

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter explains the conclusions from this study and suggestion for the following study.

5.1 CONCLUSIONS

This study aimed to describe thinking styles of undergraduate EFL learners in higher education. The findings shows that External (M=5.408, Std. Deviation=1.18) thinking styles was the highest employed by the students. Meanwhile, Judicial (M=4.968, Std. Deviation=1.117) was the lowest. This study could help the students whom unaware of their thinking styles, so they could be more attentive to their preference and may adapt if needed to maximize their ability and capability in learning.

5.2 IMPLICATIONS OF THE STUDY

After the conclusions mentioned above, the findings of this study could be used as a reference for lecturers to know students' preference in managing ability performance. So the design of task can be more matched to the style of students. Next, for students in English Language Education Department, they might become flexible after knowing their style of doing task. Says, in case they had a class where for a whole semester the task is never changed, then they should adopt or maybe changing style when it needed to maximize their result on performing their ability. The last but not the least, we suggest for future researchers to explore

more about the impact of thinking styles to one's pattern of behavior maybe. Also, you can find factors that affect student's thinking styles.

