

CHAPTER IV

CONCLUSION AND SUGGESTION

This chapter is divided into two parts, namely, conclusions and suggestions. In conclusion, the researcher will discuss the results of the research which includes chapter 1, which is about how the process of learning styles and listening skills in 21st century English is currently and chapter 2 is about the needs prepared by students in responding to learning English by using their learning styles in the 21st century. The suggestion discusses the researchers' expectations for English teachers and future researchers about the importance of paying attention to learning styles.

4.1 Conclusion

This study shows that listening skills learning styles in the 21st century have 3 indicators classified as follows: (1) exploring the needed of learners' learning styles (visual, auditory and kinesthetic), (2) student needs in learning listening skills based on learning styles, and (3) using media technology and 4c skill in learning listening english based on learning styles.

Based on the findings of this study, the first indicator is exploring the needed of learning styles for learning English, especially for learning listening English, in this reseach there are three various learning styles, for the first, learning visual in listening skills, visual learning styles in 21st century English listening learning. The needs of students in learning English as a foreign language certainly require many ways to make it easy to understand, of course this will also involve learning styles, namely materials or media that are made specifically relevant and in accordance with student learning styles according to targets and needs, students' needs are material or media that displays many pictures, mapping or main illustrations, and many colors, making it interesting to read and understand. Second, auditori learning in listening skills, students' needs are materials or media that are more likely to use loud audio or sound in presenting the material, making it interesting to read and understand. thrid, kinesthetic learning in listening skills, students' needs are that they prefer to

study outdoors, so it is interesting to practice and understand directly. As well as the need for students to have motivated to read.

The need to listen is to have skills and creativity in using media that can help you become a good listener. The second indicator of student needs in learning listening skills also using media and the internet is that students must have digital skills. and knowledge in digital skills means knowing how to use the internet, how to browse. Another need is to have digital literacy, which is to be able to sort and choose which sources are accurate. The third indicator is the need for students to use media or the internet to evaluate what has been obtained in learning listening skills, they must know what media or applications are effective for evaluating language learning. A very common requirement is to need access for an internet connection to access. Then the needs of students in determining learning objectives in foreign language learning are, knowing the problem of material that has not been or has not been understood. From these problems, students will determine learning objectives. The next need for students in monitoring the acquisition procedure is to know what has been obtained or understood. Then from the results of the evaluation that has been carried out the student process is able to find out what is lacking. the last is the most important process, namely the use of media and the internet. Student needs broadly require a variety of English-language media, such as applications, films, music, or online dictionaries. Thus, the process experienced by students while studying by using learning styles and also utilizes the internet as a forum for students to achieve their needs in the 21st century. For the last indicator is using 4c skill in listening skill based on learning styles, in four 21st century skills, namely creativity, communication, collaboration and critical thinking in learning to listen to English based on learning styles will certainly be appropriate and equitable by analyzing student needs. With this will be a companion to face the tough competition out there. From the learning style, it will focus more on what students need, thus 4c is used as a facility in learning.

The results of the research from the first research question using CLR collecting data show that learning styles in listening skills in the 21st century, in general, there are 3 learning styles, namely 1) visual learning styles which learn to listen by focusing more on pictures as illustrations and on style. this learning tends to be weak in listening, 2) auditory learning styles really show expertise in listening to audio, and 3). Kinesthetic learning styles tend to like to practice directly in understanding the material.

In summary, from the results of the research on the second research question, namely the needs of EFL students by using learning styles in listening skills in the 21st century, after conducting in-depth informal interviews, the researchers asked several questions to 5 students with the result that 3 out of 5 were students with auditory learning styles, and 1 student with visual learning style and 1 student with kinesthetic learning style. After the researchers have succeeded in determining the student's learning style, then they begin to identify the needs of these students with their respective learning styles. It was found that the needs of students who have an audio learning style require a soundproof room so they can focus more on listening to audio, they also need media that supports and facilitates their needs such as listening to music on certain platforms such as, Spotify, podcast, radio, BBC etc., they require take a note while audio is playing, they need clear audio. Then the researchers found students with visual learning styles with the need for listening learning, which requires pictures, diagrams, illustrations with colored pens to make them more attractive, presented with a touch of technological media such as in films, YouTube videos, social media that displays interesting videos about languageEnglish.

Meanwhile, with a kinesthetic learning style, they need a large and outdoor study space to be more active and free, requiring keywords to mumble while listening to audio listening. after passing the needs analysis, it is hoped that the learning styles of students can be met, so that the analysis of student needs can be developed into a learning that can cover all learning styles by utilizing 21st century skills. Students can channel their writing ideas through critical and creative thinking and improve mastery of the material, spelling, grammar, and

punctuation through their own learning style. However, it is also the job of a teacher who teaches language subjects, especially English who specializes in listening skills, must plan more creative teaching and learning activities as learning activities that are student-centred and allow students to master various content effectively. through active engagement and discussion. However, this study also found shortcomings, namely that it is still not optimal to implement 21st century skills. This researcher recommends that further research be carried out, so that it can be used for learning 21st century skills to students in the form of analyzing the needs of learning styles in learning English, especially complete listening skills.

4.2 Suggestion

In this section are important issues for further research. The researcher made suggestions in four ways, for teachers, for students, for other researchers and for material makers. This point is based on the significance of the study, there are:

4.2.1Teacher

This research suggests for teachers, because the teacher is an educator who can really determine how the world of education runs, in addition to having a duty or responsibility to encourage and help students, of course the teacher is a leader for students in the realm of education. In addition, the teacher also has the responsibility to guide and assist students in understanding the material according to the way students learn or it can be said that a teacher is advised to be able to make students choose their way of learning by the way they understand the material in their own way.

4.2.2 Students

This research of course also has suggestions for students, students are the main targets in this research because it is based on student data in using learning styles as learning strategies and as their way to learn in their own way

so that they more easily understand the material presented, in this case. students are also aware of the importance of using the internet to find learning resources, assisting skill needs, as well as being a forum for determining learning goals, in the process of evaluating what has been obtained so that it can measure the extent of students' abilities in learning, of course it can also be a tool to monitor the learning process and acquire listening skill by using the media. In learning, the use of the internet can be an interesting thing for students to explore. In this study, it can also be used as a guide for students in developing their 4c skills, namely communication, collaboration, creativity, and critical thinking because this research is based on the process of how students learn listening skills in 21st century classrooms.

4.2.3 Other Researcher

For further researchers who wish to conduct research on the analysis of learning needs and listening skills in the 21st century, the first thing that research needs to be explored is how the 21st century learning system with different student needs gaps. In addition, they are expected to be able to carry out in-depth discussions through various methods and different perspectives that will be used so that the language will be discussed more broadly. As well as additions in understanding for 21st century learning and its needs can develop other factors in the process, so that other activities or programs designed can be more optimal in helping students achieve 21st century skills with the appropriate target needs.

4.2.4 Material Maker

This research is also useful for educators who want to explain material and who make material, good material can be obtained anywhere and can be found in textbooks, internet, applications, YouTube, websites, blogs, podcasts and others. However, good material is material that students can easily accept and understand, this is intended so that the person who makes the material knows what the analysis of students' needs in learning English independently in

the 21st century era is, which is certainly in accordance with the target and can be accepted. by any learning style.

