CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter covers the conclusion and recommendation of the research. The section will be outlined based on the research findings. The researcher also has revealed the recommendations for future research to explore more about learning styles.

5.1. Conclusion

this research explores the learning styles identified in the english classroom at smpn 97. the result has shown that each student applied various learning styles in order to learn the target language properly. The total frequency of visual learning styles that appeared in five times observations was 12 times from 11 learners. The characteristics were: use underlining words with different color appeared two times, use gestures of body language appeared five times and draw things to show ideas appeared five times. The total frequency of aural learning styles that appeared in five times observations was 12 times from 11 learners. The characteristics were: discuss the lesson themselves silently appeared one time, like to join oral session appeared five times. Explain things by talking appeared four times and listen to those who know a lot appeared two times. For learning style number three, the total frequency of read/write learning styles that appeared in five times observations was 11 times from 10 learners. The characteristics were: like to write reports appeared four times, use printed handouts appeared two times and use dictionaries and glossaries or articles appeared five times. For learning style number four, the total frequency of kinesthetic learning styles that appeared in five times observations was

five times from four learners. The characteristic was: Like to study practical lessons. It has also been supported that the most identified learning styles appeared five times in observation and interview five students, are visual and aural.

Regarding the result of this research, the most identified learning styles are visual and aural learning style. visual learning style in the classroom usually learn by using bullet points or drawing things that are related to the material in their textbook. When another topic of English lesson is delivered, the students can adapt the styles that are suited best to learn the material. While aural leaerning style indicated through listening to their teacher and reading the topic silently. The students believe that when they did not get any understanding from the teacher, they need to discuss the material in pairs or groups in order to help them build their own understanding. However, for reading/writing and kinesthetic learning style has not been completely identified in English classroom because the data sampling was lack and randomly taken.

According to Neil Fleming (1992) for Read/Write learning style, it places importance on the accuracy in language and are keen to use quotes, lists, texts, books, and manuals. They have a healthy reverence for words (Fleming, 1992). For kinesthetic learning style, stated that using many senses (sight, touch, taste, and smell) and practical learning to acquire information from the environment to experience and learn new things (Fleming, 1992). Those with a Kinesthetic learning style often discover academic learning difficult because it may be conceptual and abstract when they prefer reality and concrete situations.

Based on the final term of students, the identified style defines students' academic achievement at SMPN 97 Jakarta. Those who define as high academic achievement comes from aural learners. while for visual learners are getting a little lower than those visual learners. in fact, the theory that learning styles define academic achievement stated that "By matching a learners' learning style to a specific teaching style can increase student achievement and satisfaction" (Manochehri & Young, 2006) goes with these research findings.

5.2. Recommendation

There are several limitations occur in this research they are; the data source has only taken from one class of Eight Graders in SMPN 97 Jakarta, the researcher has un-generalized the result of the study. When different or more classes may have taken, the data and conclusion could have shown a different result. The main focus of the research is only to explore the learning styles of junior learners in learning English Expression applied by Eight Graders at SMPN 97 Jakarta. The target participant has also come only from one class and taken only two learning styles identification, in caused the researcher has only taken a lack and random sample of five students in the interview section. The researcher recommends for future research to explore learners in different kinds of education level and strongly suggests to add more classes and participants in order to get more data and also possible to explore all kinds of learning styles.