



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

In this chapter the researcher concludes the result of the research and give the suggestion. The conclusions are:

1. The seventh graders' learning styles of MTsN 1 Munjungan are classified to three big VAK learning styles each of which has different percentage. The visual learners are 18 students out of 30 (60%), the kinesthetic learners are 7 students (23%), and the auditory learners are 5 students (17%). From those, it can be concluded that the visual learners are the most dominant.
2. The English teacher's strategies to accommodate the students learning are in line with the theory..
  - a. Visual learners

Teacher writes the instructions for all assignments, test, graph, chart and diagram, gives the summary or outline in every note. Teacher always demonstrates and models every assignments or tests. Teacher relates to imagery, metaphor and fantasy first when teacher wants to explain a new concept of vocabulary.



b. Auditory learners

Teacher provides oral reports on subjects even allows the students to listen to oral report by classmate. Teacher provides oral summary for all the explanations given, uses oral instructions for all homework assignments or tests, gives oral explanation for all graphs, charts, diagram and pictures, and also the English teacher applies brainstorming aloud with classmates before beginning a reading or writing assignment.

c. Kinesthetic learners

Teacher facilitates the students with small group discussion and problem solving activities, provides activities that encourage learning by doing interacting with others, and encourages the students in participating in role plays or simulation. Teacher allows the students to take a note during class lectures and discussions as the act of the writing aids concentration. Teacher facilitates them by going to field trips.

3. The students' responses toward the strategies applied by the English teacher are awesome. Most of them are satisfied with strategies applied by the English teacher. Only several students feel that the teacher sometimes can not accommodate their learning styles. It can be seen from their answer to the questionnaire in almost ten numbers they continuously prefer to support that the English teacher does accommodate their learning



style in the learning process. There are four questions of questionnaires that get 90% agree, and 3 questions which get 100% support that the English teacher is able to accommodate the students' VAK learning styles (see table 4.2).

## **B. Suggestion**

Finally the researcher has some suggestions for the students, the English teacher, and the next researcher.

1. Student: after knowing their learning styles they can increase their passion in studying English and improve their skills. So that they will be satisfied with every effort they did.
2. English teacher: accommodating the students' learning styles can help in many ways, so that keeping to consider their learning styles in every learning process is a wise way, not only ease the teacher in explaining some material, but also allows the students to ease them in understanding the materials.
3. For further researcher: the writer does hope for the next researcher to elaborate more from this research and find another interesting thing regarding the learning style and do the study intensively with more accurate data.