CAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study was conducted to analyze students' learning styles in relation to their English speaking skills at SMAN 1 Tembilahan Hulu, based on the awareness that learning styles play an important role in successful language acquisition, especially in speaking a skill that is considered important but difficult for learners. The background of this study highlights the challenges faced by students in mastering speaking skills due to lack of awareness and use of appropriate learning styles. With the aim of identifying the most dominant visual, auditory, or kinesthetic learning styles among 11th grade students, this study used a quantitative descriptive method using a questionnaire as the main instrument. The population consisted of 329 students, and 100 of them were selected through random sampling.

This study is based on various learning style theories, which emphasize how each style (visual, auditory, kinesthetic) affects the learning process differently, especially in language learning. The analysis shows that, overall, the students' learning styles are categorized as "Good," with an average score of 277.625. Among the three styles, the auditory learning style emerged as the most dominant, supported by the highest average score and consistently high results in all related questionnaire items. This suggests that students are more likely to improve their speaking skills through auditory listening, imitation, and repetition. This finding is in line with the existing theory that

students learn more effectively when instruction matches their preferred learning style.

Furthermore, this study makes significant contributions to teachers by providing insights for more targeted instruction, helping students become more aware of how they learn best, and supporting educational institutions in shaping more effective and inclusive language curricula. In conclusion, recognizing and utilizing students' dominant learning styles especially auditory can play a significant role in improving their English speaking skills and enhancing the overall teaching and learning process.

B. Suggestion

Based on the findings and conclusions of this study, some suggestions are offered for teachers, students, future researchers, and educational institutions to improve the teaching and learning of English speaking skills through a better understanding of students' learning styles.

1. For teachers

English teachers are encouraged to pay more attention to each student's learning style, especially the auditory learning style which is found to be dominant among students at SMAN 1 Tembilahan Hulu. Teachers can design lessons that include more listening activities, pronunciation exercises, dialogues, and the use of authentic audio materials such as podcasts and native speaker recordings. By aligning teaching strategies with students' learning preferences, teachers can foster a more engaging and

effective learning environment that supports students' speaking development.

2. For students

   Students should be encouraged to identify and make use of their preferred learning styles to improve their English speaking skills. Since many students prefer auditory learning, they can enhance their learning by listening to English media such as songs, podcasts, and conversations, and by practicing speaking through repetition and oral interaction. Self-awareness of one's learning style will help students become more independent and strategic in their learning journey.

3. For future researchers

   Students should be encouraged to identify and utilize their preferred learning style to improve their English speaking skills. Since many students prefer auditory learning, they can enhance their learning by listening to English media such as songs, podcasts, and conversations, and by practicing speaking through repetition and oral interaction. Self-awareness of one's learning style will help students become more independent and strategic in their learning journey.

4. For education institutions

   Schools and policymakers are advised to integrate learning style awareness into curriculum development and teacher training programs. Providing professional development for teachers on differentiated instruction and learning style adaptation can significantly improve teaching

effectiveness. In addition, schools can create learning environments that accommodate diverse learning preferences through varied instructional media and flexible teaching strategies.