

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

This chapter presents the conclusions of the study based on the result and discussion in the previous chapter. In addition, this chapter also describes the implications of the research result for English language teaching and learning, as well as suggestions for lecturers, students, and future researchers.

A. Conclusion

Based on the results and discussion presented in the previous chapter, several conclusions can be drawn regarding students' learning styles and their classroom participation in the General English class.

First, the results of the research show that students have different learning style preferences based on the VARK model, which includes visual, auditory, read/write, and kinesthetic learning styles. Among these learning styles, auditory learning style appears to be the most dominant preference among the students. This indicates that many students prefer learning through listening to explanations, participating in discussions, and engaging in verbal interaction during the learning process.

Second, the results also show that students demonstrate different levels of classroom participation. Most students show a moderate level of participation in classroom activities. They tend to participate by listening to the lecturer's explanation, responding to questions, and engaging in group discussions. However, only some students actively participate by asking questions or expressing their opinions during the learning process.

Third, the results indicate that students' learning styles are reflected in their classroom participation. Students tend to participate more actively in learning activities that correspond to their preferred learning styles. For example, auditory learners tend to be more active in listening and discussion activities, while read/write learners participate through reading

materials and writing tasks. Meanwhile, kinesthetic learners tend to be more engaged in activities that involve practice and active participation. Overall, the results indicate that understanding students' learning styles can help lecturers design more effective teaching strategies that encourage students' participation in the classroom.

B. Implication

The results presented in this paper provide several implications for the teaching and learning process, particularly in English language learning.

First, recognizing students' learning style preferences is important in the learning process. Since students have different ways of understanding information, lecturers need to consider these differences when designing learning activities in the classroom.

Second, classroom participation can be improved by implementing various learning activities. Activities such as discussions, visual presentations, reading tasks, and practical exercises can help accommodate different learning styles and encourage students to participate more actively.

Finally, understanding learning styles can help lecturers create a more engaging and supportive learning environment. When teaching strategies align with students' learning preferences, students may feel more comfortable and motivated to participate in classroom activities.

C. Suggestion

Based on the conclusions and implications, several recommendations are suggested:

1. For Lecturers. Lecturers are suggested to apply a variety of teaching methods that accommodate different learning styles. Combining visual, auditory, read/write, and kinesthetic activities can improve student

engagement. Lecturers should also encourage more active participation by creating a supportive and interactive classroom environment.

2. For Students .Students are encouraged to understand their own learning styles and use them to improve their learning effectiveness. They should also develop other learning approaches to become more flexible learners and increase their confidence in participating actively in class.
3. For Future ResearchersFuture researchers are suggested to explore this topic further using different research designs and larger samples. They may also investigate other factors influencing student participation, such as motivation, teaching strategies, or classroom environment.