

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research and development that has been carried out, it can be concluded that learning media in the form of VAK-based worksheets (Visual, Auditory, and Kinesthetic) in English speaking skills at MAN 2 Bengkulu City has met the eligibility criteria. This is shown through validation tests by material experts and media experts who state that the products developed are in the category of very suitable for use. Thus, this *worksheet* is considered to be able to be an effective, interactive, and supportive learning tool for achieving learning goals.

The development of *VAK-based worksheets* also makes a positive contribution to improving students' speaking skills. Through a variety of activities designed according to visual, auditory, and kinesthetic learning styles, students gain the opportunity to practice speaking in a more varied and enjoyable way. The results of limited and extensive trials showed that there was an improvement in students' speaking skills both in terms of fluency, vocabulary, and courage in expressing ideas. This proves that the products developed are relevant to the learning needs of students and the learning context in madrasahs.

In addition to improving speaking skills, the existence of *VAK-based worksheets* has also been proven to increase student learning motivation. Varied activities encourage active engagement of students, so they feel more confident in using English. These findings are in line with communicative learning theories that emphasize the importance of active participation in the learning process. Thus, the resulting products not only function as a medium to support language skills, but also as a means to create a conducive, fun, and student-oriented learning atmosphere.

In terms of implementation, this study also shows that *VAK-based worksheets* can be easily applied in daily learning activities. Teachers can use it as additional teaching materials that are practical, flexible, and in accordance with the characteristics of students. The results of field trials prove that teachers feel helped in delivering speaking material, because the activities provided support the communication-based learning process. This shows that the resulting products are not only beneficial for students, but also relevant to the needs of teachers in teaching.

Overall, this research and development succeeded in creating a *VAK-based worksheet* that is valid, practical, and effective for use in learning English speaking skills at MAN 2 Bengkulu City. This product not only improves students' ability to speak, but also enriches the variety of teachers'

teaching methods. This research also provides a theoretical contribution to the development of learning style-based learning media, as well as a practical contribution in improving the quality of the English learning process in madrasahs. Thus, the research objectives have been achieved in accordance with the formulation of the problem.

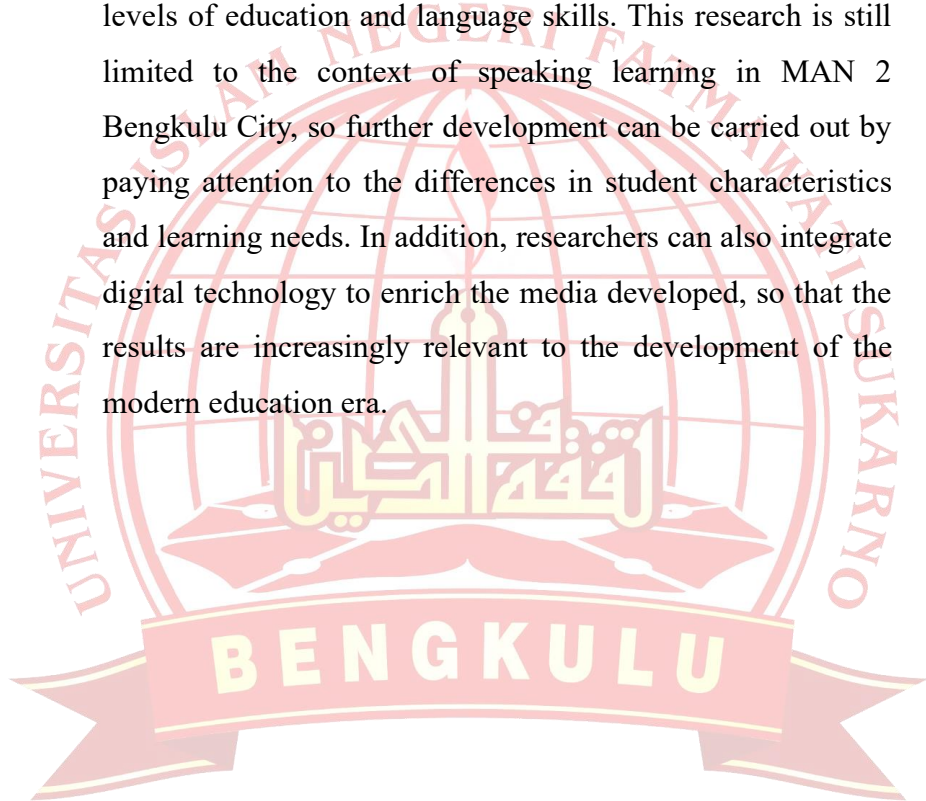
B. Suggestion

For English teachers, it is recommended to use this VAK-based worksheet continuously in learning activities. Teachers can adapt the available activities to the classroom conditions, as well as modify them according to the needs of the students. The use of this media is expected not only to focus on speaking skills, but can also be developed to support other language skills. With the right use, this *worksheet* is able to increase student involvement, encourage active communication, and help teachers create meaningful, fun, and more interactive learning.

For students, it is recommended to make optimal use of this VAK-based worksheet to improve English speaking skills. Students are expected to actively participate in every available activity, whether visual, auditorial, or kinesthetic, so that their learning experience is richer. Full involvement of students in using this media will support the mastery of vocabulary, pronunciation, and fluency in speaking. In addition, students can also use *worksheets* as a means of

independent learning outside the classroom to strengthen the understanding and skills that have been acquired during learning.

For future researchers, it is recommended to develop this VAK-based worksheet in a wider scope, both at different levels of education and language skills. This research is still limited to the context of speaking learning in MAN 2 Bengkulu City, so further development can be carried out by paying attention to the differences in student characteristics and learning needs. In addition, researchers can also integrate digital technology to enrich the media developed, so that the results are increasingly relevant to the development of the modern education era.



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