

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the results of the research and the suggestions from the researcher to the other researchers and English teachers who want to conduct the research about identifying learning styles in relation to the use of learning strategies in learning reading.

5.1. Conclusions

1. There are three types of learning styles that the learners belong to at the first grade of SMAN 3 Bandar Lampung. It was seen from the previous discussion that there are found the learners prefer to be actively engaged in class activities or they belonged into kinesthetic learners with the result of 15 kinesthetic learners (46,88%). Besides, there were 9 visual learners (28,12%) and 8 auditory learners (25%).

The learners with different styles have different characteristics and behaviors. The visual learners, who assimilate information most effectively by reading or seeing something, prefer information to be presented by visual aids, require explanations of diagram, graphs, or visual directions, and they like to read a lot. However, auditory learners, who process information through sound, learn by listening to others, and learn

by talking and hearing themselves, may remember information by reading aloud when they are learning new material. Then, they benefit from hearing audio tapes, lectures, and class discussions. In addition, kinesthetic learners need to be actively (bodily) engaged in the learning process with real world activities and with activities that have meaning to the learner. They remember information well when they actively participate in discussion in the classroom. Then, a combination of stimulated, for example an audiotape combined with an activity or a written direction combined with an activity, will help them understand new materials.

2. The visual, auditory and kinesthetic learners used different types of reading learning strategies as EFL at the first grade of SMAN 3 Bandar Lampung. Visual learners was mostly used cognitive strategy in learning reading as EFL with mean 3.99 and standard deviation .11 and they used metacognitive strategy almost frequent with the use of cognitive strategy in learning reading as EFL with mean 3.96 and SD .21. Besides, kinesthetic and auditory learners mostly used social strategy in learning reading as EFL with mean 3.86 and SD .24 and auditory learners with mean 3.58 and SD .34.

Furthermore, visual learners mostly used cognitive and metacognitive strategies because the visual learners have some characteristics and behaviors in learning which make them prefer to use those strategies in learning English reading. Based on visual characteristics which usually assimilate information most effectively by reading or seeing something,

the learners who used cognitive strategies are seen as mental processes and directly concern with the processing of information in order to learn. In addition, from the questionnaire result the learners who use of metacognitive are found frequently use strategies such as *planning*, *managing*, *monitoring*, and *evaluating* in learning reading.

Then, auditory and kinesthetic learners mostly used social strategy in learning English reading because they have the characteristics and behaviors in learning which make them prefer to use social strategy in learning reading. Based on auditory characteristics which previously discussed, in social strategy the learners usually learn reading by listening themselves or others. They may cooperate with other learners to solve reading task or understand about text. Besides, learners could study reading by involving in social activities like discussing or working together with peers. Furthermore, based on kinesthetic characteristics which previously discussed, the learners usually use social strategies like cooperate with other learners to solve reading task or understanding about text. Besides, learners could study reading by involving in social activities like discussing or working together with peers. Then, in understanding the reading task, usually kinesthetic learners like to move and join in the real activities.

In addition, in learning reading, the visual, auditory, and kinesthetic learners used metacognitive strategy as the second preference. The visual

learners used the four steps of metacognitive strategy, *planning*, *managing*, *monitoring*, and *evaluating* in learning English reading. However, the auditory learners only used *monitoring* and *evaluating* in metacognitive strategy. Then, kinesthetic learners only used *evaluating* in metacognitive strategy. In the other words, auditory and kinesthetic learners only used some strategies of metacognitive which appropriate to their learning style.

5.2.Suggestions

Related to the problems of this research and the information from the discussions of this research, the researcher suggests:

1. To the English teachers to explore more information and knowledge about the importance of learning styles, thus making a more productive learning experience and enjoyment among the learners. By identifying learning styles and strategies in learning, the teacher will be more creative in choosing appropriate techniques and methods in learning process because they know what characteristics that the learners have and what they need so that learners' interest in learning will be improved. From the result of this research, there were found that every style has the characteristics of processing the learning process. For example, if most of learners in one class have visual style, the teacher can use techniques such as explaining through visual aids, if most of learners in the class have auditory styles so that the teachers can use audio in learning process, then if most of learners in the class have kinesthetic style, the teacher can make kind of activities which ask the learners to do something or move. Moreover, the teachers

may use many strategies in learning process, especially in reading. They may use cognitive, metacognitive, and social strategy. However, the teacher should know their learners styles, so that the teachers can choose appropriate strategies for their learners, since not all the learners enjoy such kind of strategies in learning process. As the result from this research that the visul learners used cognitive strategy in learning reading, auditory and kinethetic learners used social strategy in learning reding. This can be a consideration for the teacher to choose appropriate strategies in learning. With many kinds of strategies used by teachers in the learning process by determining learner' styles and characteristics, so that the learners will easily process the information and knowledge from the teachers and the learners will have better understanding and achievements.

2. For further research, the researcher should find out learning styles used by learners in the different grades and find out the strategies used by learners in relation to their learning styles. The researcher should investigate the strategies in other skills, for example listening, speaking, and writing, in order to find out appropriate strategies which can be used by learners based on their styles.