

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusion based on the results of this research to answer the statement of research problem and suggestion for the teachers, students and future research related to students' learning style preferences and students' English proficiency.

#### **A. Conclusion**

By adopting Reid's Perceptual Learning Style Preferences questionnaire which has six types of learning style (Visual, Auditory, Kinesthetic, Tactile, Group, Individual) and TOEFL score as the measurement of English proficiency, the researcher identified EFL students' learning style preferences who took TOEFL Class in English Department of IAIN Kediri. The researcher also analyzed the significant differences on students' English proficiency among different learning styles using one way ANOVA in SPSS 20 software. The results showed that the students in TOEFL class tend to be Individual learner with the amount of 13 students. The other five students were indicated as visual learner, ten students were indicated as auditory learner, seven students were kinesthetic learner, ten students were tactile learner, twelve students were group learner and the other nineteen students were indicated as multimodal learner with two, three and five learning styles.

To answer the research question "Is there any significant differences on students' English proficiency among different learning styles?" the researcher

analyzed the data using ANOVA in SPSS 20 software. The calculation showed the score of F (1.38) is smaller than the score of F table (2.23) so  $H_a$  is rejected and  $H_0$  is accepted and the significant number in output ANOVA (0.280) is bigger than Alpha's score 0.05. With this it can be conclude that there is no significant difference on students' English proficiency among students with different learning style.

Teachers do not need to worry much about the theory that suggested to classified the students according to their learning style preferences and teach them using the methods they prefer. It is indeed can optimize students way of learning, but only if the facilities are provided, such as the classrooms and learning tools for each learning styles. However, if the facilities especially the classroom is not provided then there is no option other than not to separate the students according to their learning style and from the results of this research, there was no significant difference on students' English language proficiency even though they were in the classroom of various learning style.

The maturity, the higher level of learning of the students and other factors make the students become more independent and develop their way of learning by themselves and even become a flexible learner. This is proved from the amount of students who has more than one learning style and it would be developed even more in the future.

## **B. Suggestion**

After conducting this study, the researcher hopes that this thesis will give some positive contribution in educational field. Implementing various teaching style will be more effective in teaching students with different learning styles, because that way the students can be familiar with different kind of learning styles and the teacher can teach the students how to be a flexible learner. But this does not mean that teacher give no consideration of students' learning style. By helping them discover their preferred learning style, it also helps the students to understand more about their learning style preferences and helps the students to optimize their learning style.

Make ourselves familiar to different kinds of learning style can help us to become a multimodal learner because by practicing different style of learning can make ourselves get used to it. Having multiple learning styles can give some benefit, for example, we will learn and understand faster and have good progress so the learning process will become more effective.

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