.67% of poor students have tactile learning style.

2. From result of the questionnaire, it can be found that there are similarities of perceptual learning style among good, average, and poor students. There are some similarities that are found by researcher. They are the majority of students of sixth semester's perceptual learning style is auditory learning style, as evidence by 35.13% of good students, 33.33% of average students, and 50% of poor students. Then, the minority of students' perceptual learning style is visual learning style. It can be proved that there are 21.62% of good students, 28.07% of average students, and 0% of poor students include visual learners. Furthermore, almost of sixth semester students have major learning style preference. Besides, some of them have minor learning style preference. Major and minor obtained from the result of scoring the questionnaire.
3. Not only students' perceptual learning style among good, average, and poor students has similarities, but also has some differences. Those differences can be seen from the result of the questionnaire, such as the total of kinesthetic learners among good, average, and poor students; and the rank is different. Kinesthetic learning style of good students is in second rank, average students occupies in third rank, and poor students is in second rank. In addition, the total and the rank of tactile learners among good, average, and poor students are also different. In category good students, the tactile learning style is in third rank. It is second rank in

category average students. In poor students, the tactile learning style is in third rank. It has same total with kinesthetic learning style. Then, some of tactile and visual learners have negligible learning style preference. It means that they have difficulty learning in that ways, such as tactile and visual learning style.

B. Suggestions

The result shows that the students have various perceptual learning styles. They have similarities and differences in their perceptual learning styles. The researcher hopes that teachers and lectures improve their teaching and learning method by creating or finding an appropriate teaching and learning method for students. An appropriate teaching and learning method makes students easier to absorb and retain the information in the class. Students must be aware of their perceptual learning styles. It simply means that if they are aware their perceptual learning styles, they can improve and increase their learning and their proficiency effectively. So, they can get good academic achievement. The students who include major learning style preference should defend their perceptual learning style. Besides, the students who have minor learning style preference should improve their perceptual learning style. Then, the students who have negligible learning style preference should correct and improve their ways in learning process. However, more research is needed to support the findings and discover more about perceptual learning styles.

The result shows that the sixth semester students have various perceptual learning styles. It means that they have preference in one of kinds of perceptual learning styles differently. Lectures need to increase their teaching and learning method. Some teaching and learning methods that are appropriate with the students' perceptual learning style are good to increase the students' academic achievement.