

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

A conclusion is a reflective summary of the key findings of a study, highlighting how they relate to the research questions and what implications they have for practice or future research (Mertler, 2019). After conducting the research, conclusions were drawn to answer the objectives of the study. This study aimed to (1) to identify the dominants learning styles between male and female students, and (2) to analyze reasons that caused the gap of learning styles based on gender among students. Based on the research findings and discussion, the following conclusions can be made:

1. The findings from the questionnaire reveal that students demonstrate varied learning style preferences in learning English. Male students tend to prefer visual and kinesthetic learning styles, while female students show stronger preferences for auditory and read–write learning styles. These differences influence how students engage with learning materials and participate in classroom activities.
2. The gap in learning styles between male and female students are influenced by variations in learning behaviour, preferred learning activities, classroom interaction, and learning comfort. Male students are more responsive to movement-based and visually supported instruction, whereas female students benefit more from structured explanations, listening activities, and

written tasks. These differences are related to learning comfort and instructional alignment rather than students' academic ability.

5.2 Suggestions

A suggestion is a proposed course of action derived from the conclusions of a study, aimed at addressing problems, improving practice, or guiding further investigation (McMillan, 2020). Based on the conclusions drawn from the study, several suggestions are proposed for teachers, students, and future researchers.

1. For Teachers

Teachers are encouraged to adopt varied and flexible teaching strategies that accommodate different learning style preferences among male and female students. Integrating visual aids, auditory explanations, reading tasks, and kinesthetic activities in each lesson can help maintain student engagement and ensure equal learning opportunities. Teachers should also apply differentiated instruction, diversify assessment methods, and pay attention to classroom dynamics so that both male and female students can learn comfortably based on their individual preferences. Understanding these differences can help prevent misconceptions such as labeling students as inattentive or weak when the actual issue may be a mismatch between teaching style and learning preference.

2. For Students

Students are encouraged to become more aware of their own learning style preferences in order to improve their learning effectiveness. By

recognizing whether they learn better through seeing, listening, reading, or doing, students can apply strategies that match their strengths for example, taking notes, practicing vocabulary aloud, or using visual organizers. Students should also remain open to trying different learning techniques so they can develop versatility and adapt to various classroom activities, thus improving their overall English proficiency.

3. For Future Researchers

Future researchers are encouraged to explore similar topics using larger sample sizes, additional classrooms, or different grade levels to gain more comprehensive insights into gender-based learning differences. Observational methods, longitudinal studies, or mixed-methods approaches are also recommended to strengthen the validity of findings. Additionally, researchers may examine how technology-enhanced learning, cultural backgrounds, or socio-emotional factors further shape students' learning styles. Such studies can contribute to the development of broader and more effective educational strategies in English language teaching.