

CHAPTER V

CONCLUSION, IMPLICATIONS AND SUGGESTIONS

This chapter describes the conclusion, implications, and suggestions of the research.

A. Conclusions

This research aimed to determine whether there is a correlation between students' learning styles and English academic achievement of tenth-grade students at SMK Yasemi Karangrayung. Based on the findings of the research and discussions presented in the previous chapter. The results of the Spearman's rho test showed a correlation coefficient of 0.136, The statistical analysis resulted in a significance value of 0.193, which was above the 0.05 criterion. Therefore, no statistically significant association was found between students' learning styles and their English academic achievement. As a result, H_0 was accepted and H_a was rejected. Furthermore, 20 of 93 The findings also revealed that some students preferred a multimodal approach to learning, in which they used more than one learning style. The presence of students with more than one learning style showed that not all students had only one learning preference. This can also be seen from the research results, which showed that the mean English academic achievement scores among the different learning style groups were not significantly different.

The interview results also supported the findings in this research. The interviews showed some difficulties that students experienced in learning English. Some students said that their motivation to learn English was low and that they were less interested in the subject. In addition, students also had difficulty understanding vocabulary and reading because there were many words or texts that they could not

understand. Some students also asked for help from friends or used technology like Google Translate. The results showed that students had different conditions and learning difficulties, so their English academic achievement could not be measured only by their learning styles.

B. Implications

Based on this study, several theoretical and practical implications can be proposed as follows.

1. Theoretical Implications

The findings of this research indicate that there is no significant correlation between learning styles and students' English learning achievements. This implies that learning styles are not the sole factor determining academic success. Specifically, the presence of 20 multimodal students shows that some students have more than one learning style preference. Furthermore, the interview results reveal that students face various challenges, including low motivation, difficulties with vocabulary, and the help they receive from friends and digital tools. These findings suggest that students' academic achievement is related to several factors, not only their learning style. Therefore, these results reinforce the theoretical perspective that academic achievement is a complex outcome influenced by a combination of multiple interconnected factors rather than being dictated exclusively by a student's preferred learning style.

2. Practical Implications

The findings of this research may be used as input for teachers in selecting teaching methods. Because no significant differences in learning achievement were

found based on students' learning styles, teachers do not need to focus on a single learning style. Instead, teachers can use various teaching methods so that all students have an equal opportunity to understand the material. The presence of 20 multimodal students suggests that teachers can use different learning activities because some students have more than one learning preference. The interviews also found that some students had low motivation and difficulties with vocabulary and reading. Therefore, teachers can pay more attention to these difficulties while still using various activities in English lessons. For schools, the results of this research highlight the importance of creating a comfortable learning environment and supporting activities that can enhance students' motivation and readiness to learn. Meanwhile, for students, this research shows that academic success does not only depend on their learning style but also on their effort, motivation, and the use of various learning strategies that meet their needs.

C. Suggestions

1. For Teacher

Teachers should use varied teaching methods and not just focus on one learning style. Learning activities can be created by combining explanations, reading, writing, discussions, and practice so that students can learn in different ways. Teachers also need to pay attention to students' motivation in learning English, for example, by connecting the material to everyday life or the students' areas of expertise. In addition, vocabulary exercises should be given regularly because some students still have difficulty understanding English due to the many words they do not yet know.

2. For Students

Students should try various methods of learning English and not just use one approach that is considered best for their learning style. Students also need to practice more often and improve their vocabulary independently because vocabulary is one of the difficulties found in this study. Additionally, Google Translate can be used to help understand the material or assignments. However, students still need to try to understand and complete tasks with their own abilities so that their English skills can improve.

3. For Future Researchers

Future researchers can use mixed methods by combining data from quantitative research and interviews. This method can provide a deeper understanding of students' learning results and the conditions they meet while learning English. Because this research did not find a significant relationship between learning style and English academic achievement, future research could explore other factors, such as learning motivation or vocabulary mastery. Research on the use of Google Translate in helping students learn English can also be conducted on vocational high school students.

4. For School

School are expected to continue supporting the creation of a conducive learning environment and provide support to teachers in developing more varied teaching methods. Additionally, schools can also hold activities or training sessions that help teachers understand students' learning characteristics so that the learning process can be more effective.