

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer makes the conclusion and suggestion of this study. This is the last chapter which presents some conclusions as well as some suggestions concerning the result of this study in the previous chapter.

5.1 Conclusion

The finding of the preferred learning style of management students is a group. From those six kinds of learning styles in the questionnaire, mostly students of management in the first semester preferred in group learning style. While the most preferred of management students were group, they showed the least preference of learning style was individual. In spite of that, it found a difference in learning styles between male and female students. The most favorable and the least favorable of male students were auditory and individual learning styles. For female students, they preferred group learning style. Such male students' least preference, female students also showed individual learning style was the least they preferred.

The data from the questionnaire and observation check-list showed that most students from seven classes in management in the first semester were a group. The questionnaire revealed that group had the highest score from the other five kinds of learning styles. When the writer observed students learning in the class, they showed that they like learning with at least one other student. They like working with two, three or more classmates to do their task. Therefore, it suitable for the characteristic of the group learning style in the observation check-list stated from Reid.

The data questionnaire revealed that individual learning style was students' disfavorable style. It was suitable when the writer observed in the class that rarely students worked individually. They were active to work with others. Even there were one or two students in a class who worked individually. The number of them was very small.

About male students, they preferred auditory learning style. As in characteristic of auditory, male students were easier in getting the information through hearing from lecturers, conversing with lecturers, the learning process would benefit in group discussion, also teaching and sharing with others. Therefore, mostly male students chose items that stood from auditory.

About female students most preferred in learning style was a group. As the questionnaire data that the highest score was a group. In observation, it could be known that female students were easier to have relations and connections with others. Therefore, they like learning with two or three classmates. They enjoyed and felt easier in doing the task with their classmates.

Other than that, it revealed that individual learning style was what female and male students did not enjoy it. The score showed individual was the least from the other five learning styles. It related to the explanation of the group as the most favorable learning style. Female and male students liked learning with their classmates than the individual. It showed not a big number of students who learned individually.

The result of the study revealed that every student had their own way of learning. Every student had differences in choosing what made them enjoyed learning and easy to get the information. It also revealed from theory in the book of Michael Gurian. It stated that in the brain, there were some parts that made students decided to choose in the best way how they learned. In this study, it showed that male and female students have different preferences in learning style. Even the result showed not significantly different, but the result showed differences.

Comparing with the other result of the research before, it showed that the result of this study was far different. This study revealed that the group was the most preferred learning style of management students, and the individual was the most students dislike in learning English. In contrary the other studies before revealed that kinesthetic was the most students preferred in learning style. Just like in the study from (Naserieh et al., 2013) which revealed kinesthetic as the most preferences learning styles. The other studies about

students' preference in learning styles showed the different preferences of learning styles toward this study. It may be argued that there were some aspects that made the students' preferences in learning styles were variant and different. It may be from the purpose of study, students need in learning such students who took English as Academic Purpose and English in General, certain language skills, and even field of study. Those aspects could be the contribution of this study.

5.2 Suggestion

In this point, the writer tries to give suggestions toward every research answer, next researchers, English lecturers and management students;

1. The first research question asked to answer about perceptual learning styles preference in Management students that the focus of study can be spread out. The learning style may be investigated by examining the field of study and the purpose of the study. The result will be consistent with this study or even different results of the study.
2. This study had revealed the second research question about the differences students learning style preference between male and female students. The result of this study was different from the result of some previous studies. In spite of that, the possibility of examining age and field of study may have different priorities of students learning style preferences, especially for male and female students. It may be advised that gender also impacts toward the age of them and the field of study.
3. For English lecturers; by identifying preference learning styles of management students, they will have a better knowledge of teaching styles in management students. In addition to it, the lecturers can adjust the media or the way how to teach more enjoy.
4. For management students; they will know about their learning style through a questionnaire. By knowing it, they can adjust their learning styles in the learning process toward the lecturers and toward their classmates.