

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is the last chapter which is for concluding the whole research result and collaborating some suggestions related to the correlation between students' learning style and English achievement.

5.1 Conclusion

From the research finding and discussion above, there are some conclusions which can be taken, such as:

1. The calculation of pearson's product-moment finds the relationship (r) values are 0.187 and 0.818 at 5% level. It shows that there is positive and weak correlation between students' converger learning style and English achievement and there is positive and strong correlation between students' concrete learning style and English achievement for the students of Muhammadiyah junior high school 1 Gresik at 8th A grade. It means that students' learning style and English achievement sometimes can contribute for each other to make better of English achievement.
2. There is no significant correlation (sig. = 0.605) between students' converger and English achievement and there is significant correlation (sig. = 0.024) between concrete learning style and English achievement for the students of 8th A grade at Muhammadiyah junior high school 1 Gresik. It means that the first significant correlation was accepted the null hypothesis since the

significant value is higher than α (0.05) and the second significant correlation was rejected the null hypothesis since the significant value is lower than α (0.05). So, based on the result of hypothesis testing can be said that converger learning style cannot influence and be used as the predictor of students' English achievement since the result of the correlation coefficient was positively and weak and the hypothesis testing was no significant correlation, and concrete learning style can influence and be used as the predictor of students' English achievement since the result of the correlation coefficient was positively and strong and the hypothesis testing was significant correlation. Because the students' concrete learning style had correlation toward students' English achievement, could be used as the predictors of students' English achievement. They also could help the students in improving their learning style. Because its learning style type, could help the students to be more critical.

3. Learning style made the students more enjoy in learning language by their own way. It also made the students realized that learning style was very needed for helping the students during learning language to reach their English achievement. The students would accustom with their own model of learning to make easier in learning process. If the students chose the appropriate learning styles, they would have good English achievement. Thus, this study provided learning style toward not only English achievement, but also students' writing skill.

5.2 Suggestion

Since the research has already done, the researcher gives some suggestion for the further researcher, as following:

1. Since the students' converger and concrete learning style and English achievement are weak and positively correlated and students' concrete learning style and English achievement are strong and positively correlated which imply that both of the them give different correlation, conducting an experimental study to find the correlation for all of the students' learning style types in learning language in achieving their English achievement will be much better for further study.
2. As we know that English has been useful for students' future by realizing that we live in modern era right now. In this case, students need to develop their learning style. In addition, English should be learned earlier by the students to remember that its language is used as international language.