

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. CONCLUSION

Here the researcher writes some conclusions as follows:

1. 22 students (36.0%) preferred in visual learning style and the mean score is 35.1000. 18 students (30.0%) preferred in Auditory learning style and the mean score is 36.9333. and 20 students preferred in Kinesthetic learning style and the mean is 35.7000. It can be concluded that the six semester students majoring in English Educational Program has no major learning preferences since the means of each learning style is fewer than 38. It means the three learning style is minor preferences since it range in 25-37.
2. The descriptive analysis of the TOEFL test score shows that the mean score is 441.2833. This mean score is in the level 420-480. So, it can be said that the English Proficiency of students majoring in English Education Program of STAIN Tulungagung is in the low intermediate level. This level means that students of English Education Program Have the ability to understand simple, low frequency spoken English used in routine academic and social settings whit some characteristics such as Usually understand: simple or routine directions, short simple conversations, and short simple discussions on familiar topics; often identify and distinguish key words and phrases necessary to

understand the general meaning; and request the speaker to repeat, slow down, or rephrase speech when failing to comprehend.

3. There is correlation between Visual learning style preferences and English proficiency of students at English Educational Program of STAIN Tulungagung since the coefficient correlation is 0.422, it is in the moderate level. The *sig (2-tailed)* value, 0.001 is less than level of significance ( $\alpha$ ) 5% then it can be concluded that there is a significant correlation between visual learning styles and participant's English proficiency. The hypothesis testing show that  $H_{a1}$  is accepted and  $H_{o1}$  is rejected.
4. There is no significant correlation between auditory learning style preferences and English proficiency. *Sig (2-tailed)* value, 0.221 is greater than level of significance ( $\alpha$ ) 5% then  $H_{o2}$  is accepted, and  $H_{a2}$  is rejected. Since the coefficient correlation is -0.260 that it means negative and very low correlation. It can be concluded that when auditory learning style increases the participant English proficiency will decrease.
5. There is no significant correlation between kinesthetic learning style preferences and English proficiency. *Sig (2-tailed)* value, 0.458 is greater than level of significance ( $\alpha$ ) 5% then  $H_{o3}$  is accepted, and  $H_{a3}$  is rejected. Since the coefficient correlation is -0.098 that that it means very low negative correlation. It can be concluded that when

kinesthetic learning style increases the participant English proficiency will decrease.

## **B. SUGGESTION**

### 1. For Students

The students should raise the awareness regarding their learning styles and English proficiency might make them not only more prepared for learning but also more analytic about their learning styles and the strategies they make use. Students need to understand their learning style to improve their speed and quality of learning.

### 2. For English lecturers or educators

The researcher hopes English lecturers would like to observe and understand the students learning style in order to match with teaching style. They should be able to mix and match the students' learning style and teaching techniques in order to improve the students' learning quality and get avoid students' demotivation, whereas a mismatch tends to have a dire outcome.

### 3. For Curriculum Developers

Language learners should be made aware of their perceptual style dominance in order for them to participate more actively and effectively in their own language development. Knowing students' general preference might make material developers to produce materials that both match students' learning styles and help them manipulate beneficial

strategies. Furthermore, language curricula, materials and instructional approaches should incorporate diversified activities to accommodate the students' need in learning second language classroom.

#### 4. For Further Researcher

It is hoped that this study will contribute or would be of any value to other researchers in conducting further research of the similar topic in more detail. So, his/her research can be more perfect than previous research.