CAHPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusions which we can draw from the results of the analysis are the following.

1. The most dominant learning style category of the students of EED UMK in the four dimensions, Active – Reflective, Sensing – Intuitive, Visual – Verbal, and Sequential – Global, is *balanced*, which covers 60.10%. In other words, the general learning style profile of the students of EED UMK is *balanced*.

2. For the four dimensions, *balanced* category for both male and female is the most dominant category, although the percentage of males who are *balanced* is a little bit higher than that of female: the percentage of the male who are *balanced* is 60.51 while that of the female is 59.89. Furthermore, for *moderate* and *very strong* categories the percentages are relatively the same for both male and female: 9.06% and 9.71% respectively.

   Further analysis using Chi-square test of independence indicates that in the *level of significance* (α) .05 and *degree of freedom* (*df*) (c – 1)(r – 1) = (2 – 1)(5 – 1) = 4, there is no significant relationship between gender and learning styles dimensions: the two variables are independent.

Specifically, based on these sample data, the probability of the students of having certain learning styles dimension is independent on the gender of the students.

3. Based on the 6 subject preferences (Listening, Speaking, Reading, Writing, None, and Others), *balanced* is the most dominant category for all learning styles dimensions. Among the *balanced* categories, however, sequential – global dimension is the highest (70.67%), followed by active – reflective (62.50%), sensing - intuitive (57.21%), and the lowest visual – verbal (49.52%).

   For the relationship between learning styles and subject preference we conclude that based on the sample data, at α .05; *df* = 20 the probability of the students of EED UMK of having certain subject preference *is not wholly* dependent on their learning styles dimensions:

   a. the subject preference of the students of EED UMK who are Sensing – Intuitive and Visual – Verbal depends on their learning styles dimensions because at α .05; *df* = 20 Sensing – Intuitive and Visual – Verbal learning style dimensions have significant relationship with subject preference.
   b. the subject preference of the students of EED UMK who are Active – Reflective and Sequential – Global does not depend on their learning style dimensions because at α .05; *df* = 20 Active – Reflective and Sequential – Global learning style dimensions are not significantly

related with subject preference.

B. Suggestion

This research is important to conduct because the results are beneficial for the students, the lecturers, and the department.

1. Suggestion for the Students of EED UMK

Although the general profile of the learning style category is *balanced*, it is suggested that each student understands his/her learning styles to know if he/she has an extreme learning style, i.e. *very strong* in certain dimension. By understanding his/her own learning styles, he/she has reached one point of self-understanding, which is very important in SCL. This can be done quite easily by accessing any sources which provide learning styles inventory, such as one which is used in this research, i.e. *Index of Learning Styles Questionnaire* from http://www.engr.ncsu.edu/ learningstyles/ilsweb.html.

2. Suggestion for the Lecturers of EED UMK

a. Lecturers may choose various learning strategies, becasue the general profile of the learning style of the students of EED UMK is *balanced* (60.10%). This prefered category of learning styles coresponds with various teaching styles. This is also because this research reveales that threre is no significant relationship between gender variable and learning styles variable (Refer to the characteristics of learners for each learning styles simensions on page 12 of this report).

b. Ask the students to report their learning styles at the beginning of the lecture. This is because there is 9.50% of the students who are *very strong* in one dimension. This kind of students are potential to get problems if their learning strategies do not match with their learning styles. The importance of understanding their own learning styles is supported by Nelson et al., 1993 (as quoted by Mulalic et al., 2009) that students who completed learning styles inventories at the beginning of the course achieved better at the end, and those students who were participating in learning style workshops persisted in the universities in larger percentages than those who did not participated in the workshops.

c. Suggest the students to match their learning styles with their learning strategies to facilitate their outonomous learning, especially those whose learning styles are extreme.

3. Suggestion for EED UMK

It is suggested for EED UMK to give both the lecturers and the students understanding about learning styles. This can be done by integrating material about learning styles into one of the subject in the curriculum.

4. Suggestion for Further Research

a. The fact that there is no relationship between gender variable and learning styles variable leads us to suggest the next researcher to use more balanced samples between male and female, because in this research the number of female samples is greater than that of male.

b. The fact that only for 2 dimensions of learning styles (Sensing – Intuitive and Visual – Verbal) which have significant relationship with subject preference leads us to suggest the next researcher to investigate those who have extreme dimensions of learning styles, i.e. those whose learning styles category is *very strong* in one dimension, in relation their subject preference.