CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions which are drawn from the data, and based on the conclusions; suggestions are given both for practitioners or further researchers.

5.1. Conclusions

Based on the findings and discussions presented in the previous chapter, several conclusions can be drawn.

First, concerning the first research question: "Do the provisions of activities according to students' learning styles develop students' speaking ability?", the data showed that there was a significant increased mean scores among the groups from the pretest to posttest scores. It is concluded that providing activities according to students' learning styles develop students' speaking ability.

Second, regarding the second research question: "which activities do help more each group of learning styles (visual, auditory, kinesthetic) to develop their speaking ability?" the ANOVA computation listed that there was a significant difference among the groups in each session.

The study concludes that picture describing and narrating activity helps more visual learners to develop their speaking ability, discussion

activity helps more auditory learners to develop their speaking ability, and role play activity helps more kinesthetic learners to develop their speaking ability.

Third, earlier studies conducted in other countries have consistently indicated a positive relation between the learning style and ESL/EFL. This research has also indicated that matching teaching styles with the students' learning styles improved the students' achievement in their speaking ability. The improvement in the learning style of learners through the provision of activities based on the students' learning styles has also changed students' attitudes, motivation and performance.

5.2.   Suggestions

As the completion of this research, the following suggestions can be given:

First of all, to the teachers, it is suggested that teachers should understand and respect individual's diverse learning styles. Teachers should employ instruments to identify students' learning styles and provide instructional alternatives to address their differences, and that teachers plan lessons to match students' learning styles while at the same time encouraging students to diversify their learning style preferences. By doing this, teachers can assist students in becoming more effective language learners.

Secondly, to other researchers, since this present study covered only three groups of learning styles, investigated only one class and one field of teaching i.e. teaching speaking, so the findings cannot fully reflect the real description of the process of matching teaching styles and students' learning styles in developing students' learning achievement. Therefore, it is suggested for other researchers, to conduct another study on the discussion of providing learning activities based on students' learning styles covering larger sample, more time, many more classification of learning styles, and other field of teaching to find out whether or not matching teaching styles and students' learning styles improves students' learning achievement.