CHAPTER V

CONCLUSIONS AND SUGGESTIONS

E. Conclusions

Based on the data analysis of the research in the classroom activity in eleventh grade of IPS-1 at SMA Swasta PAB 4 Sampali in learning English speaking, some conclusion can be drawn as follows:

1. Among 30 students in eleventh grade of IPS-1, the students used Visual, Auditory and Kinestetic. Students most like the Khinesthetic learning style were 13 students, Visual learning style 10 students, and the lowest presentage was Auditory learning style with 7students.

2. English teacher in SMA Swasta PAB 4 Sampali combined theree learning style in one learning process, showing the video as a visual, explaination as a auditory and let the students actively practice English speaking.

F. Suggestions

Considering the conclusions above, some suggestions are presented in this part, as follow:

1. To the students, this research helped the students obtain information about learning style when they were learning English speaking. Conduct a study to identify and analyze the preferred learning styles of students when it comes to English speaking in a formal context. Utilize established learning styles models such as VAK (Visual, Auditory,

Kinesthetic) to categorize and understand the predominant preferences. Explore how different learning styles influence students' proficiency in English speaking. Determine if certain styles were more conducive to effective communication in formal English settings and whether tailoring teaching methods to specific styles enhances learning outcomes.

2. This research suggests to the teachers, that teachers must be aware that students had different learning styles to capture and understand the curriculum. So teachers have to find the best teaching techniques to made students more active in the classroom as well as the teachers need to Explore how different learning styles influence students' proficiency in English speaking.