CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This section presents the conclusions of the study dealing with the designing and implementing learning tasks that accommodate the students' learning styles, the barriers faced by the teachers in accommodating the students' different learning styles, and the students' responses toward the learning tasks. This chapter also presents the suggestions and recommendations for further study.

5.1 Conclusion

The study findings revealed in the previous chapter showed that teachers had a clear understanding of designing learning tasks that accommodated the students' different learning styles. Data from observation, interview, and questionnaires indicated that teachers were aware that considering the students' different learning styles influenced the teaching and learning process. Teachers were also aware that they could understand better how the students learn on the basis of their learning styles and they got positive feedbacks from the students when the learning tasks designs were matched to each learning style of students. Generally, teachers were motivated to design learning tasks that could accommodate the learning styles of students. Moreover, teachers perceived that the implementation of learning tasks that

accommodated the students' learning styles needed support from the school, the teachers, the school's staffs, and the students.

The common problems faced by the teachers in designing and implementing the learning tasks that accommodated the learning styles of students were the learning tasks designs sometimes could not entirely accommodate each learning style of students and teachers could not pay more attention to each style of students during the learning process. To solve this problem, teachers tried to design the learning tasks that focused on the visual learning, auditory and kinesthetic learning techniques in every meeting. At this point, teachers had active roles to provide an effective learning environment, where students could use their learning style tendencies in every activity. Moreover, other problems encountered by the teachers dealt with the teaching preparation before coming to the class including the designing of effective lesson plan and the technical problems including the use of multimedia, the books, and the students' noise. To face these problems, teachers were aware that they needed extra work in planning the lessons and they should cooperate with the school's staff to help them when they should need media in the teaching and learning process.

The findings of the students' responses toward the learning tasks showed that students responded positively toward the learning tasks that were designed to accommodate their learning styles. The data from students' learning styles tests showed that in the class-selected, students preferred their own learning styles i.e.

visual, auditory, and kinesthetic. Students perceived that they got different experiences in every meeting, because they could explore the learning process. In English "khas" meetings, students also showed their enthusiasm to get involved in the simulations and games. Generally, the implementation of learning tasks based on the students' learning styles gave positive feedbacks from the students, as this allowed students to get involved in the learning tasks that were relevant to their learning style tendencies.

5.2 Suggestion

The findings of this study suggest some aspects of interest. First, the pedagogical implications of these findings in the classroom because it engages students to explore their language learning and develop their learning style tendencies through the use of effective learning tasks and media during the learning process. Second, there should be more motivation in the roles of teachers both designing and implementing the learning tasks that can accommodate the students' learning styles. The findings of the study can be such an enrichment to the improvement of the teaching and learning process in the classroom, where the students' different learning styles could be one of the considerations before designing and implementing the learning tasks. Moreover, the findings of the study are expected to give the picture of implementing the learning tasks that accommodate the students' learning styles, so

that the readers can be more challenged and more creative in planning the lesson and implementing it in the classroom.

Finally, there are some recommendations for further study in relation to the learning styles approach, since there are still many questions coming to the researcher's mind, which may be valuable to be answered in another study. The recommendations deal with identifying the teachers' teaching styles in the teaching and learning process and the effectiveness of media that are relevant to the students' learning styles in comprehending the materials.