

## Chapter Five

### Conclusion and Recommendations

In this chapter, the researcher presents the conclusion of the result of the research and recommendations for some parties based on significances of the research. In the conclusion, the researcher presents the summary based on the result of the research. In the recommendation, the researcher gives some suggestions for the teachers, the students, and next researchers related to this research.

**Conclusion.** This research aimed to know the teaching style preferred by the students at English Language Education Department in a private university in Yogyakarta. The result of the research showed that teaching style preferred by students at English Language Education Department respectively were that 55% or it equals to 57 students preferred the facilitator teaching style, 27% or it equals to 28 students chose the delegator teaching style, 9% or it equals to 10 students chose personal model teaching style, 7% or it equals to 7 students chose expert teaching style, and 2% or it equals to 2 students preferred formal authority teaching style.

### Recommendations

Based on the result, the researcher hopes that this research is useful to the following parties. The first is the teachers. The second is the students, and the last is the next researchers.

**Teachers.** Based on the result of the research, the highest teaching style that was preferred by students of English Language Education Department (ELED) is

facilitator style. Therefore it is recommended to teachers who already use this style to keep using and strengthening this style, as this style is preferred by the majority of the students in this study. The activity in facilitator teaching style is group discussion which drives the students' enthusiasm in joining the class because the students get more creative to share their ideas through learning process. The activity is one of factors that encourage the students to learn. Therefore, although every lecturer has their own teaching styles to teach the students, by knowing the students' preference of teaching styles, they can try and apply facilitator teaching style through teaching and learning process. Applying the facilitator style more often is recommended to match with students' preference in making classroom comfortable and enjoyable. In other hand, we cannot judge that the formal authority teaching style is not very recommended to teach the students. Between the facilitator and formal authority teaching style have advantage and disadvantage. As a teacher we should know the appropriate teaching style for our students.

**Students.** The result of this research showed that the first position teaching style preferred by students of English Language Education Department (ELED) is facilitator style. The students should be aware how to improve their achievement. The students should know the appropriate teaching style which the student enjoys when in the classroom. If the students get interested in learning encourage the students to learn. So, the students can suggest and share their opinion to the teacher type of teaching style that makes the students get interested in learning the classroom.

**Next researchers.** The result of this research can be used for the next researchers as a reference about teaching style. The other researchers can use the same topic which means teaching style with other variables. The next researchers are recommended to do a research on the relationship between teachers' teaching style and students' motivation. Different strategy in collecting the data such as using rating scale questions in the questionnaire is recommended for the next researchers. Using other sample for the research for example students of junior school or high school are also recommended to conduct.