CHAPTER V

CONCLUSION AND SUGESSTIONS

5.1. Conclusion

Based on the results of observations and questionnaire analysis, it can be concluded that the relationship between English learning strategies and thinking styles of Grade IX students at SMP Negeri 14 Kupang is significant. Most students tend to choose learning strategies that match their thinking styles. Students with analytical thinking styles often prefer structured and rule-based strategies, such as memorizing grammar or using dictionaries. Meanwhile, those with intuitive or mixed thinking styles are more likely to choose strategies involving media, collaboration, and exploration, such as watching English films, discussing with peers, or listening to music.

The learning process observed in the classroom also supports the idea that various strategies can be effective if they align with students' individual preferences. Although learning atmosphere was conducive and relaxed, media used were still limited. This suggests a need to diversify instructional materials and methods to accommodate different thinking styles more effectively.

In general, students demonstrate adaptive tendencies by combining multiple strategies based on their needs. This finding highlights the importance of understanding students' thinking styles to design more effective learning strategies, which in turn can enhance motivation, participation, and academic achievement in learning English.

5.2. Sugesstions

1. For Teachers

    Teachers are encouraged to identify and consider diverse thinking styles of their students when designing lesson plans and selecting teaching strategies. Integrating a variety of instructional media and collaborative activities can help accommodate different learning needs and make classroom more engaging.

2. For Students

    Students are advised to explore different learning strategies to find those that best suit their thinking styles. By understanding students preferences in processing information, they can optimize their learning efforts and become more independent and confident learners.

3. For Schools

    Schools should provide support in the form of resources, training, and classroom facilities that promote differentiated instruction. Encouraging innovation in teaching methods that will help fostering a more inclusive and effective English learning environment.

4. For Future Researchers

    It is recommended that future researchers examine a larger sample size and incorporate other variables such as learning motivation, self-efficacy, or classroom environment. Using a mixed-method approach may

also provide a more comprehensive understanding of complex relationship

between learning strategies and cognitive styles.